

Facts and figures

Ministerio
de Educación, Formación Profesional
y Deportes

2025/2026 School year

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Facts and figures 2025/2026 School year

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Facts and figures. 2025/2026 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.



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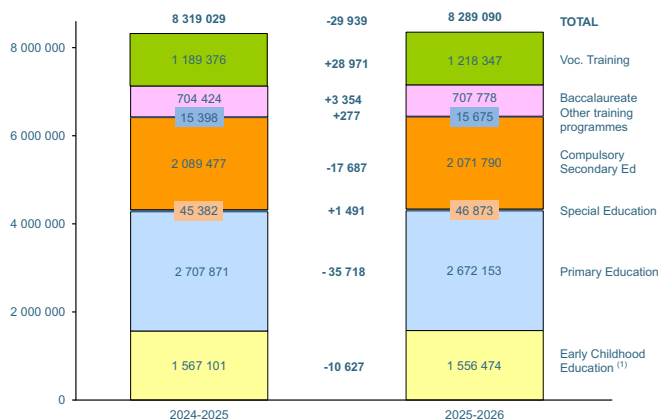
Facts and figures

2025/2026 School year

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Forecast students. 2025-2026 school year

Forecast students in non-university general education for the 2025-2026 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	
	2025-2026	Absolute	%
TOTAL	8 289 090	-29 939	-0.4
Early childhood education	1 556 474	-10 627	-0.7
Early childhood education, first cycle ⁽¹⁾	496 803	8 332	1.7
Early childhood education, second cycle	1 059 671	-18 959	-1.8
Primary education	2 672 153	-35 718	-1.3
Special education	46 873	1 491	3.3
Compulsory secondary education	2 071 790	-17 687	-0.8
Baccalaureate	707 778	3 354	0.5
Baccalaureate - face to face education	683 694	3 007	0.4
Baccalaureate - distance education	24 084	347	1.5
Vocational training	1 218 347	28 971	2.4
Basic vocational training	86 124	1 567	1.9
Intermediate vocational training ⁽²⁾	479 874	9 587	2.0
Advanced vocational training ⁽²⁾	642 584	16 156	2.6
Specialization courses for Intern. and Advan. Graduates	9 765	1 661	20.5
Other training programmes	15 675	277	1.8

(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 62 702 students on intermediate level and 165 603 on advanced level.

Students

Students in the non-university education by sex and school type. 2024-2025 school year

	Students	Sex		Owned/financed by		
		% Males	% Females	% Public	% Gov.dep. private inst. ⁽¹⁾	% Indep. private inst. ⁽¹⁾
General education system	8 319 029	51.5	48.5	66.8	24.4	8.8
Early childhood education	1 567 101	51.5	48.5	63.0	26.6	10.4
Early childhood education, first cycle ⁽²⁾	488 471	51.8	48.2	54.0	21.4	24.6
Early childhood education, second cycle	1 078 630	51.4	48.6	67.0	29.0	4.0
Primary education	2 707 871	51.5	48.5	67.8	28.2	4.1
Special education	45 382	67.0	33.0	64.9	34.9	0.2
Compulsory secondary education	2 089 477	51.6	48.4	66.8	29.0	4.2
Baccalaureate	704 424	46.2	53.8	72.1	10.8	17.1
Baccalaureate - face to face education	680 687	46.1	53.9	71.2	11.2	17.6
Baccalaureate - distance education	23 737	49.2	50.8	97.4	0.0	2.6
Vocational training ⁽³⁾	1 189 376	53.5	46.5	66.2	12.7	21.1
Basic vocational training (face to face education)	84 557	69.7	30.3	76.7	23.2	0.2
Intermediate vocat. training - face to face educ.	407 906	57.5	42.5	72.4	19.2	8.3
Advanced vocat. training - face to face educ.	465 509	54.7	45.3	70.0	11.3	18.8
Specializ. cours. for Interm. Grad - face to face educ.	812	73.9	26.1	97.3	2.7	0.0
Specializ. cours. for Advan. Grad. - face to face	6 886	83.3	16.7	89.5	3.7	6.8
Intermediate vocat. training - distance educ.	62 381	33.4	66.6	45.4	0.0	54.6
Advanced vocat. training - distance educ.	160 919	37.5	62.5	41.0	0.0	59.0
Specializ. cours. for Advan. Grad. - distance educ.	406	86.0	14.0	100.0	0.0	0.0
Other training programmes	15 398	67.8	32.2	76.4	23.6	0.0
Specialised education system	731 061	39.8	60.2	90.8	-	9.2
Arts and design	32 038	29.3	70.7	87.7	-	12.3
Intermediate vocational training	3 654	37.1	62.9	93.7	-	6.3
Advanced vocational training	15 016	28.6	71.4	95.7	-	4.3
Higher studies	13 368	28.0	72.0	77.1	-	22.9
Music	318 793	46.5	53.5	85.0	-	15.0
Elementary education	41 695	45.7	54.3	90.7	-	9.3
Professional education	44 199	47.9	52.1	91.1	-	8.9
Higher studies	9 362	56.4	43.6	71.1	-	28.9
Non-formal studies ⁽⁴⁾	223 537	46.0	54.0	83.3	-	16.7
Dance	31 189	7.5	92.5	71.1	-	28.9
Elementary education	3 998	6.5	93.5	76.3	-	23.7
Professional education	4 803	10.8	89.2	82.6	-	17.4
Higher studies	964	17.1	82.9	92.7	-	7.3
Non-formal studies ⁽⁴⁾	21 424	6.6	93.4	66.6	-	33.4
Drama	2 892	29.8	70.2	77.3	-	22.7
Master in arts	999	53.2	46.8	41.6	-	58.4
Official schools of languages	335 414	36.3	63.7	100.0	-	0.0
Sport studies	9 736	79.9	20.1	47.1	-	52.9
Formal for Adult Education	191 003	44.0	56.0	97.2	-	2.8
Non-formal for Adult Education	355 378	32.8	67.2	99.6	-	0.4

(1) The distribution of private education with and without government financing is estimated on the basis of data for the 2023-2024 school year.

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

(3) It refers to vocational training programmes of General Education System, corresponding in turn to Grades D, of "ciclos formativos", and Grade E, of specialization courses, of the Vocational Training System.

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

Students by autonomous community

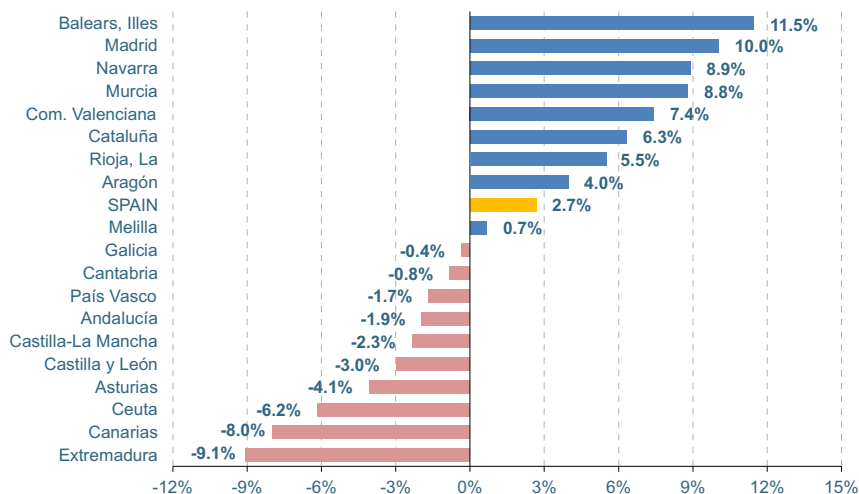
Distribution of students in non-university general education by autonomous community. 2024-2025 school year

	Total	1st. cycle early child-hood educ.	2nd. cycle early child-hood educ.	Primary education	Special education	Compul-sory secondary education	Bacca-laureate	Basic voc. Training	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	100.0
Andalucía	19.0	21.8	19.3	18.8	22.7	19.2	19.5	17.6	17.4	17.5	3.9
Aragón	2.7	2.3	2.8	2.8	2.6	2.7	2.5	3.4	2.5	2.5	3.9
Asturias, Principado de	1.6	0.9	1.5	1.6	1.2	1.7	1.9	1.0	1.6	1.6	0.0
Balears, Illes	2.4	2.4	2.7	2.6	2.3	2.4	2.1	2.8	2.1	1.3	0.9
Canarias	4.0	2.5	3.8	3.9	6.8	4.1	4.9	4.4	3.9	4.3	3.6
Cantabria	1.1	0.8	1.0	1.1	1.4	1.1	1.2	1.1	1.4	1.2	1.5
Castilla y León	4.2	4.4	4.1	4.2	3.4	4.2	4.4	5.5	4.3	3.8	0.0
Castilla-La Mancha	4.4	3.6	4.5	4.6	3.3	4.5	4.5	6.1	3.8	3.5	1.2
Cataluña	16.9	15.2	16.8	16.6	13.7	16.7	15.0	1.5	20.9	20.3	58.1
Comunitat Valenciana	11.1	10.6	11.2	11.2	11.2	11.3	9.8	15.1	12.0	10.3	5.2
Extremadura	2.0	1.9	2.1	2.1	1.7	2.0	2.1	2.6	2.1	1.7	1.2
Galicia	4.9	5.7	4.5	4.7	2.7	4.7	5.2	6.2	5.2	5.8	1.5
Madrid, Comunidad de	15.1	17.8	14.8	15.0	15.4	14.7	15.9	15.4	13.4	16.5	10.2
Murcia, Región de	3.8	2.9	4.0	3.9	4.7	3.8	3.8	6.3	3.3	3.1	4.3
Navarra, Com. Foral de	1.4	1.2	1.5	1.5	1.8	1.5	1.3	1.6	1.3	1.1	1.7
Pais Vasco	4.4	5.0	4.3	4.3	4.1	4.3	4.7	6.7	3.7	4.2	0.0
Rioja, La	0.7	0.8	0.7	0.7	0.5	0.7	0.6	1.4	0.7	0.7	0.3
Ceuta	0.2	0.1	0.2	0.2	0.3	0.2	0.2	0.6	0.3	0.2	1.2
Melilla	0.2	0.2	0.3	0.3	0.2	0.3	0.2	0.5	0.2	0.2	1.2

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

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

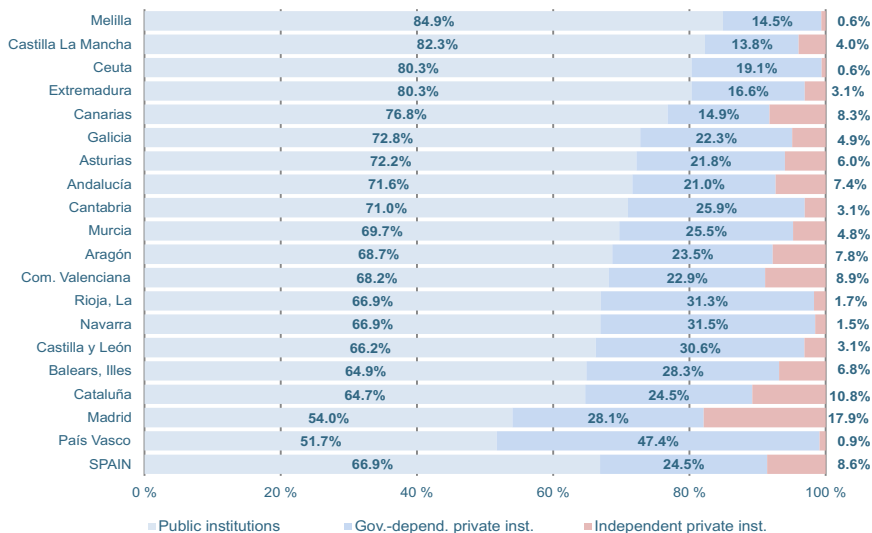
Percentage variation of students in non-university general education between the 2014-2015 and the 2024-2025 school year, by autonomous community



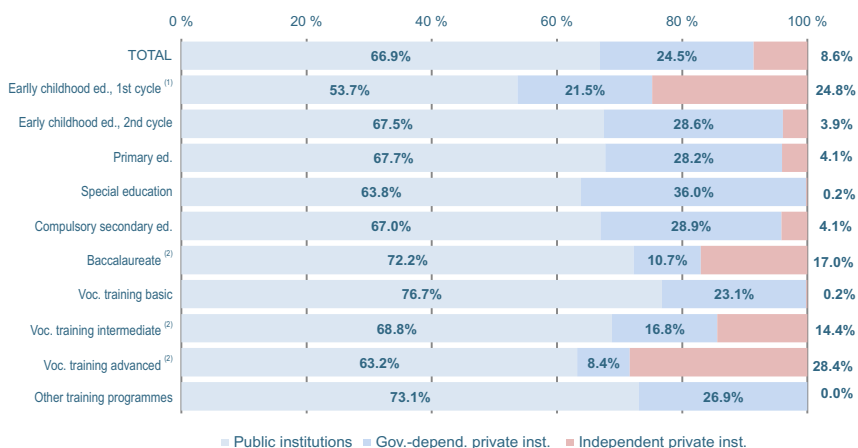
Students

Public and private institutions

Distribution of students in non-university general education by school type and autonomous community. 2023-2024 school year



Distribution of students in non-university general education by school type and education level/programme. 2023-2024 school year



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

(2) Both face-to-face and distance education modalities are included. Specialisation courses are also considered where applicable.

Specific educational support needs

Percentage of students with special educational needs ⁽¹⁾. 2023-2024 school year

	Total ⁽²⁾	Early childhood education	Primary education	Compulsory secondary education	Baccalaureate	Basic vocational training	Intern. and Advvocational training ⁽³⁾	Other training programmes
Special Educational Needs								
TOTAL	3.6	2.4	4.0	3.3	0.9	6.6	1.8	48.7
Public Institutions	4.0	2.9	4.5	3.6	1.0	6.1	1.8	47.3
Government - Dependent private education	3.6	1.9	3.1	3.0	0.8	8.4	2.3	52.6
Independent private education	0.8	0.3	0.8	0.8	0.7	15.8	1.3	-
Males	4.9	3.2	5.5	4.5	1.4	6.9	2.2	45.7
Females	2.3	1.4	2.3	2.0	0.5	5.9	1.3	55.0
Other Specific Needs ⁽⁴⁾								
TOTAL	10.4	6.6	13.7	14.0	3.9	12.8	3.9	54.6
Public Institutions	11.6	8.1	15.7	15.0	3.8	12.6	3.9	52.3
Government - Dependent private education	9.4	5.2	10.3	13.0	3.9	13.5	5.1	60.8
Independent private education	2.9	0.4	3.6	5.2	4.4	38.2	2.2	-
Males	11.4	7.4	15.0	15.4	4.7	13.3	4.5	52.1
Females	9.3	5.7	12.3	12.5	3.2	11.7	3.1	59.7

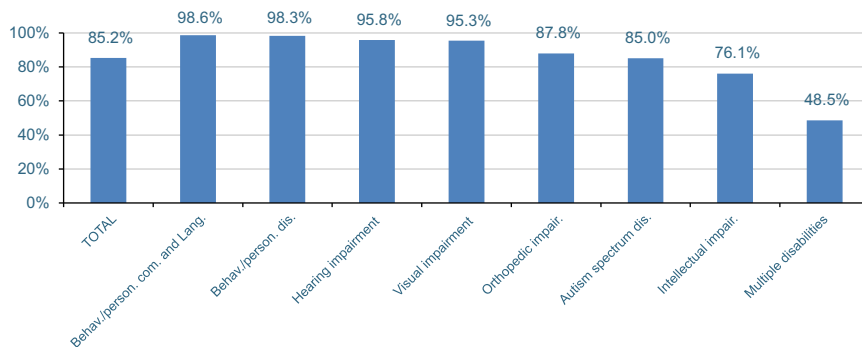
(1) Percentage of students with special educational needs in relation to the total number of students enrolled in each type of education.

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

(3) Includes students of VET specialisation courses.

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

Percentage of students with special educational needs enrolled in mainstream classrooms, by type of disability. School year 2023–2024

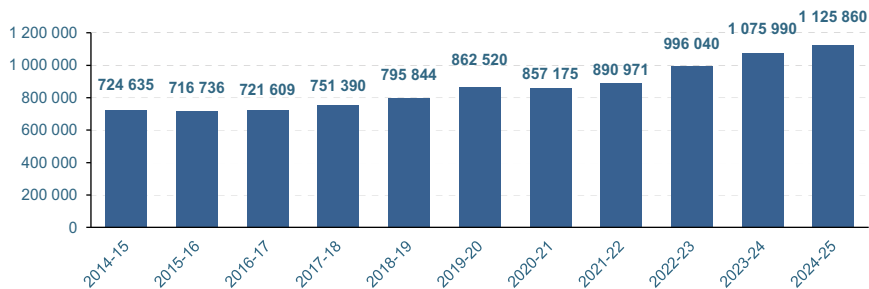


Students

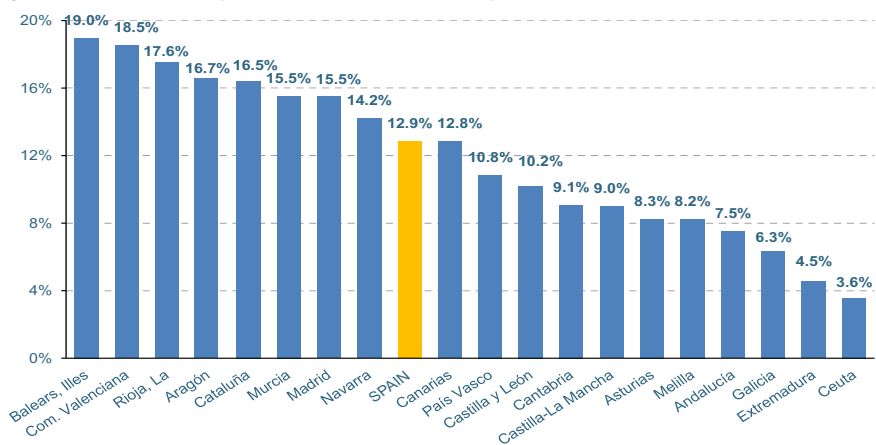
Foreign students

Trends in foreign students. Non-university education system

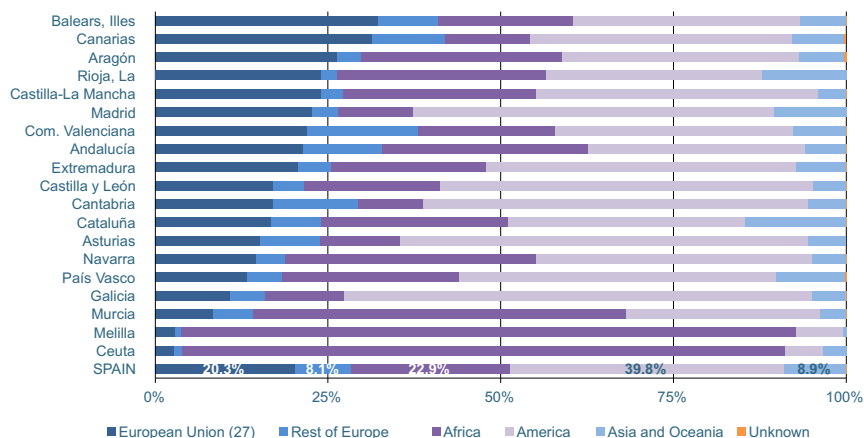
	2014-15	2019-20	2023-24	2024-25
TOTAL	724 635	862 520	1 076 065	1 125 860
General education system	693 018	821 927	1 026 343	1 071 382
Early childhood education	149 984	171 426	178 265	173 852
Primary education	248 288	336 881	406 366	419 948
Special education	4 078	4 994	6 567	7 465
Compulsory secondary ed.	179 973	188 980	270 374	289 446
Baccalaureate	46 567	43 965	51 556	55 260
Basic vocational training	7 176	10 800	13 591	15 551
Intermediate vocational training	31 554	31 290	44 905	50 419
Advanced vocational training	17 865	29 769	50 818	54 980
Initial vocational qualification programmes	4 203	-	-	-
Other training programmes	3 330	3 822	3 901	4 461
Specialised education system	31 617	40 593	49 722	54 478



Percentage of foreign students by autonomous community. Non-university general education system. 2024-2025 school year



Distribution of foreign students by geographic origin. Non-university education system. 2024-2025 school year (in percentage)



Distribution of total and foreign students by school ownership/financing. Non-university general education system. 2023-2024 school year

	% Public institutions		% Gov.-Dep. private institutions		% Indep. private institutions	
	Total students	Foreign students	Total students	Foreign students	Total students	Foreign students
TOTAL	66.9	74.5	24.6	17.4	8.6	8.0
Andalucía	71.6	78.1	21.0	9.5	7.4	12.3
Aragón	68.7	78.7	23.5	18.8	7.8	2.5
Asturias, Principado de	72.2	79.6	21.8	16.9	6.0	3.5
Balears, Illes	64.9	67.4	28.3	19.7	6.8	12.9
Canarias	76.8	84.8	14.9	6.8	8.3	8.4
Cantabria	71.0	72.7	25.9	25.6	3.1	1.6
Castilla y León	66.2	78.4	30.6	19.9	3.1	1.7
Castilla-La Mancha	82.3	91.0	13.8	7.4	4.0	1.6
Cataluña	64.7	69.6	24.5	21.7	10.8	8.7
Comunitat Valenciana	68.2	78.8	22.9	12.6	8.9	8.6
Extremadura	80.3	87.0	16.6	11.5	3.1	1.5
Galicia	72.8	77.9	22.3	19.3	4.9	2.8
Madrid, Comunidad de	54.0	66.8	28.1	21.6	17.9	11.6
Murcia, Región de	69.7	85.5	25.5	11.7	4.8	2.8
Navarra, Comunidad Foral de	66.9	80.9	31.5	17.8	1.5	1.3
País Vasco	51.8	64.0	47.3	35.9	0.9	0.1
Rioja, La	66.9	78.0	31.3	21.6	1.7	0.4
Ceuta	80.3	93.8	19.1	6.0	0.6	0.2
Melilla	84.9	98.8	14.5	1.2	0.6	0.0

Investment in education

Public expenditure on education ⁽¹⁾

Year	Financial chapters included ⁽²⁾ (€ million)	Financial chapters not included ⁽²⁾ (€ million)
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	59 772.9	59 567.1
2022	63 490.6	63 178.6
2023 ⁽³⁾	67 937.9	67 773.3
2024 ⁽⁴⁾	70 986.5	70 639.1
2025 ⁽⁴⁾	73 801.6	73 532.8

(1) This refers to total expenditure on education (expended budget) by all government authorities and agencies, including universities.

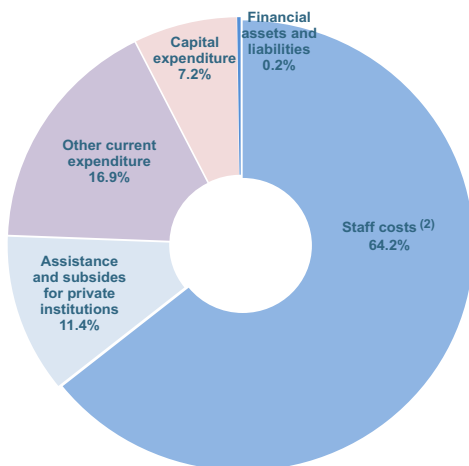
(2) The financial chapters are chapters 3 (financial expenses of continuing operations), 8 and 9 (financial assets and liabilities of capital operations). See Explanatory Notes.

(3) Provisional data.

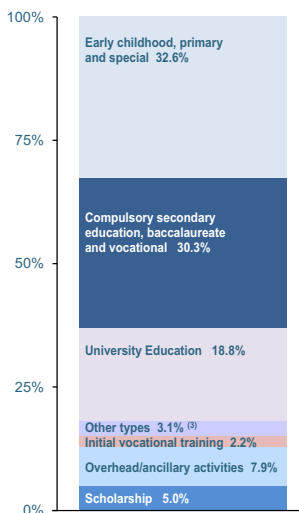
(4) Estimated figures for 2024 based on the available executed budgets and for 2025 based on initial budgets.

Source: Estadística del Gasto Público en Educación. MEFD

Distribution of public expenditure on education ⁽¹⁾ by economic nature. 2023



Distribution of public expenditure on education ⁽¹⁾ by activity. 2023



(1) Financial chapters included.

(2) Imputed social contributions are included.

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

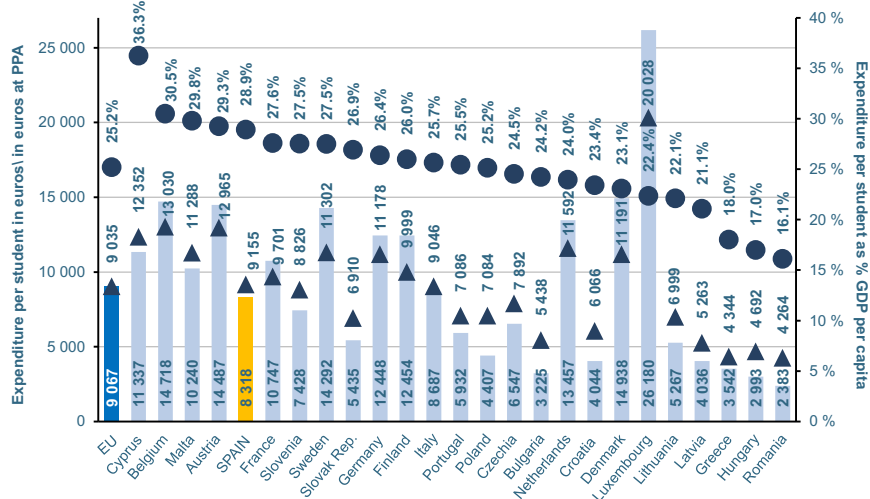
Annual expenditure on public educational institutions per student (*absolute values and as % of GDP per capita*), by education level. 2022

	In euros at PPA	% GDP per capita ⁽¹⁾
TOTAL ⁽²⁾	8 318	28.9
Early childhood education (ISCED 0)	7 145	24.9
Primary education (ISCED 1)	6 919	24.1
Lower secondary education (ISCED 2)	8 158	28.4
Upper secondary and post-secondary non-tertiary education (ISCED 3 - Gen.)	7 762	27.0
Upper secondary and post-secondary non-tertiary education (ISCED 3 - Voc.)	11 359	39.5
Tertiary Education ISCED 5 - Voc.	8 485	29.5
Tertiary Education ISCED 6 - 8	11 428	39.7

(1) Provisional data % GDP per capita.

(2) 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

Annual expenditure on public educational institutions per student ⁽¹⁾ and as percentage of GDP per capita. European Union Countries. 2022



■ Expenditure per student in euros ▲ Expenditure per student in euros at PPA ● Expenditure per student as % GDP per capita

Note: Data not available for Estonia and Ireland.

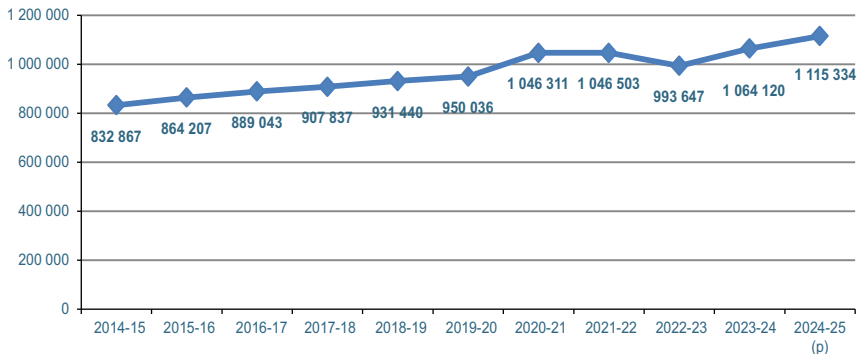
(1) All education levels are considered with the exception of Early childhood educational development (ISCED 01).
Source: Eurostat. The expenditure per student in relation to GDP per capita has been calculated based on GDP per capita data published by Eurostat

The social dimension of education: scholarships and student grants

Trends in total budget appropriations (in thousands of euros) for MEFD 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
2015	1 413 524.6	-	1 095 451.0	318 073.6	1 441 125.6	-
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%	1 957 526.2	516 800.0	2 563 597.0	1.1%
2024 ⁽²⁾	2 474 326.2	0.0%	1 957 526.2	516 800.0	2 546 397.4	-0.7%
2025 ⁽²⁾	2 474 326.2	0.0%	1 957 526.2	516 800.0	..	..

Trends in the number of beneficiaries of MEFD 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.

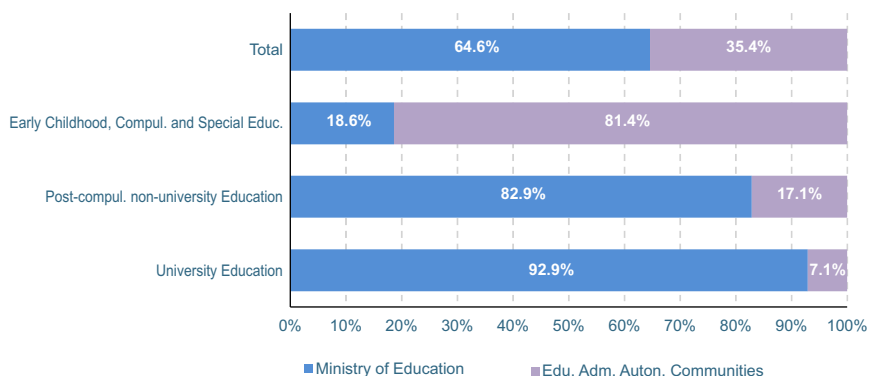
(2) Extended budget.

(p) Provisional data.

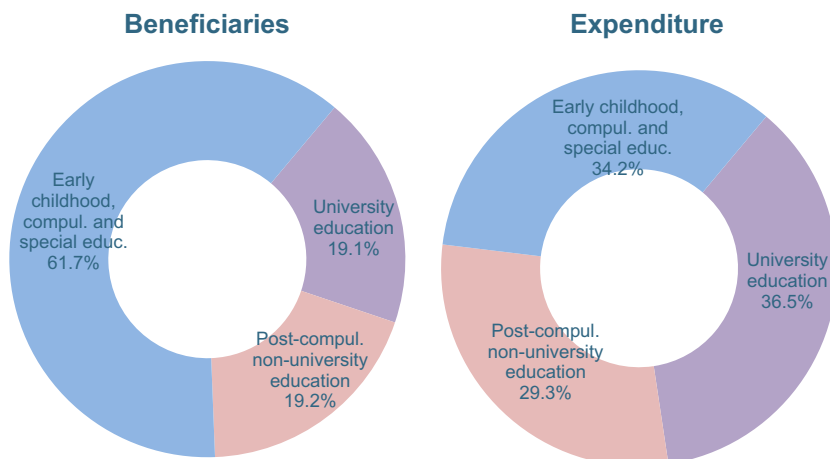
Source: Secretaría de Estado de Educación. MEFD

The social dimension of education: scholarships and student grants

Distribution of expenditure on scholarships and student grants by financing administration ⁽¹⁾ 2023-2024 school year



Distribution of the number of beneficiaries and expenditure on scholarships and student grants ⁽¹⁾, by education level. 2023-2024 school year



(1) All transfers from the Ministry of Education and the Education Administrations of the Autonomous Communities to students and families, whether directly or through educational institutions, in-kind payments and price discounts, intended to encourage the initiation or continuation of education by paying expenses or rewarding exceptional academic performance. Prior application is required; the scholarship is subject to meeting academic and/or socioeconomic requirements.

Source: Estadística de Becas y Ayudas al Estudio. MEFD

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

	2014-2015	2019-2020	2023-2024	2024-2025 ⁽²⁾
Total	673 279	725 085	783 954	793 215
Public schools	478 062	517 851	569 093	576 786
Primary school teachers	241 587	246 641	256 654	258 446
Secondary school teachers ⁽³⁾	171 683	202 971	245 108	259 027
Vocational training teachers ⁽³⁾	27 975	29 391	22 276	13 096
Other teachers ⁽⁴⁾	36 817	38 848	45 055	46 217
Private schools	195 217	207 234	214 861	216 429

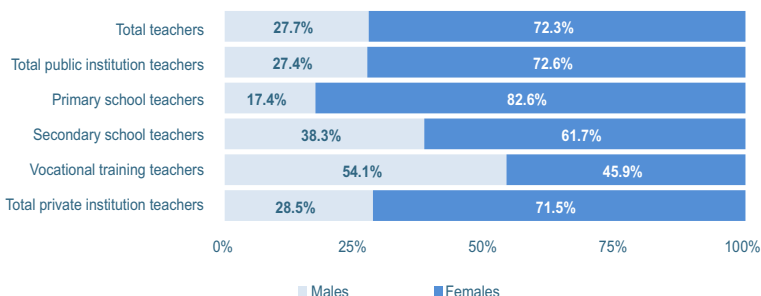
(1) "Teachers" include all staff engaged directly in teaching at schools during schools hours.

(2) Preliminary data.

(3) Data for the 2023-24 and 2024-25 school years are affected by the implementation of Royal Decree 800/2022, which regulates the integration of Vocational Training Technical Teachers, to be phased out, into the Secondary Education Teacher Staff.

(4) 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.

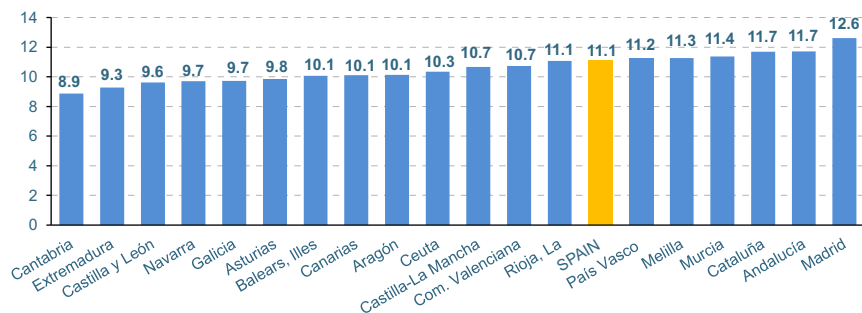
Distribution of non-university general education system teachers by sex. 2023-2024 school year



Distribution of non-university general education system teachers by age. 2023-2024 school year

	Total	Under 30	30 to 39	40 to 49	50 to 59	60 and more
Total teachers	100.0	7.9	24.2	34.6	26.4	6.9
Total public institution teachers	100.0	6.3	23.4	36.3	27.6	6.4
Primary school teachers	100.0	5.9	27.3	38.1	23.1	5.6
Secondary school teachers	100.0	5.9	19.9	35.5	32.6	6.1
Vocational training teachers	100.0	4.7	17.4	37.3	32.5	8.1
Total private institution teachers	100.0	12.1	26.4	30.0	23.3	8.3

Ratio of students to teaching staff ⁽¹⁾ by autonomous community. Non-university education system. 2023-2024 school year



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

Ratio of students to teaching staff ⁽¹⁾, EU Countries. 2022-2023 school year

	Primary and Secondary Ed.	Primary Ed.	Lower Secondary Ed.	Upper Secondary Ed.
European Union (27)	12.2	13.4	11.7	11.3
Austria	10.3	13.0	8.7	9.8
Belgium	10.0	11.6	9.2	8.9
Bulgaria	10.9	10.2	9.6	12.7
Croatia	8.8	11.7	8.0	7.7
Cyprus	10.0	11.9	9.0	8.2
Czechia	13.6	17.7	12.7	10.9
Denmark	12.1	12.2	11.2	12.8
Estonia	12.5	12.2	10.4	16.0
Finland	12.8	12.4	9.2	17.4
France	14.9	18.1	14.7	11.4
Germany	13.4	15.2	13.0	12.0
Greece	8.4	8.2	7.9	9.3
Hungary	10.8	10.8	11.0	10.8
Ireland	..	13.1	..	12.6
Italy	10.6	10.7	10.5	10.6
Latvia	11.9	13.1	9.6	13.0
Lithuania	11.4	14.1	10.3	10.5
Luxembourg	8.8	8.6	9.6	8.4
Malta	8.8	12.9	6.6	7.3
Netherlands	16.0	16.2	15.3	16.5
Poland	11.2	12.5	9.7	11.7
Portugal	10.4	12.3	9.4	8.8
Romania	13.8	18.4	11.1	13.1
Slovakia	14.7	14.3	16.1	13.5
Slovenia	12.7	11.6	..	16.5
Spain	11.2	12.3	10.9	10.0
Sweden	12.3	12.6	11.1	13.1

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

Source: Eurostat

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

	2013-2014				2023-2024			
	School head	Secretary	Head of Studies	Total teaching staff	School head	Secretary	Head of Studies	Total teaching staff
Total	61.8	63.3	63.3	71.4	69.4	69.4	68.7	72.3
Public schools	58.6	61.7	64.0	71.3	68.0	68.5	70.2	72.6
Early childhood education schools	94.0	95.5	91.5	97.4	92.8	93.4	99.3	97.7
Primary schools ⁽¹⁾	59.4	67.6	73.8	80.6	64.1	74.1	73.8	81.7
Secondary schools	35.6	44.8	50.9	56.9	47.2	52.2	59.1	60.6
Private schools	68.0	70.0	61.1	71.9	71.9	72.8	64.5	71.5

(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 ⁽²⁾	Graduates ⁽⁴⁾
TOTAL	140 156	27 932	40 458	30 327	40 349	13 730
Andalucía	24 401	4 824	4 312	3 558	7 387	2 844
Aragón	3 520	669	814	582	873	261
Asturias, Principado de	2 077	344	236	187	658	220
Balears, Illes	1 339	299	405	262	792	261
Canarias	7 468	1 934	1 689	1 439	2 787	797
Cantabria	1 550	291	273	186	558	165
Castilla y León	9 002	1 815	1 129	1 015	1 604	445
Castilla-La Mancha	3 943	835	549	500	1 431	401
Cataluña	10 127	2 256	2 204	1 696	9 251	2 969
Comunitat Valenciana	11 947	2 250	3 973	3 183	4 178	1 564
Extremadura	3 215	675	504	409	828	229
Galicia	4 836	1 064	899	663	2 287	661
Madrid, Comunidad de	21 854	5 158	6 717	5 174	4 389	1 736
Murcia, Región de	4 679	1 096	1 590	1 398	1 135	401
Navarra, Comunidad Foral de	1 749	403	292	186	504	156
Pais Vasco	6 470	1 417	788	601	954	430
Rioja, La	908	165	191	165	320	79
Ceuta	x	x	x	x	203	59
Melilla	x	x	x	x	210	52
Univ. non presencial	21 071	2 437	13 893	9 123	-	-

(1) **Source:** Estadística de Estudiantes Universitarios. MCNU

(2) Preliminary data 2024-2025 school year.

(3) 2023-2024 school year

(4) 2022-2023 school year

Forecast number of schools, classified by type of school. 2025-2026 school year

	Total	Public schools	Private schools
Schools in the non-university general education system	28 748	19 368	9 380
Early childhood education schools ⁽¹⁾	9 104	4 725	4 379
Primary schools ⁽²⁾	10 151	9 680	471
Primary and compulsory sec. schools ⁽²⁾	2 077	614	1 463
Secondary and voc. training schools	5 220	4 115	1 105
Primary, secondary and voc. training schools ⁽²⁾	1 654	16	1 638
Special education schools	484	207	277
Distance education schools	58	11	47
Specialised education school system ⁽³⁾	2 072	1 482	590
Schools of Arts and Schools of Higher Studies in Arts and Design	135	104	31
Music schools	471	303	168
Dance schools	69	32	37
Music and dance schools ⁽⁴⁾	941	693	248
Drama schools	21	13	8
Official schools of languages	332	332	0
Sport schools	103	5	98
Adult education schools ⁽³⁾	1 442	1 415	27

(1) Schools authorized by the education authorities.

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

(3) Data from the 2024-2025 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. 2023-2024 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	61.6	88.5	72.8	34.0	13.1	12.0
Early childhood education schools ⁽¹⁾	74.8	97.2	92.9	1.3	0.9	2.6
Primary schools ⁽²⁾	77.4	89.9	55.6	34.4	11.3	22.6
Primary and compulsory sec. schools ⁽²⁾	72.8	92.9	76.7	47.2	11.7	46.7
Secondary and voc. training schools	8.7	16.8	8.4	58.4	10.0	5.5
Primary, secondary and voc. training schools ⁽²⁾	64.3	95.8	78.9	21.4	23.0	65.0
Special education schools	93.5	78.4	28.6	98.0	78.1	14.3

(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

	2014-2015	2019-2020	2024-2025
Number of pupils	1 840 008	1 749 597	1 567 101
First cycle (0-3 years)	444 252	469 758	488 471
Second cycle (3-6 years)	1 395 756	1 279 839	1 078 630
Number of schools first cycle	9 654	10 335	11 465
Public	4 513	4 973	6 152
Private	5 141	5 362	5 313
Number of schools second cycle	14 215	14 113	14 020
Public	10 565	10 448	10 399
Private	3 650	3 665	3 621

Early childhood education pupils by cycle and autonomous community. 2024-2025 school year

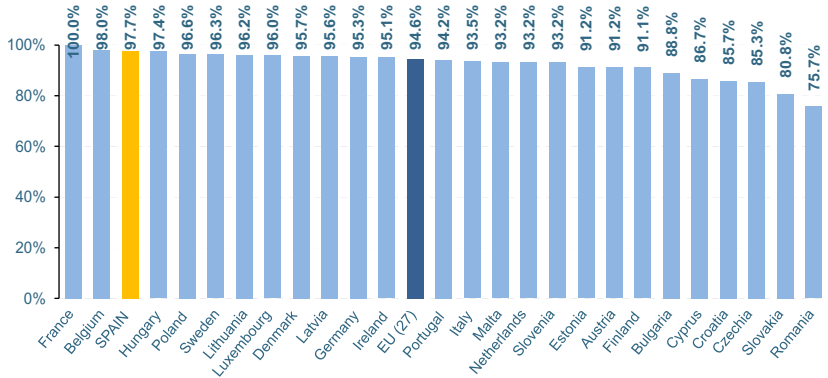
	Total	% Females	First cycle	% Females	Second cycle	% Females
TOTAL	1 567 101	48.5	488 471	48.2	1 078 630	48.6
Andalucía	314 088	48.6	106 294	48.3	207 794	48.7
Aragón	40 877	48.6	11 030	48.6	29 847	48.6
Asturias, Principado de	20 495	49.1	4 455	48.4	16 040	49.3
Balears, Illes	40 667	48.3	11 641	47.7	29 026	48.5
Canarias	52 760	48.8	12 289	47.7	40 471	49.1
Cantabria	14 882	48.3	3 736	48.1	11 146	48.4
Castilla y León	66 074	48.5	21 650	47.8	44 424	48.8
Castilla-La Mancha	66 103	48.3	17 433	47.9	48 670	48.4
Cataluña	255 915	48.8	74 307	48.3	181 608	49.0
Comunitat Valenciana	173 124	48.3	51 910	48.1	121 214	48.4
Extremadura	31 986	47.9	9 046	47.1	22 940	48.1
Galicia	76 209	48.8	27 849	48.8	48 360	48.7
Madrid, Comunidad de	246 656	48.5	87 189	48.2	159 467	48.6
Murcia, Región de	57 385	46.7	14 128	47.7	43 257	46.4
Navarra, Comunidad Foral de	22 268	47.9	6 027	47.3	16 241	48.1
País Vasco	70 090	48.2	24 244	48.1	45 846	48.2
Rioja, La	11 003	49.2	3 681	49.8	7 322	48.9
Ceuta	2 816	47.0	610	46.9	2 206	47.1
Melilla	3 703	48.2	952	48.4	2 751	48.1

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

	2014-2015	2019-2020	2024-2025
Less than one year old	9.8	13.2	16.6
Age 1	35.7	44.4	54.8
Age 2	55.6	63.6	74.7
Age 3	95.4	97.1	95.9

(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. 2022-2023 school year



Note: Information not available for Greece.
Source: Eurostat

Compulsory education

Basic education students by autonomous community. 2024-2025 school year

	Primary education	% Females	Compulsory secondary ed.	% Females
TOTAL	2 707 871	48.5	2 089 477	48.4
Andalucía	509 952	48.6	400 520	48.6
Aragón	75 207	48.5	55 813	48.7
Asturias, Principado de	43 135	48.5	35 623	48.6
Balears, Illes	69 531	47.8	51 120	47.8
Canarias	105 377	48.8	84 700	48.3
Cantabria	29 332	48.9	23 539	48.3
Castilla y León	114 132	48.4	87 773	48.5
Castilla-La Mancha	123 823	48.6	94 860	48.4
Cataluña	449 628	48.7	348 926	48.3
Comunitat Valenciana	304 254	48.4	235 346	48.4
Extremadura	55 888	48.5	42 357	48.3
Galicia	126 398	48.4	97 531	48.3
Madrid, Comunidad de	405 158	48.7	307 150	48.6
Murcia, Región de	105 778	46.7	79 504	47.4
Navarra, Comunidad Foral de	40 943	48.9	30 793	48.7
Pais Vasco	117 722	48.7	89 904	48.7
Rioja, La	18 493	48.1	13 917	48.7
Ceuta	5 982	47.6	4 868	48.3
Melilla	7 138	48.2	5 233	48.7

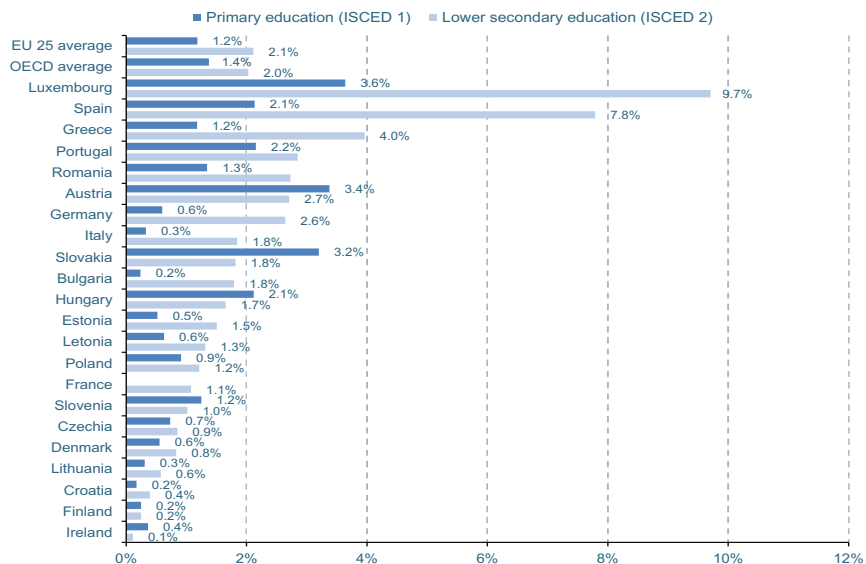
Levels of education

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

	2013-2014	2018-2019	2023-2024					
			Total	Males	Females	Public institutions	Gov.-depend. private inst.	Independent private inst.
1st primary education	-	2.8	0.1	0.1	0.1	0.1	0.2	0.1
2nd primary education	4.5	2.8	3.5	3.7	3.2	4.3	1.9	0.2
3rd primary education	-	2.2	0.2	0.2	0.2	0.2	0.2	0.1
4th primary education	3.9	2.3	2.1	2.2	2.0	2.5	1.3	0.3
5th primary education	-	2.0	0.2	0.2	0.2	0.2	0.2	0.1
6th primary education	4.2	2.4	1.9	2.1	1.7	2.2	1.5	0.3
Total primary grades	2.3	2.4	1.4	1.5	1.2	1.6	0.9	0.2
1st compulsory secondary educ.	12.5	9.3	7.8	9.2	6.3	9.7	4.4	0.7
2nd compulsory secondary educ.	11.1	8.5	6.4	7.3	5.4	7.7	4.1	1.0
3rd compulsory secondary educ.	11.3	8.9	6.4	7.3	5.5	7.6	4.4	1.1
4th compulsory secondary educ.	9.5	7.7	6.3	7.2	5.4	7.7	3.9	1.4
Total comp. second. grades	11.2	8.7	6.8	7.8	5.6	8.2	4.2	1.0

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

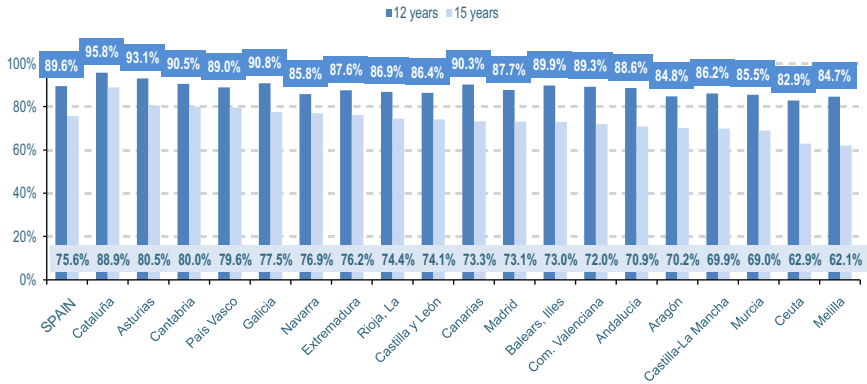
Repetition rate in primary and lower secondary education. EU countries ⁽¹⁾. 2022



(1) Percentage relationship between the number of repeaters in the 2021-2022 school year and the corresponding total enrolment in the previous school year, 2020-2021. Data not available for Belgium, Netherlands, Sweden, France in Primary education and EU countries that are not part from the OECD.

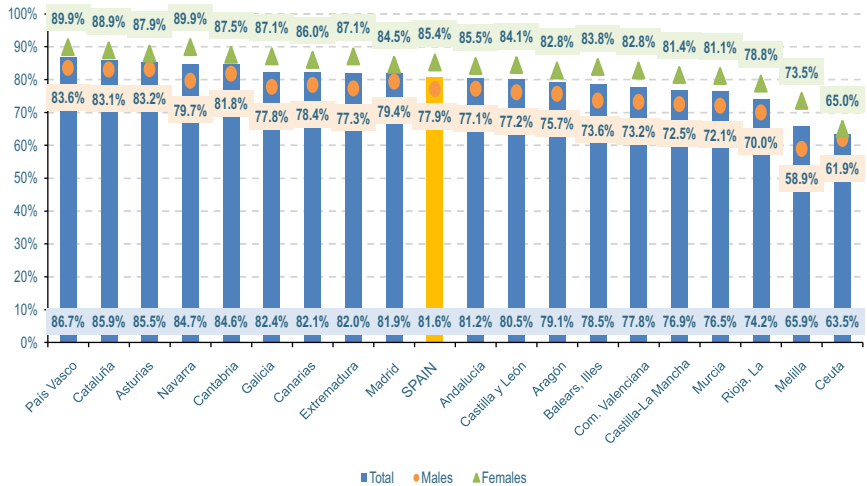
Source: OECD - UOE Questionnaire

Enrolment suitability rate with theoretical age ⁽¹⁾ at 12 and 15, by autonomous community. 2023-2024 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. 2022-2023 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, 2023.

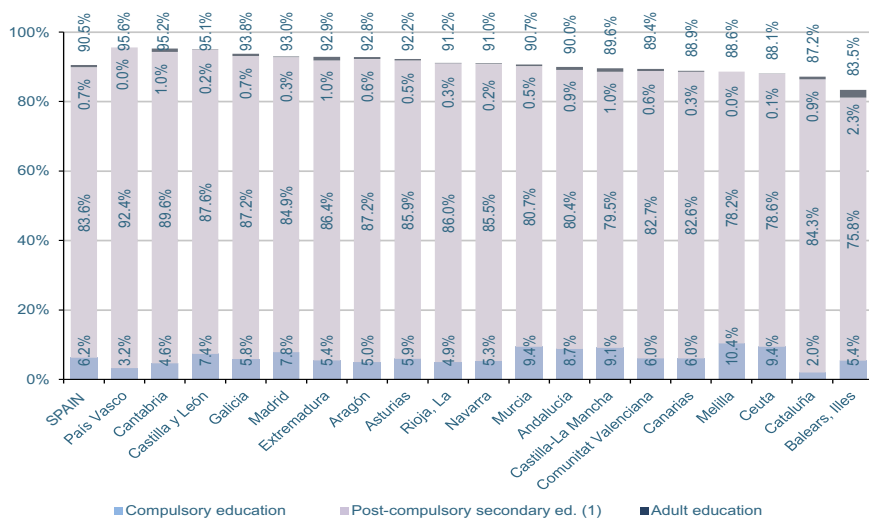
Levels of education

Transition after compulsory school

Net enrolment rates for ages 16 to 18 by sex

	Total		Males		Females	
	2018-2019	2023-2024	2018-2019	2023-2024	2018-2019	2023-2024
Age 16	96.4	95.6	95.6	95.2	97.3	96.1
Compulsory education	26.9	22.5	29.5	24.6	24.1	20.4
Post-compulsory secondary ed.	69.1	72.9	65.5	70.4	72.8	75.6
Adult education	0.5	0.2	0.6	0.3	0.4	0.1
Age 17	90.5	90.6	88.5	89.0	92.6	92.3
Compulsory education	8.8	6.2	9.5	6.8	8.1	5.6
Post-compulsory secondary ed.	80.0	83.5	77.2	81.3	83.1	85.9
Tertiary education	0.2	0.2	0.2	0.1	0.1	0.3
Adult education	1.5	0.7	1.7	0.8	1.3	0.5
Age 18	79.6	81.0	77.3	78.2	82.0	84.0
Compulsory education	1.2	0.9	1.4	1.1	1.1	0.8
Post-compulsory secondary ed.	34.1	29.7	37.6	32.7	30.4	26.5
Tertiary education	40.8	47.9	34.6	41.7	47.4	54.5
Adult education	3.5	2.4	3.8	2.6	3.1	2.2

Net enrolment rate at age 17 by education type and autonomous community. 2023-2024 school year



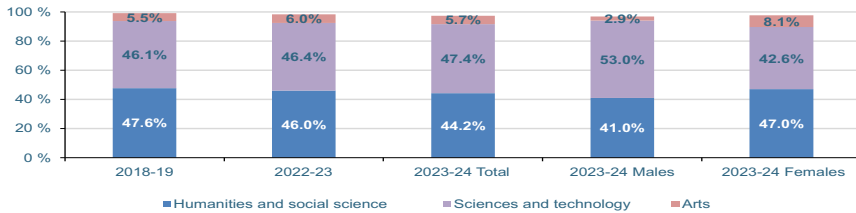
(1) Includes Higher Education.

Baccalaureate

Baccalaureate students by autonomous community. 2024-2025 school year

	Total	Regular ed.	Distance ed.	% Females
TOTAL	704 424	680 687	23 737	53.8
Andalucía	137 205	129 107	8 098	53.2
Aragón	17 838	17 413	425	53.8
Asturias, Principado de	13 683	13 335	348	52.2
Baleares, Illes	14 777	14 232	545	52.7
Canarias	34 862	31 608	3 254	52.9
Cantabria	8 754	8 371	383	54.4
Castilla y León	31 271	30 233	1 038	53.7
Castilla-La Mancha	31 385	30 721	664	54.5
Cataluña	105 411	103 941	1 470	54.8
Comunitat Valenciana	69 269	68 698	571	55.3
Extremadura	14 904	14 685	219	54.1
Galicia	36 495	34 278	2 217	54.1
Madrid, Comunidad de	111 750	109 384	2 366	52.5
Murcia, Región de	26 751	25 723	1 028	53.8
Navarra, Comunidad Foral de	9 437	9 297	140	55.8
Pais Vasco	33 255	32 712	543	54.2
Rioja, La	4 219	4 070	149	56.2
Ceuta	1 589	1 399	190	52.7
Melilla	1 569	1 480	89	56.1

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



Percentage of baccalaureate students passing grade. 2022-2023 school year

	TOTAL	Public	Private	Males	Females
First grade	89.0	86.5	95.3	87.0	90.7
Second grade	89.2	86.7	95.3	87.7	90.5

Baccalaureate assessment for University access. Año 2023

	Enrolled	Pass	% Pass / Enrolled		
			Total	Males	Females
Ordinary call	283 960	255 126	89.8	89.8	89.9
Extraordinary call	57 871	40 124	69.3	67.9	70.4
Univ. access exam. - over age 25	17 962	6 233	34.7	35.4	34.0
Univ. access exam. - over age 45	5 731	2 068	36.1	33.2	38.6

Source: Estadística de las Pruebas de acceso a la Universidad. MCNU

Levels of education

Vocational training

Trends in student enrolment in vocational training ⁽¹⁾

	2014-2015		2019-2020		2024-2025	
	Total	% Females	Total	% Females	Total	% Females
TOTAL GRADE D & E	711 640	45.3	891 505	44.7	1 189 376	46.5
GRADE D						
Basic vocational training	-	-	76 440	29.8	84 557	30.3
Intermediate vocational training-Total	355 120	43.0	368 359	43.8	470 287	45.7
Intermediate vocational training (face to face)	333 541	42.2	336 374	42.3	407 906	42.5
Distance intermediate vocational training	21 579	54.6	31 985	60.2	62 381	66.6
Advanced vocational training-Total	356 520	47.7	446 706	48.0	626 428	49.7
Advanced vocational training (face to face)	319 305	45.9	370 159	45.4	465 509	45.3
Distance advanced vocational training	37 215	62.7	76 547	61.0	160 919	62.5
GRADE E						
Specialization courses for Intern. and Advan. Graduates	-	-	-	-	8 104	17.5

Vocational training students by autonomous community ⁽¹⁾. 2024-2025 school year

	TOTAL GRADE D & E	GRADE D				GRADE E	
		Basic voc. Training	Intermediate voc. Training		Advanced voc. Training		Specialization courses
			Face to face	Distance	Face to face	Distance	
TOTAL	1 189 376	84 557	407 906	62 381	465 509	160 919	8 104
Andalucía	207 865	14 905	77 938	4 027	88 863	20 483	1 649
Aragón	30 697	2 912	10 421	1 382	11 930	3 788	264
Asturias, Principado de	18 658	860	6 138	1 239	8 574	1 737	110
Balears, Illes	20 883	2 352	8 920	1 196	6 584	1 704	127
Canarias	49 325	3 719	13 506	4 751	17 055	9 876	418
Cantabria	15 246	959	5 108	1 277	5 843	1 918	141
Castilla y León	48 957	4 643	17 330	2 824	19 693	4 032	435
Castilla-La Mancha	45 560	5 164	14 888	3 073	16 759	5 321	355
Cataluña	228 053	1 282	79 127	19 129	77 442	50 406	667
Comunitat Valenciana	134 859	12 806	56 336	0	63 465	1 134	1 118
Extremadura	22 987	2 212	8 230	1 486	8 763	2 031	265
Galicia	66 547	5 202	20 126	4 277	24 660	11 286	996
Madrid, Comunidad de	180 581	13 035	49 359	13 531	66 303	37 964	389
Murcia, Región de	40 363	5 330	13 073	2 554	14 653	4 499	254
Navarra, Comunidad Foral de	14 490	1 340	5 543	573	5 577	1 319	138
País Vasco	49 608	5 647	16 901	494	24 723	1 190	653
Rioja, La	9 173	1 199	3 014	218	2 958	1 735	49
Ceuta	3 140	535	1 151	269	901	244	40
Melilla	2 384	455	797	81	763	252	36

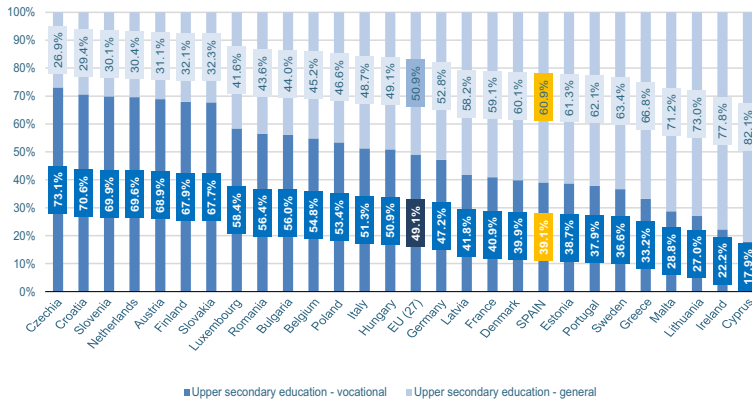
(1) It refers to vocational training programmes of General Education System, corresponding in turn to Grades D, of "ciclos formativos", and Grade E, of specialization courses, of the Vocational Training System.

Students enrolled in vocational training ⁽¹⁾ by vocational family, sex and form of admission. 2023-2024 school year

	Basic vocational training			Interm. vocational training			Adv. vocational training		
	Total	% Females	% Public schools	Total	% Females	% Public schools	Total	% Females	% Public schools
TOTAL	81 645	30.2	76.6	451 992	45.6	68.8	603 720	49.0	63.2
Physical and athletic activities	956	16.1	87.2	20 019	21.6	57.1	29 559	21.2	59.1
Administration	12 777	51.0	68.4	58 371	57.8	69.3	76 306	61.0	71.6
Agricultural activities	5 148	21.0	85.7	8 227	22.9	83.2	10 066	31.5	79.0
Graphic arts	921	49.1	83.6	3 564	48.6	80.6	2 836	58.6	83.6
Crafts	-	-	-	-	-	-	120	60.0	100.0
Sales and marketing	5 082	53.3	73.5	19 802	49.5	70.8	49 366	49.0	61.4
Building and civil engineering works	826	5.6	78.6	1 880	29.7	98.1	5 595	39.0	84.6
Electricity and electronics	10 127	3.5	74.7	29 558	3.5	76.6	28 031	6.8	79.1
Energy and water	-	-	-	473	6.6	100.0	4 817	9.6	93.2
Mechanical manufacturing	5 184	3.5	67.8	12 775	4.4	76.2	9 584	9.9	74.1
Hospitality and tourism	6 976	44.6	79.7	15 832	41.8	85.3	20 739	56.3	81.5
Personal image	7 461	82.1	80.3	18 537	87.2	76.6	10 189	92.6	77.2
Communication, audiovisual media	-	-	-	4 382	27.8	66.2	20 491	37.1	58.9
Food industries	689	34.1	95.9	4 937	59.9	90.5	2 637	51.0	90.2
Extractive industries	-	-	-	288	13.5	78.8	-	-	-
Computer science	14 108	17.4	79.1	51 255	9.0	73.7	96 215	15.7	65.7
Maintenance and production services	904	4.3	71.2	13 335	2.9	83.6	12 318	5.1	81.1
Wood and furniture	1 755	8.4	83.6	2 925	14.5	90.8	1 328	24.3	98.5
Marine and fishing activities	36	-	100.0	1 598	8.3	90.4	2 020	8.9	95.4
Chemistry	-	-	-	3 941	57.5	94.1	8 736	57.8	89.7
Health	-	-	-	119 167	76.7	50.1	108 653	76.9	31.5
Safety and environment	-	-	-	2 290	10.3	51.6	8 397	42.2	88.4
Social, cultural and community services	796	57.3	77.8	26 337	87.6	83.2	78 064	86.3	66.1
Textile, garment making and leather/fur	502	59.2	86.3	2 050	77.1	84.6	2 359	79.4	80.1
Automobile maintenance	7 318	3.3	77.5	30 384	4.4	79.0	15 223	5.3	77.8
Glass and ceramics	79	31.6	100.0	65	35.4	100.0	71	38.0	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. 2023



Source: Eurostat

Levels of education

Percentages of VET graduates who are affiliated ⁽¹⁾ to Social Security and who continue studying in subsequent years. 2019-2020 academic year

	Basic vocational training		Intermediate vocational training		Advanced vocational training	
	Registered worker	Studying	Registered worker	Studying	Registered worker	Studying
	1 YEAR LATER					
TOTAL	10.5	65.0	29.7	51.8	41.3	34.0
Physical and athletic activities	..	..	17.9	73.3	33.9	42.7
Administration	7.6	68.6	21.4	64.2	42.1	30.4
Agricultural activities	14.1	52.5	25.2	55.0	42.9	22.9
Graphic arts	..	70.4	17.3	55.8	32.0	26.6
Sales and marketing	8.5	63.0	18.8	60.2	40.2	38.6
Building and civil engineering works	..	57.8	..	56.8	37.5	43.5
Electricity and electronics	11.7	69.7	24.9	61.8	50.5	27.2
Energy and water	-	-	49.9	59.6	43.9	32.9
Mechanical manufacturing	16.2	64.4	34.0	58.9	55.0	27.5
Hospitality and tourism	11.0	60.0	26.9	47.3	35.4	29.7
Personal image	7.4	59.6	20.0	41.0	34.8	18.5
Communication, audiovisual media	-	-	11.6	72.5	26.4	26.1
Food industries	..	52.5	27.8	37.4	45.3	21.4
Computer science	8.0	67.6	15.1	74.2	52.2	29.9
Maintenance and production services	..	65.2	35.9	60.8	59.9	22.8
Wood and furniture	14.6	64.9	34.2	47.0	..	8.1
Marine and fishing activities	..	..	28.6	45.1	44.5	19.6
Chemistry	-	-	21.1	69.8	52.3	29.0
Health	-	-	46.0	28.9	39.3	35.7
Safety and environment	-	-	32.3	35.9	35.3	38.1
Social, cultural and community services	..	60.5	27.0	61.3	37.6	45.9
Textile, garment making and leather/fur	..	60.0	..	56.7	..	23.5
Automobile maintenance	16.5	68.8	36.3	45.9	52.1	15.0
	3 YEARS LATER					
TOTAL	40.8	33.9	57.7	29.5	60.8	30.3
Physical and athletic activities	..	..	54.2	34.6	56.1	43.7
Administration	35.2	38.4	55.1	34.5	63.5	22.6
Agricultural activities	42.9	24.0	57.3	28.6	61.0	19.5
Graphic arts	..	42.5	44.3	36.9	59.5	20.0
Sales and marketing	38.9	37.6	52.3	33.6	63.2	29.7
Building and civil engineering works	..	26.1	..	32.7	57.9	31.0
Electricity and electronics	45.5	34.1	60.1	31.9	69.4	19.1
Energy and water	-	-	70.5	34.6	67.1	18.1
Mechanical manufacturing	48.4	32.5	67.8	27.5	72.9	16.4
Hospitality and tourism	41.4	28.8	58.6	24.1	60.9	23.2
Personal image	37.9	29.0	54.7	22.7	60.5	20.0
Communication, audiovisual media	-	-	43.8	35.7	51.9	26.0
Food industries	..	31.7	57.0	25.3	64.0	16.5
Computer science	36.1	39.4	50.3	45.5	73.9	18.2
Maintenance and production services	..	34.2	68.1	28.0	72.8	16.2
Wood and furniture	43.0	31.1	60.3	22.4	..	13.6
Marine and fishing activities	..	..	53.7	27.2	59.3	18.3
Chemistry	-	-	52.7	42.8	66.9	24.7
Health	-	-	60.1	21.3	52.1	37.5
Safety and environment	-	-	55.5	20.6	51.5	36.1
Social, cultural and community services	..	34.7	55.9	37.9	56.6	46.6
Textile, garment making and leather/fur	..	37.3	..	30.8	..	21.6
Automobile maintenance	51.8	29.1	69.3	19.7	68.4	13.0

(1) The average Social Security affiliation for the reference period (March) is considered. Some affiliates may also be continuing their studies, so the groups are not mutually exclusive. Only families with statistically representative data are shown.

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

Lifelong Learning

Participation in educational activities, by age group and sex ⁽¹⁾. 2024

	% Participants	% Parts. in formal ed. ⁽²⁾	% Parts. in non-formal ed. ⁽²⁾
Young population (age 16 to 24)	73.2	66.6	13.8
Males	70.1	63.3	13.1
Females	76.5	70.2	14.5
Adult population (age 25 to 64)	16.0	4.1	12.5
Males	14.3	3.5	11.3
Females	17.7	4.7	13.7
Age			
25 to 34	26.0	11.1	16.3
35 to 44	17.2	3.9	13.8
45 to 54	14.3	2.2	12.5
55 to 64	8.9	0.8	8.1

(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: Encuesta de Población Activa. INE

Enrolment in Adult education ⁽¹⁾. 2024-2025 school year

	Total	% Public school	% Females
TOTAL	546 381	98.7	63.3
Formal education	191 003	97.2	56.0
Initial studies	57 698	97.9	57.4
Secondary education for adults	93 242	96.0	53.6
Preparation for compulsory secondary ed. diploma test	9 258	100.0	57.6
Preparation for baccalaureate diploma test	144	100.0	63.9
Preparation for university admissions test for adults	11 120	99.0	61.1
Preparation for vocational training diplomas test	12 765	98.1	55.8
Other programs ⁽²⁾	6 776	100.0	68.5
Non-formal education	355 378	99.6	67.2
Spanish languages for immigrants	110 240	99.4	54.6
Other non-formal studies	245 138	99.7	72.9

(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".

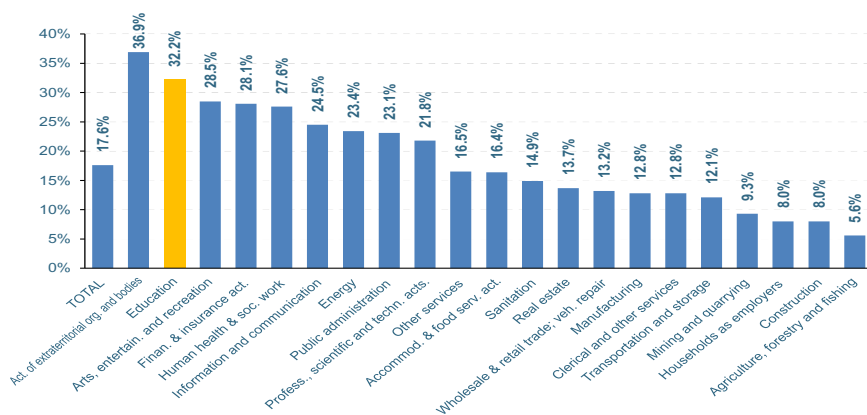
Levels of education

Lifelong Learning (Percentage of population aged 25 to 64 that participates in education and training). **European Union countries. 2024**

	Total	Sex		Ed. Level		
		Males	Females	Lower sec. ed. and below	Upper secondary education	Tertiary education
UE (27)	13.3	12.1	14.5	5.5	10.0	21.6
Austria	17.6	15.9	19.4	6.6	12.7	28.1
Belgium	14.9	13.8	16.0	6.3	9.6	22.6
Bulgaria	1.8	1.7	1.9	..	1.6	2.7
Croatia	6.6	5.6	7.5	..	3.6	14.5
Cyprus	11.2	10.8	11.6	1.3	6.6	17.0
Czechia	10.8	10.1	11.6	3.1	8.2	18.8
Denmark	31.2	26.0	36.6	20.8	28.4	37.4
Estonia	23.3	17.5	29.0	10.7	17.5	33.1
Finland	29.1	24.3	34.1	20.5	25.7	4.9
France	15.2	13.0	17.3	5.8	10.7	22.8
Germany	9.6	9.2	10.1	4.8	7.7	14.6
Greece	4.4	4.2	4.6	0.4	3.8	7.2
Hungary	11.8	10.4	13.1	4.7	9.1	19.5
Ireland	14.7	12.6	16.7	4.7	10.2	19.3
Italy	8.5	8.1	8.9	2.3	8.3	18.3
Latvia	11.0	8.4	13.5	3.6	6.1	19.0
Lithuania	9.8	7.7	11.8	2.6	4.7	15.6
Luxembourg	17.4	17.6	17.1	7.0	13.4	22.6
Malta	18.4	18.7	18.1	7.4	18.3	27.8
Netherlands	26.5	25.5	27.4	14.6	24.3	33.6
Poland	10.0	9.2	10.8	3.4	5.2	17.5
Portugal	16.1	14.9	17.2	6.6	15.6	28.1
Romania	8.9	9.3	8.5	2.0	8.4	17.5
Slovakia	12.8	13.0	12.6	..	9.8	21.9
Slovenia	23.1	20.6	25.7	7.6	16.1	39.0
Spain	16.0	14.3	17.7	6.4	14.9	24.6
Sweden	37.5	30.3	44.9	25.5	30.3	45.7

Source: Labour Force Survey, Eurostat

Percentage of employees participating in lifelong learning, by economic activity. 2024



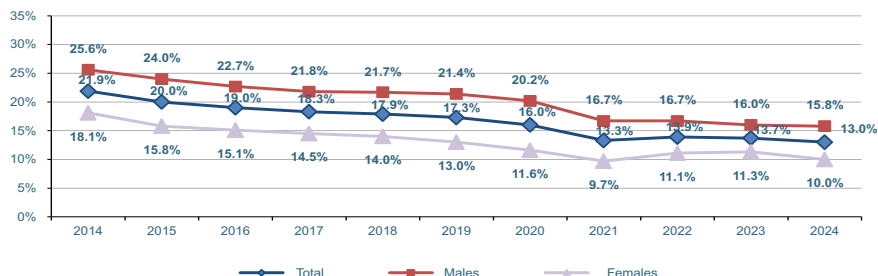
Source: Labour Force Survey, Eurostat

Educational attainment. Outcomes and returns

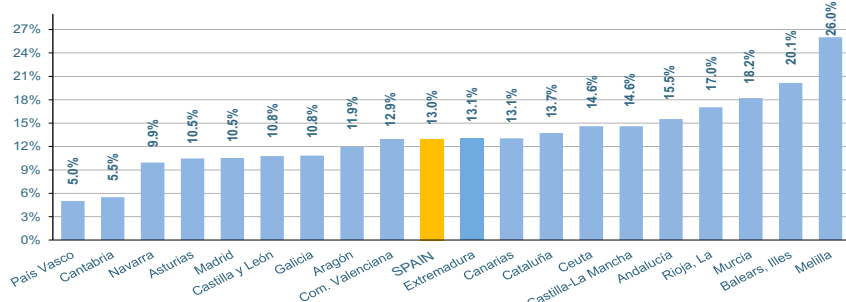
School leaving after compulsory education

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*

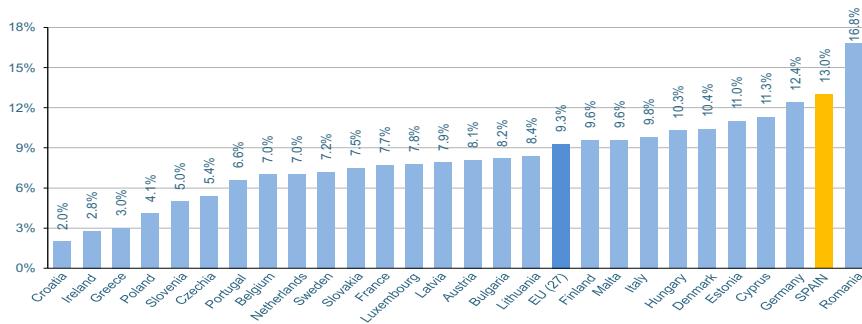
Trends in early leavers from education and training by sex



Early leavers from education and training by autonomous community. 2024



Early leavers from education and training. European Union countries. 2024

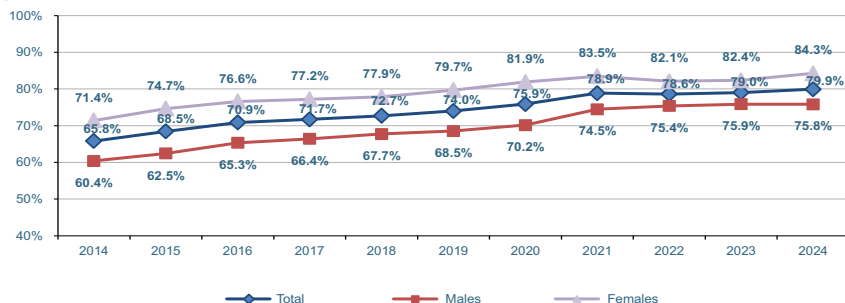


Source: Labour Force Survey, Eurostat

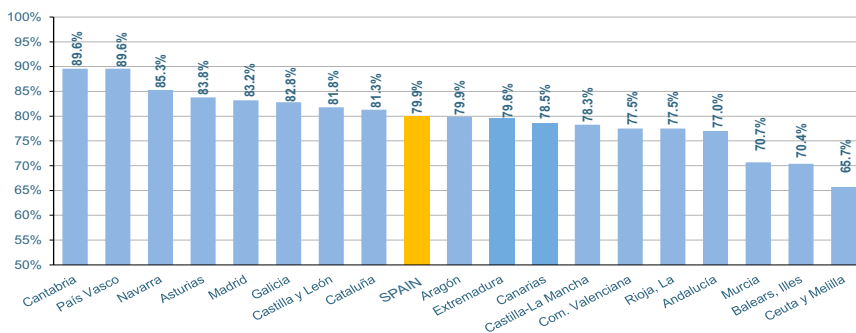
Educational attainment. Outcomes and returns

Upper secondary education attainment level

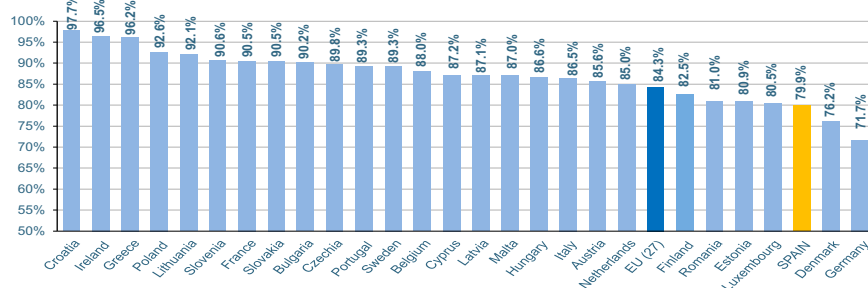
Trends in percentage of population aged 20-24 with at least an upper secondary qualification (ISCED 3)



Percentage of population aged 20-24 with at least an upper secondary qualification (ISCED 3) by autonomous community. 2024



Percentage of population aged 20-24 with at least an upper secondary qualification (ISCED 3). European Union countries. 2024

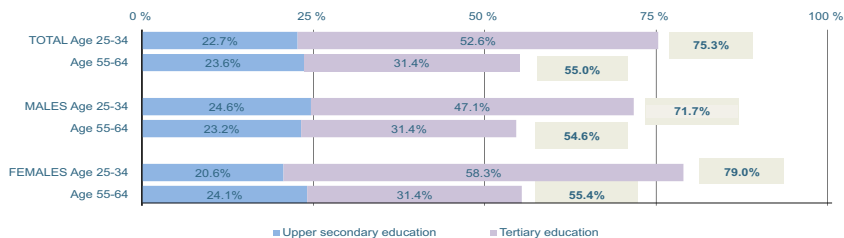


Source: Labour Force Survey, Eurostat

Educational attainment. Outcomes and returns

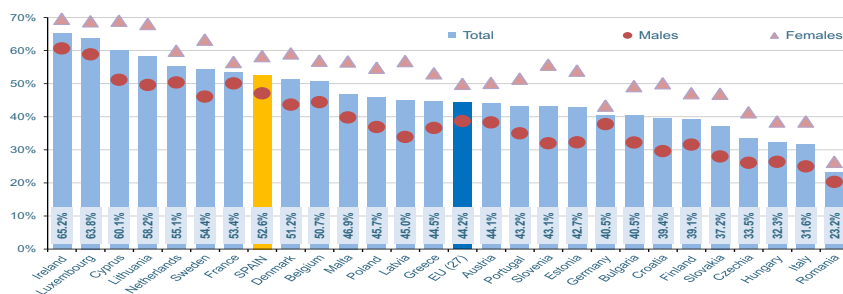
Population with post-compulsory educational attainment

Percentage of the population aged 25-34 and 55-64 with upper secondary or tertiary educational attainment. 2024

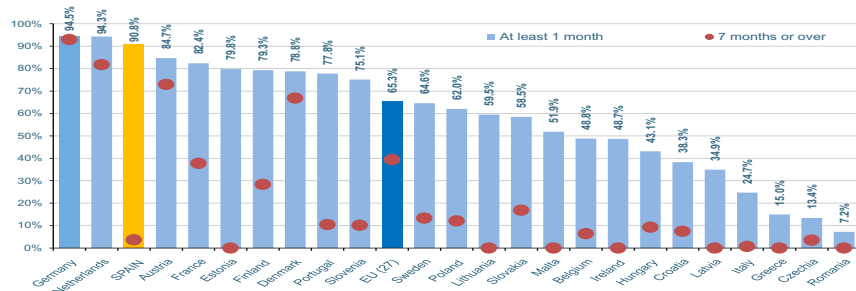


Source: Labour Force Survey, Eurostat

Percentage of the population aged 25-34 with tertiary educational attainment. European Union countries. 2024



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. 2024

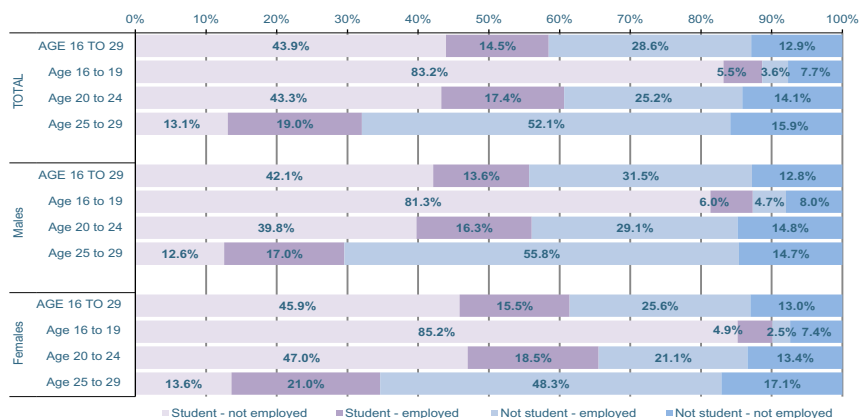


Source: Labour Force Survey, Eurostat

Educational attainment. Outcomes and returns

The relationship between education and employment

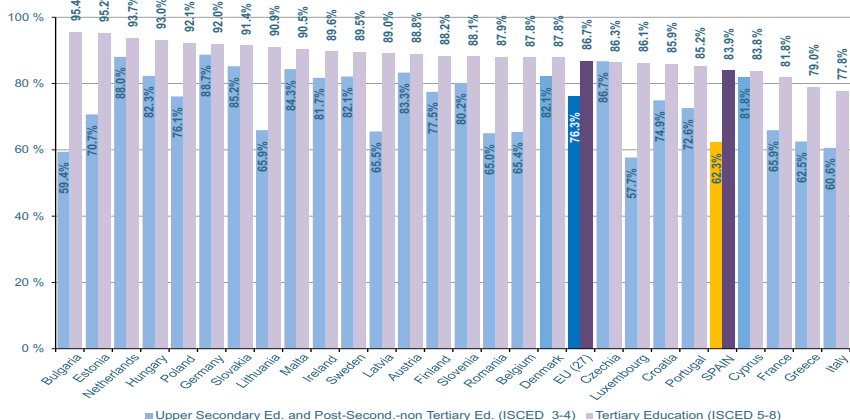
Young people by educational and labour status, by age group and sex ⁽¹⁾. 2024



(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: Labour Force Survey. Eurostat

Employment rates of population aged 20-34 and graduated in the last 3 years ⁽¹⁾, by educational attainment level. EU countries. 2024



(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		
	2014	2019	2024	2014	2019	2024
TOTAL	89.1	86.2	86.1	26.8	16.2	13.0
Primary and lower education	75.7	66.2	60.4	46.3	34.3	31.3
Lower secondary education	89.8	86.8	83.6	34.6	21.4	19.3
Upper secondary education	88.1	84.9	84.4	25.9	16.5	13.7
Tertiary education	91.5	89.1	90.3	19.4	11.8	9.3

Source: Labour Force Survey, Eurostat

Distribution of employed population, by occupation and educational attainment. 2024

	Total	Lower secondary education	Upper secondary education	Tertiary education
TOTAL	100.0	100.0	100.0	100.0
Business and government administration	4.0	1.9	3.1	5.8
Technical trades and professions	20.0	0.2	1.7	41.7
Technical support professions	12.0	4.1	11.8	17.0
Accounting and administration and others	10.0	4.1	13.0	12.2
Clerical work, work in services and sales	21.2	26.6	33.0	11.9
Skilled Agricultural, Forestry and Fishery Workers	1.9	4.0	2.0	0.6
Craft and Related Trades Workers ⁽¹⁾	10.7	18.5	12.8	4.7
Machinery operation and assembly	7.5	14.5	8.9	2.4
Manual labour	12.2	25.9	13.1	3.1
Armed forces	0.5	0.2	0.8	0.4

(1) Except machinery operation and assembly.

Source: Labour Force Survey, Eurostat

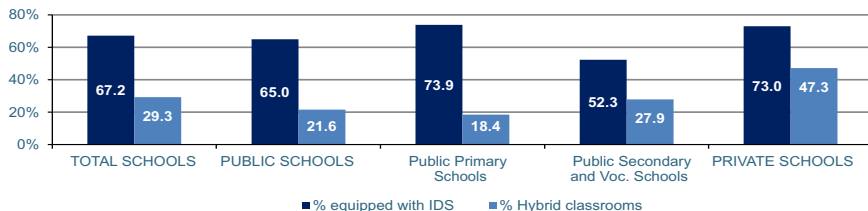
Relative earnings by educational attainment (full-time full-year workers). 2023

	Total wage earners			Wage earners aged 25 to 34		
	Total	Males	Females	Total	Males	Females
TOTAL	100.0	104.9	93.5	100.0	103.2	96.0
Primary and lower education	62.2	66.2	53.5	66.7	68.3	63.3
Lower secondary education	70.8	75.8	59.1	71.8	76.5	59.1
Upper secondary education	82.4	90.7	70.6	76.3	84.5	67.0
Tertiary education	123.3	133.6	112.8	116.9	122.4	111.3

Source: Encuesta de Condiciones de Vida. INE

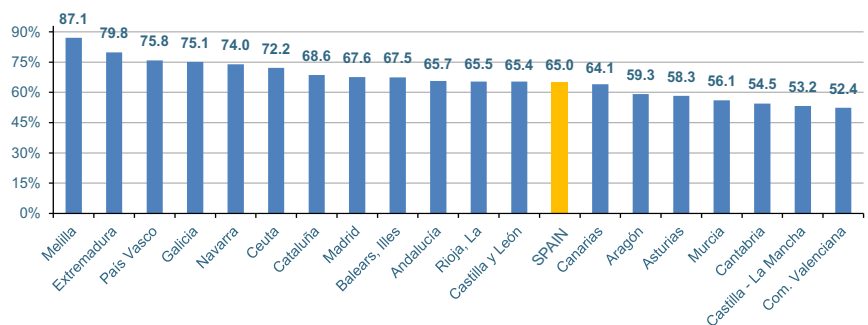
ICT in non-university educational centers

Percentage of regular classrooms with equipped with IDS ⁽¹⁾ and de hybrid classrooms ⁽²⁾. 2022-2023 school year



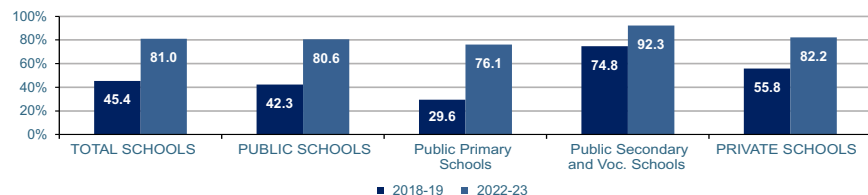
- (1) Interactive digital systems: interactive digital boards, projectors and panels, multi-touch tables, interactiveTV ...
 (2) Hybrid classrooms: classrooms equipped with technology for the simultaneous delivery of face-to-face and virtual teaching.

Percentage in public centers of regular classrooms equipped with IDS ⁽¹⁾ by autonomous community. 2022-2023 school year



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

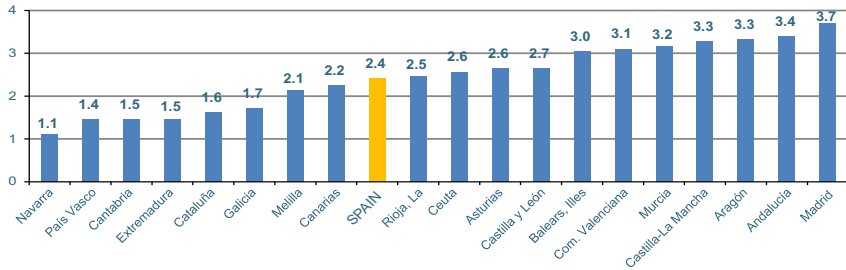
Percentage of schools with virtual learning environments ⁽¹⁾



- (1) Virtual learning environment: A set of applications that allow the development of training activities, both by students and teachers, remotely, through the Internet and that usually have collaboration applications, cloud storage spaces, online office tools and LMS tools, among others.

Information and communication technology in education and training

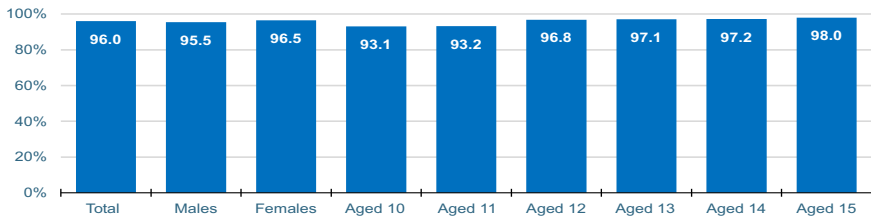
Average number of students per computer ⁽¹⁾ in public schools, by autonomous community, 2022-2023 school year



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

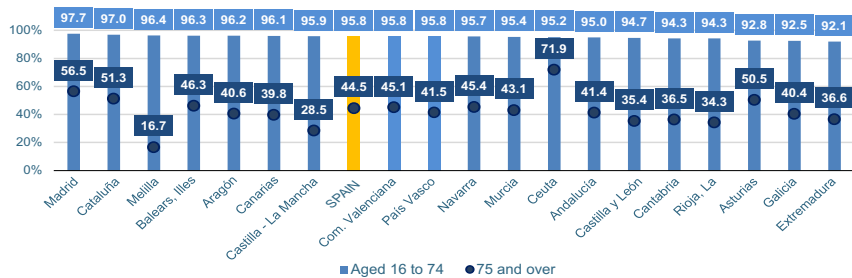
Information and communication technology skills

Children (aged 10 to 15) Internet users in the last 3 months, 2024



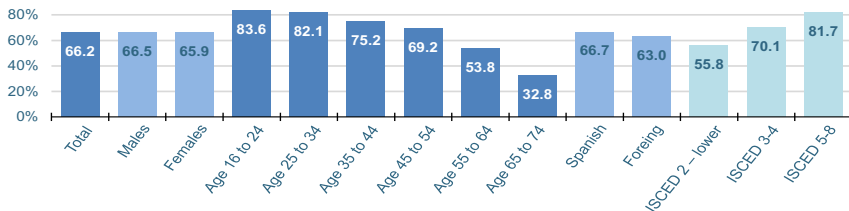
Source: Encuesta sobre equipamiento y uso de tecnologías de información y comunicación en los hogares - INE Information and communication technology statistics - Eurostat

Percentage of population that in the last 3 months has used internet, by age group and autonomous community, 2024

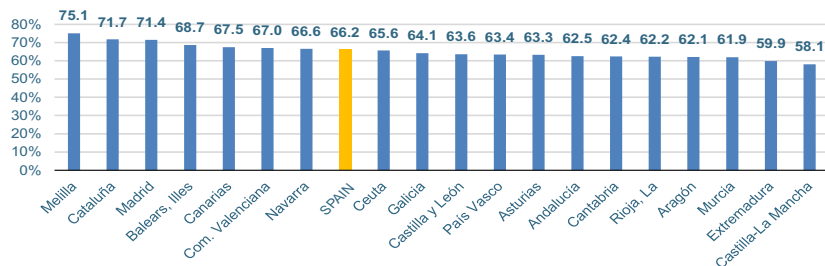


Source: Encuesta sobre equipamiento y uso de tecnologías de información y comunicación en los hogares - INE

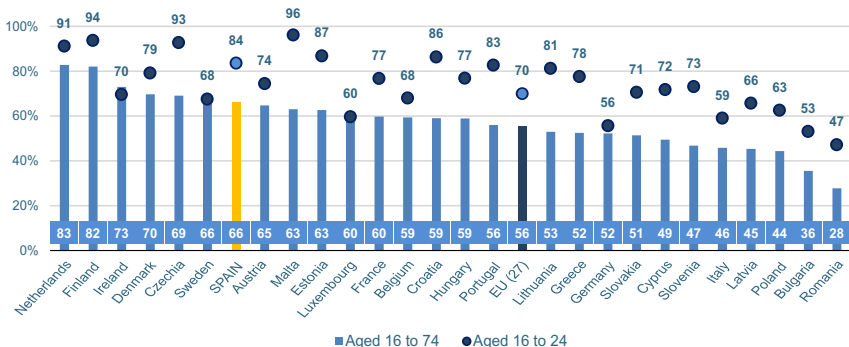
Percentage of population aged 16 to 74 with at least basic digital skills ⁽¹⁾, by demographic and socioeconomic variables. 2023



Percentage of population aged 16 to 74 with at least basic digital skills ⁽¹⁾, by autonomous community. 2023



Percentage of population with at least basic digital skills ⁽¹⁾, by age group and country. European Union. 2023



(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. 2023-2024 school year

	Total	English	French	Other Languages
First foreign language				
Early childhood ed. second cycle	84.5	83.7	0.5	0.3
Primary education	100.0	98.9	0.7	0.3
Compulsory secondary education	100.0	98.4	1.3	0.4
Baccalaureate	97.3	95.4	1.4	0.5
Second foreign language				
Primary education	13.7	0.5	11.9	1.2
Compulsory secondary education	40.0	1.2	33.1	5.6
Baccalaureate	14.4	0.8	11.8	1.8

Use of foreign languages as teaching languages

Percentage of students who are experiencing the use of a foreign language as their teaching language. 2023-2024 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	41.4	32.2	4.7	4.1	1.7	1.4
Andalucía	47.4	53.8	0.0	0.0	1.6	1.3
Aragón	60.5	35.7	6.6	2.6	0.0	0.0
Asturias, Principado de	1.5	1.1	43.8	31.6	0.7	0.7
Balears, Illes	3.2	1.0	9.4	4.6	3.7	3.5
Canarias	53.8	27.5	3.1	2.4	3.0	2.3
Cantabria	36.0	21.2	0.0	0.0	0.0	0.0
Castilla y León	58.2	33.3	6.5	3.3	0.2	0.1
Castilla-La Mancha	31.4	19.2	1.8	0.4	0.0	0.0
Cataluña	..	..	..	..	1.2	1.1
Comunitat Valenciana	1.9	1.6	3.4	5.2	3.3	2.9
Extremadura	34.2	27.4	0.0	0.0	0.0	0.0
Galicia	47.3	16.0	14.7	8.9	0.7	0.3
Madrid, Comunidad de	53.6	46.9	5.8	4.2	3.1	2.7
Murcia, Región de	95.8	60.0	0.2	0.1	0.7	0.8
Navarra, Comunidad Foral de	70.4	3.7	0.0	28.3	0.3	0.2
País Vasco	27.6	23.6	6.3	7.2	0.8	0.8
Rioja, La	15.3	6.1	12.6	10.8	0.0	0.0
Ceuta	12.7	0.0	4.8	0.0	0.0	0.0
Melilla	18.8	6.5	0.0	0.0	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⁾. 2024-2025 School year

	Schools / Sections	Locations	Students	Staff ⁽²⁾
Total International Education Programmes	290	652	139 390	10 161
Total International Education and Technical Advisors	75	437	42 212	1 317
Spanish government-owned schools	18	18	8 459	702
Shared ownership schools	2	2	2 038	228
Spanish sections in schools owned by other countries	28	52	9 558	76
Spanish sections in European schools	13	13	6 522	109
Spanish Language and Culture Programme	14	352	15 635	123
Education Technical Advisors	-	-	-	79
Other Educational Action Programmes Abroad	215	215	97 178	8 844
International Spanish Academies ⁽³⁾	128	128	49 826	133
Bilingual sections	73	73	31 716	118
International agreements with schools in Ibero-American countries	14	14	15 636	-
Language Assistants ⁽⁴⁾	-	-	-	7 323
Visiting Teachers	-	-	-	1 403

Students in international educational programmes abroad by education level/ programme ⁽¹⁾. 2024-2025 school year

	Total	Total Regulated studies ⁽⁵⁾	Early childhood and primary education	Compulsory secondary ed., Baccalaureate and Vocational training	Spanish as a second language ⁽⁶⁾
TOTAL	139 390	88 554	46 913	41 641	50 836
Spanish sections in European schools	8 459	8 459	4 804	3 655	-
Shared ownership schools	2 038	2 038	885	1 153	-
Spanish sections in schools owned by other countries	9 558	9 558	3 160	6 398	-
Spanish sections in European schools	6 522	1 728	801	927	4 794
Spanish Language and Culture Programme	15 635	-	-	-	15 635
International Spanish Academies	49 826	38 180	27 803	10 377	11 646
Bilingual sections	31 716	12 955	1 294	11 661	18 761
International agreements	15 636	15 636	8 166	7 470	-

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

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

(3) The teaching staff of this programmes are also included in the Visiting teacher programme, being counted only once in the total of "Other programmes."

(4) Includes the total number of Language and Culture Assistants (747 Spaniards abroad and 6 576 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, Formación Profesional y Deportes.

International mobility in education

European Programs

Erasmus+ UE Programme: Participants and mobility. Call 2024 ⁽¹⁾

	Projects	Participating staff in mobility	Participating students in mobility	Total amount (thousand euros)
SCHOOL EDUCATION	1 724	7 290	25 118	56 845.8
Staff and students mobility (key action 1)	1 775	7 290	25 118	46 185.8
Strategic partnerships toward Primary Education (key action 2) ⁽²⁾	65	-	-	10 660.0
VOCATIONAL TRAINING ⁽³⁾	888	3 942	11 155	64 698.4
Staff and students mobility (key action 1)	834	3 942	11 155	55 828.4
Strategic partnerships toward Vocational Training (key action 2)	54	-	-	8 870.0
HIGHER EDUCATION ⁽⁴⁾	1 207 ⁽⁷⁾	12 645	56 898	218 389
Staff and students mobility financed with domestic policy funds ⁽⁵⁾ (key action 1)	1 092	10 134	49 882	185 545.3
Blended intensive programmes ⁽⁸⁾ (key action 1)	128	-	3 960	1 584.0
Staff and students mobility financed with by foreign policy funds ⁽⁹⁾ (key action 1)	90	2 511	3 056	23 059.3
Partnerships in the field of Higher Education (key action 2)	25	-	-	8 200.0
ADULT EDUCATION ⁽⁶⁾	308	2 165	2 780	16 765.1
Staff and students mobility (key action 1)	255	2 165	2 780	10 325.1
Strategic partnerships toward Adult Education (key action 2) ⁽²⁾	53	-	-	6 440.0
TOTAL	4 127	26 042	95 951	356 698.0

(1) Provisional Data.

(2) Partnerships for cooperation include Cooperation Partnerships and Small Scale Partnerships across all educational sectors (School Education, Vocational Education and Training, and Adult Education), except in Higher Education, where only Cooperation Partnerships apply.

(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 MCNU co-funding amounting to 66.88 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 Blended Intensive Programme (BIP) may also include academic and non-academic staff from higher education institutions.

(9) It includes MCNU 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 Ciencia, Innovación y Universidades

Explanatory Notes

📎 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- MEFD), under a statistical co-operation framework with the autonomous communities through the Education Sector Conference. Data are generally drawn from the definitive data of several school years, the 2024-2025 data are preliminary and 2025-2026 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 2025-2026 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.

📎 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* 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 2024. 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 im-

proving 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 2024):

- *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):
 - Cooperation 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.

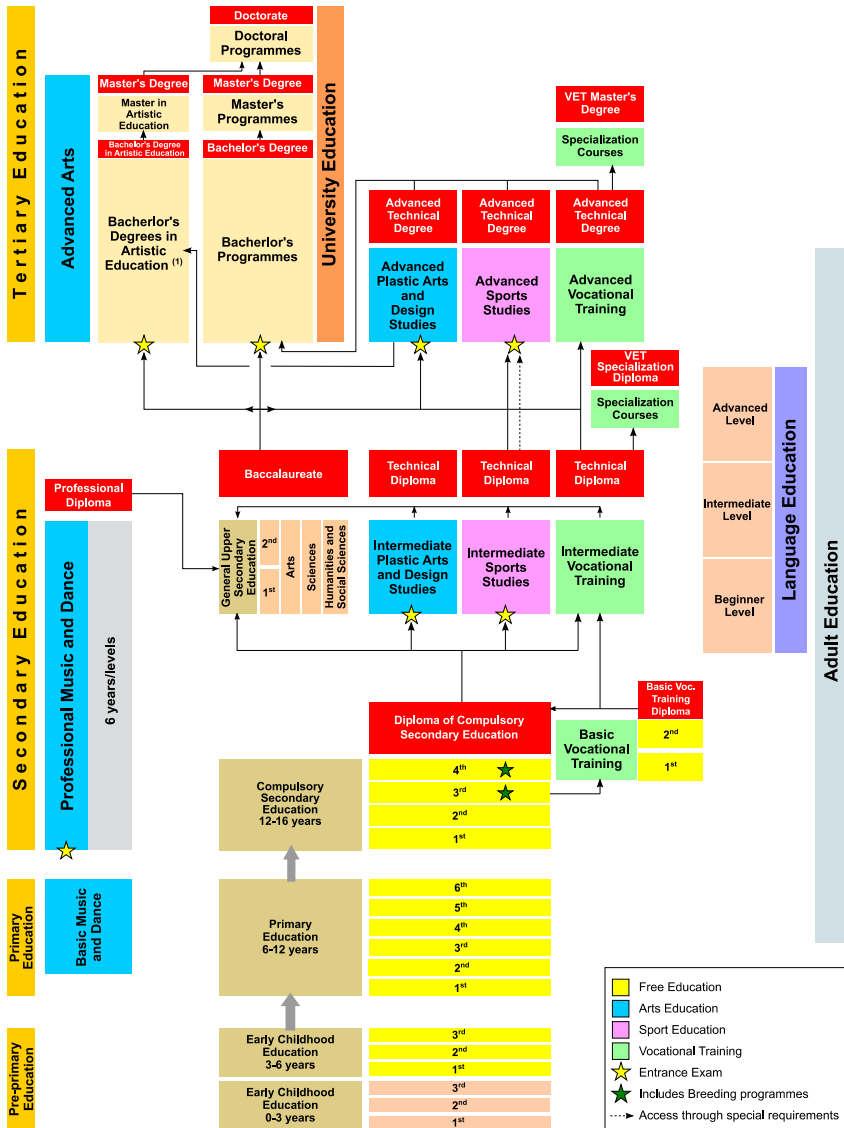
This information is presented using the education levels established in ISCED 2011 (International Standard Classification of Education 2011):

- 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



(1) The Artistic Education bachelor's degrees in Music, Dance, Dramatic Arts, Conservation and Restoration of Cultural Assets, Plastic Arts and Design are included, in addition to those planned in Audiovisual Arts, Video Games, Animation, and Cinematography, Creative Writing and Circus Arts, and other disciplines that may be established.



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