

# Facts and figures of the Spanish University System

Academic year 2010/2011





# Basic Data of the Spanish University System. Academic year 2010/2011

The Spanish University System .....	4
Geographical distribution .....	6
Aggregation projects. International Campus of Excellence...	7
Students .....	8
University entrance examinations .....	15
European Higher Education Area .....	16
Student characteristics .....	23
Gender .....	27
Age .....	28
Disabilities .....	29
Internal student mobility .....	30
Foreign students .....	32
Erasmus students .....	34
Séneca .....	37
Student grants and aid .....	38
Regulated tuition fees .....	45
Career entry and labour market .....	49
University staff .....	53
Teaching and research staff .....	58
Research bonuses ( <i>sexenios</i> ) .....	60
Staff mobility schemes .....	62
Administrative and service staff .....	65
Other research staff .....	67
Research, development and innovation .....	68
Doctoral theses .....	69
National Plan .....	71
Human Resources .....	75
Training .....	76
Mobility .....	78
Recruitment .....	80
Research and development project .....	83
R&D expenditure and staff .....	87
Research and development results .....	90
Technological innovation indicators .....	95
International perspective .....	96

## Directory

International Campus of Excellence.....	103
Public universities .....	111
Private universities .....	114
Distance-learning universities .....	116
Special universities .....	116



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This annual report, *Facts and Figures of the Spanish University System*, provides information about university education in Spain and the role of institutions of higher learning in research and innovation. The report uses a range of indicators to place the university system in its domestic and international contexts.

The Spanish University System is undergoing a process of modernization and seeking to achieve excellence. Academic year 2010-2011 will accordingly pose a range of important challenges: all university qualifications have been brought fully into line with the European Higher Education Area, and the regulatory implementation of the Universities Act 2007 (*Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades, "LOMLOU"*) is virtually complete. A University Student Charter has been enacted that makes provision for the creation of a National Council of University Students (Consejo de Estudiantes Universitarios del Estado).

This academic year will also see the coming into operation of the Integrated System of University Information, which will offer standard, comparable indicators for the Spanish University System as a whole. In a determined bid for transparency and accountability, this year a new cost accounting model will be implemented at public universities.

Moreover, a Royal Decree has been enacted to create the University Observatory of Student Grants, Aid and Academic Performance (Observatorio Universitario de Becas, Ayudas al Estudio y Rendimiento Académico); the Plenum of the Observatory has now been formed, and its committees will shortly start work towards their intended goals.

Decisive progress has been made in *Estrategia Universidad 2015*, the flagship project to modernize the Spanish University System; all the committees formed under the auspices of the strategy are now in operation.

The second annual staging of the International Campus of Excellence initiative was conducted with great success. Today, 10 International Campus of Excellence projects are in motion, alongside 14 International Campuses of Excellence at the European region level.

We stand at a crossroads of vital changes. Major difficulties remain to be faced, but it is reassuring that we are working actively towards a modern Spanish University System capable of achieving excellence and of rising to the challenges of the modern age.

## The Spanish University System

The strategic process of improvement and modernization of Spain's universities has its legal base in the Universities Act 2007, a statute that lays special emphasis on the Spanish University System's adaptation to the European Higher Education Area (EHEA) and the incorporation of Spanish academic research to the European Research Area.

The Knowledge Triangle is shaped by several factors: education, research and innovation. Universities stand at a crossroads of modernization, at which they are called upon to perform three key missions: teaching; research and development; and the third mission, embracing knowledge and technology transfer and university social responsibility.

### Universities and their campuses

The Spanish University System comprises 78 universities, 50 of which are public, while 28 are under private ownership, making for proportions of 64.1% and 35.9%, respectively.

In academic year 2009-2010, the Spanish University System (Spanish "SUE") catered to a student body of 1,556,377 people. Of that student population, 1,382,701, or 88.9%, were enrolled at public universities, while 173,676, or 11.1%, were enrolled with private universities. By educational level, private universities accounted for 11.7% of bachelor's students, 13.3% of master's students, and only 5.1% of doctoral students.

The autonomous community of Madrid hosts the most universities – 15, of which 6 are public. All the autonomous communities, except six (Galicia, Asturias, Cantabria, Castilla-La Mancha, Extremadura and Andalucía) have university systems in which public institutions coexist with private. Andalucía operates the most public universities – 10 in total.

Five universities (the publicly owned UNED and four private institutions) are distance-learning-based. All the distance-learning universities together account for 12.9% of Spain's total university student body; 75% of distance-learning students are enrolled with UNED, whose share of the student body of the Spanish University System stands at 9.7%.

The configuration of the Spanish University System is completed by two special universities: the Universidad Internacional Menéndez Pelayo and the Universidad Internacional de Andalucía.

1985 marked the start of the process of decentralization of university education; the relevant powers and duties were gradually devolved to the autonomous communities. The number of universities has risen considerably since that time: whereas in 1975 there were 28 universities in Spain, ten years later there were 35, and 35 years on the number of universities had doubled (78 by 2010). The number of private and/or Catholic church-sponsored universities has likewise grown strongly. In 1952, there were four private church-sponsored universities: Deusto, Pontificia de Comillas, Pontificia de Salamanca and Navarra. No new private university was created in the following 40 years except Ramón Llull in 1991. From then on, the founding of private universities gathered pace, with a particularly substantial increase in the past few years.

In 2010, there are 236 university campuses and sites, of which 154 are operated by public universities, 69 belong to private universities, and 13 are controlled by UIMP (Universidad Internacional Menéndez Pelayo) and UNED (a distance-learning institution).

One of the cornerstones of *Estrategia Universidad 2015* is the International Campus of Excellence (CEI) initiative. The CEI scheme is directed to create strategic aggregations of universities, other “Knowledge Triangle” institutions and business enterprises so that, operating within a single milieu or campus, they can seek to enhance their influence on regional development and gain a foothold on the international scene. Our hope is that by 2015, the programme horizon, strategic aggregation parties will have aligned individual interests with a common strategy, leveraged their key strengths and grasped opportunities in their specific fields of action so as to achieve excellence on an international scale.

The first competitive selection process was run in 2009, backed by the Ministry of Education in the amount of €153 million and the Ministry of Science and Innovation to a value of €15 million. Once the assessment stage was complete, winning projects were funded via the autonomous communities, which were given a loan of €150 million to enable the selected universities to put their projects into practice. The remaining €53 million in the budget were awarded to universities directly as non-repayable subsidies.

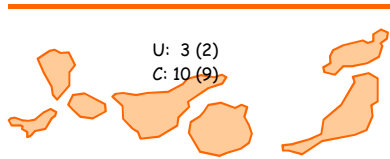
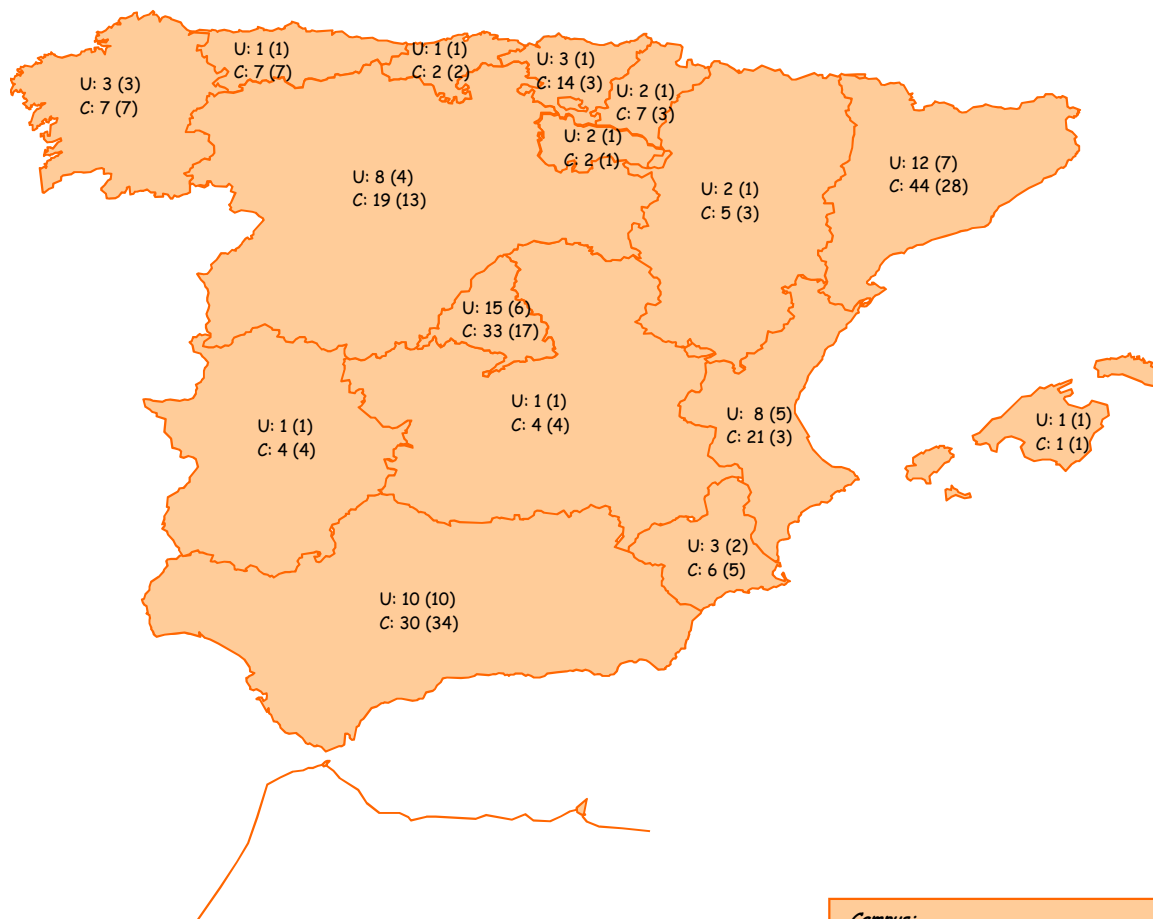
In the first selection round, the Technical Committee picked 18 of the 51 projects competing. At the second stage, a Commission of internationally reputable experts proposed 9 awards: five in the International Campus of Excellence (Spanish CEI) category, defined as projects capable of raising the campus to a standard of excellence that enables it to become an international benchmark; and four projects in the International Campus of Excellence, regional level (CEIR) – projects capable of placing the campus at a level of excellence that enables it to become a benchmark within the European region. A further 9 projects earned “promising” status – quality projects seen to be on the right track for gaining a CEI rating in future.

All selected projects were set in motion in 2010. The Ministry of Education is monitoring their progress and results.

The 2010 awards process was funded in the amount of €90.5 million. €15.5 million of that budget comprises subsidies from the Ministry of Education: €2 million were allocated to the Excellence Sub-Programme and €13.5 million to the Strengthening Sub-Programme. 48 projects were submitted for this second year of the initiative. 14 of them earned awards – 8 CEI and 6 CEIR – and so joined the 9 existing CEIs of the 2009 selection process. Finally, the awards made in 2009 and 2010 combined encompass 13 CEIs and 10 CEIRs.

# Geographical distribution

## Number of universities and campuses<sup>(1)(2)(3)</sup>



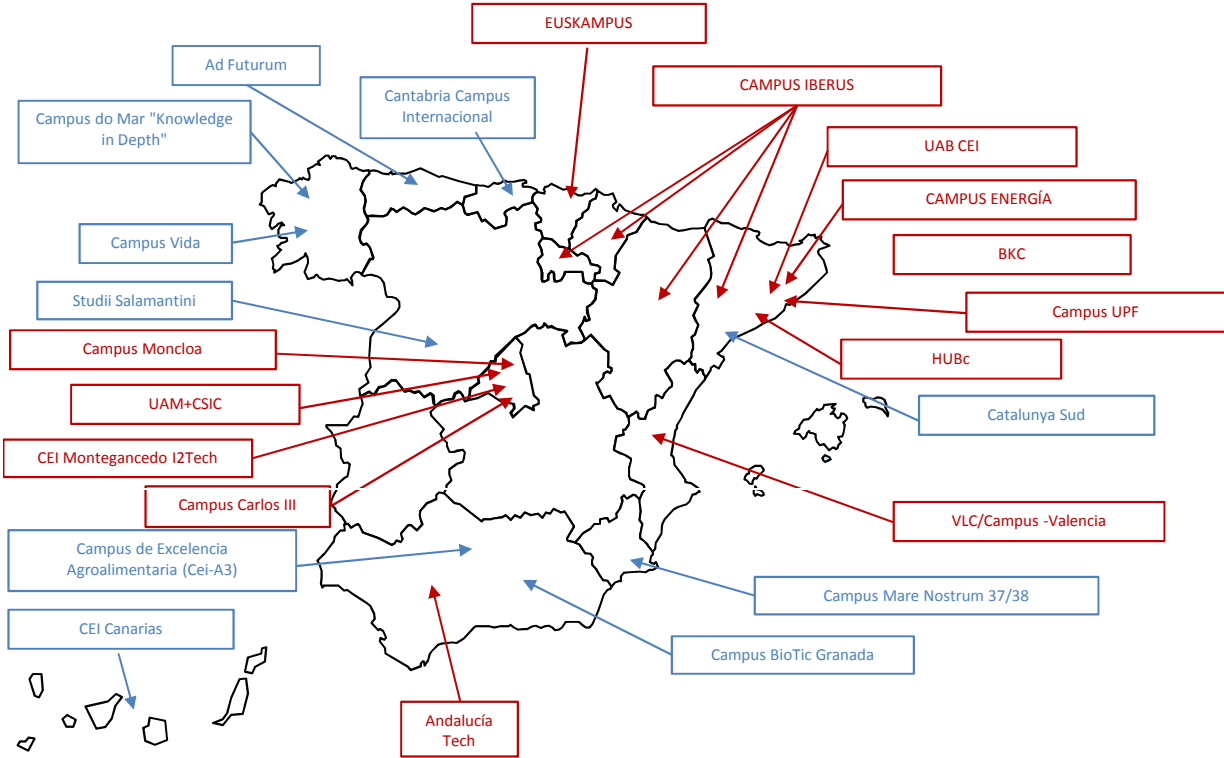
<b>Campus:</b>	
<b>Distance-learning universities:</b>	
UDIMA:	1
UNED:	2
UNIR:	1
UOC:	1
VIU:	1
<b>Special universities:</b>	
UNIA:	4
UIMP:	11

<b>Total universities:</b>	<b>78</b>
<b>Total campuses:</b>	<b>236</b>

(1) Map excludes universities dependent on the Ministry of Education  
 (2) Counting campuses located in different municipalities  
 (3) In brackets, the number of public universities and the number of public university campuses.

# Aggregation projects. International Campus of Excellence

International Campus of Excellence. Geographical distribution<sup>(1)</sup>



(1) Situation as at November 2010.

**Note:**  
International Campuses of Excellence (CEI) marked in red  
International Campuses of Excellence, European Regional Ambit (CEIR) marked in blue

## Students

In academic year 2009-10, Spanish universities administered different educational structures simultaneously: pre-EHEA first- and second-cycle studies (pre-Bologna model), bachelor degrees (*grado*), officially recognized master's degrees (*másteres oficiales*) and doctoral programmes (*doctorado*, including those under Royal Decree 778/1998, which are now in the process of being discontinued, and under Royal Decrees 56/2005 and 1393/2007).

In academic year 2009-2010, student numbers at all levels of the Spanish University System (bachelor, master and doctoral) increased by 3.5% to 1,556,377. 203,352 are bachelor's students – 11 times more than in the previous academic year – 1,200,763 are undertaking pre-EHEA first- and second-cycle studies (this has been the second year of the process of discontinuation, such that the former model saw an 11.6% reduction in student numbers with respect to the previous year), 81,840 were master's students (64.3% more than in 2008-2009) and 70,422 were doctoral students. With the entry into force of Royal Decree 56/2005, followed by Royal Decree 1393/2007, students must typically complete an officially recognized master's degree as a requisite of access to doctoral studies. This element of training in some sense supersedes the teaching/research training module (Spanish DEA) which under the former scheme was undertaken as an introduction to doctoral study, since it used to be the case that there were no officially recognized master's degrees. This explains why students formerly computed directly within doctoral studies – even if still at the preliminary training stage – are now apportioned across master's courses (former “second cycle”) and the research phase of doctoral studies (third cycle).

The net rate of university registration among people aged 18 to 24, including only bachelor's students and pre-EHEA first- and second-cycle students, rose from 23.8% in 2008-2009 to 24.5% in 2009-2010. This major change arises from two distinct causes: an increase in the number of university students (2%) and a 3.14% decrease in the overall population in the 18-24 age range.

2010-2011 is the first year of fully fledged adaptation of all university qualifications to the guidelines laid down by the European Higher Education Area (EHEA). This honours the timeframe set forth in the inter-governmental agreement among signatory states of the Bologna Declaration to adopt a common curricular structure for university studies (bachelor, master and doctoral). The academic year began with 2,338 bachelor's courses, 2,429 master's courses and 1,624 doctoral courses on record.

In 2010-2011, new registrations are expected to rise by 10%, meaning that 385,000 new students will be entering the Spanish University System, taking its population to an historic high. It is anticipated that the student body will reach 1,600,000 across the system, pushing up past the historic ceiling achieved in the late 1990s.

In 2010-2011, first-cycle students (former pre-EHEA first- and second-cycle, and EHEA-compliant bachelor's students) are forecast to rise to 1,441,100. Since 1999-2000, which saw an historic high of students at this level (1,589,473), to the present, student numbers have declined by an average of 1.7% a year, making for a cumulative loss over the past decade of 11.7%. However, this trend was reversed in 2009-2010, when for the first time in 10 years the number of students on the first rung of university training rose 2% year on year. The cumulative decline largely reflects two factors: first, an average 2.3% annual decline in the population aged 18 to 24, making for a reduction of 20.7% over the past decade; secondly, a prolonged and powerful economic boom. Population change does not suffice to explain the drop in student numbers. The clearest proof of this is offered by the past academic year, in which the population aged 18 to 24 continued to decrease, but the number of university students rose.

In 2009-2010, the field of education accounting for the largest volume of students was Social Sciences, Business and Law, with 50.3% of the total. In second place – but displaying only half the size of the most populous field of education – was Engineering, Manufacturing and Construction, with 23.8%, followed by Health at 10.8%, Humanities and Arts at 9.1%, and Science at 6%. The graph shows that the structure of the student population by field of education has changed relatively little over the past decade.

Health was the only field enjoying a sustained rise in student numbers: 49.3% in the past 20 years, 31.3% over the past decade, and 19.3% in the past year<sup>1</sup>. The Humanities and Arts field has steadily lost student adherence, experiencing a 15.8% decline over the past 20 years, with a particularly sharp drop in the past decade (-21%). However, the latest year on year change is positive, with a 2.8% increase. The Science field is worst-placed, having lost 36.5% of student numbers over the past decade, and seeing a -3.4% decline this past academic year. These results reveal a severe imbalance that merits special attention, given that this field of education is directly related to industry, enhanced productivity and scientific and technological development.

The number of students graduating with first- and second-cycle degrees and bachelor's degrees in 2009-2010 may come to 194,364, or 1.2% more than last year. Over the past 20 years, the number of university graduates has grown 72.4%. A particularly noteworthy increase (281%) of graduates has been seen in technical disciplines (equivalent to the former Architecture and Engineering branch); as against this, the number of Humanities and Arts graduates has declined sharply (-29.4%). In other domains, graduate numbers have followed a rising trend over the past twenty years. Over the past decade graduate numbers have decreased, though to a lesser extent than enrolment (-5.4% and -11.7% respectively). As from academic year 2005-2006, pre-EHEA first- and second-cycle graduates have stabilized at around 187,000. In 2008-2009, however, the number of university graduates as a whole rose 2% year on year.

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<sup>1</sup> This figure may reflect classificatory changes. For instance, the former *Licenciatura* (five-year degree) in Psychology was ascribed to the Social Sciences, Business and Law branch, whereas bachelor's degrees in Psychology may in some cases, depending on course features, be classified to the Health field.

## Students

In 2009, the number of students registering for and passing university entrance tests was appreciably higher than the previous year, having risen by 5.6% to 230,316, and 5.3% to 189,098 students, respectively. 82.1% of students sitting entrance examinations passed.

Officially recognized master's degrees were introduced in academic year 2006-2007, and admitted an intake of 16,636 students. Over the past four academic years, that number has multiplied fivefold, such that by 2009-2010 it stood at 81,840, or 64.3% more than the previous year.

The number of graduates of officially recognized master's degrees has increased by a factor of almost 3.5, so reaching in year 2008-2009 the figure of 17,913 new master's graduates.

Programmes at the doctoral level are governed by a variety of Royal Decrees, and thus involve different teaching structures. Even today, most doctoral students are enrolled on programmes governed by Royal Decree 778/1998 – these programmes are now in the process of being discontinued. Pre-EHEA doctorates comprised a training stage and a research stage (writing and defence of a doctoral thesis). As pointed out earlier, with the entry into force of Royal Decree 56/2005 and Royal Decree 1393/2007, students generally undertake an officially recognized master's degree as a requirement of admission to doctoral study, and so count as master's students. This explains why the students who were formerly classified as doctoral, even if still at the training stage of their programmes, are now apportioned across master's degree courses (second cycle) and the research stage of doctorates (third cycle).

Due account being taken of the effect of this change of structure in the Spanish University System, in 2006-2007 the total number of doctoral students was 82,964. From that academic year onwards, after the entry into force of the new Royal Decrees on university education mentioned above, the number of students enrolled in doctoral programmes decreased to 70,422 by 2009-2010. 94.9% of doctoral students are enrolled at public universities.



## Students

Students registered with the Spanish University System, by autonomous community. Academic year 2009-10<sup>(1)</sup>

	Net university registration rate <sup>(2)</sup>	Bachelor degrees	1 <sup>st</sup> and 2 <sup>nd</sup> cycle	Master's degrees	Doctorate	Population aged 18 to 24 <sup>(3)(4)</sup>
<b>TOTAL</b>	<b>24,5</b>	<b>203.352</b>	<b>1.200.763</b>	<b>81.840</b>	<b>70.422</b>	<b>3.547.523</b>
<b>Physical universities</b>	-	<b>155.446</b>	<b>1.056.098</b>	<b>75.235</b>	<b>68.574</b>	-
Andalucía	22,3	14.642	215.822	12.842	10.069	732.647
Aragón	24,1	2.959	27.818	1.589	1.633	93.227
Asturias (Principado de)	25,4	603	23.946	936	1.192	67.451
Balears (Illes)	9,8	3.215	10.252	1.013	668	87.922
Canarias	15,6	3.113	40.355	743	2.575	176.380
Cantabria	18,8	420	9.739	552	697	40.613
Castilla y León	31,8	3.989	72.949	2.944	3.907	176.689
Castilla-La Mancha	11,3	4.672	22.137	908	1.274	170.662
Catalunya	24,6	41.301	135.799	15.154	11.436	527.019
Comunitat Valenciana	24,6	8.671	132.022	12.385	7.565	382.027
Extremadura	17,2	4.486	17.814	1.138	686	94.818
Galicia	23,7	9.405	55.283	3.757	6.018	192.621
Madrid (Comunidad de)	36,8	41.984	194.194	15.013	16.556	479.198
Murcia (Región de)	22,1	9.976	30.063	2.594	867	125.499
Navarra (Comunidad Foral de)	31,9	2.590	12.876	955	1.462	43.003
País Vasco	29,8	2.829	49.943	2.575	1.619	135.184
Rioja (La)	13,8	591	5.086	137	350	22.563
<b>Distance-learning universities</b>	-	<b>47.906</b>	<b>144.665</b>	<b>6.162</b>	<b>1.821</b>	-
A Distancia de Madrid (UDIMA)	-	868	-	258	-	-
Nacional de Educación a Distancia (UNED)	-	34.793	111.145	3.601	1.690	-
Internacional de la Rioja (UNIR)	-	1.570	-	-	-	-
Oberta de Catalunya (UOC)	-	10.675	33.520	2.303	131	-
<b>Special universities</b>	-	-	-	<b>443</b>	<b>27</b>	-
Internacional de Andalucía (UNIA)	-	-	-	207	-	-
Internacional Menendez Pelayo (UIMP)	-	-	-	236	27	-

(1) Provisional data

(2) Net university registration rate for the 18-24 age range: Number of students aged 18-24 undertaking 1<sup>st</sup> and 2<sup>nd</sup> cycle and bachelor degrees/population aged 18-24

(3) Population of Ceuta and Melilla included in Andalucía

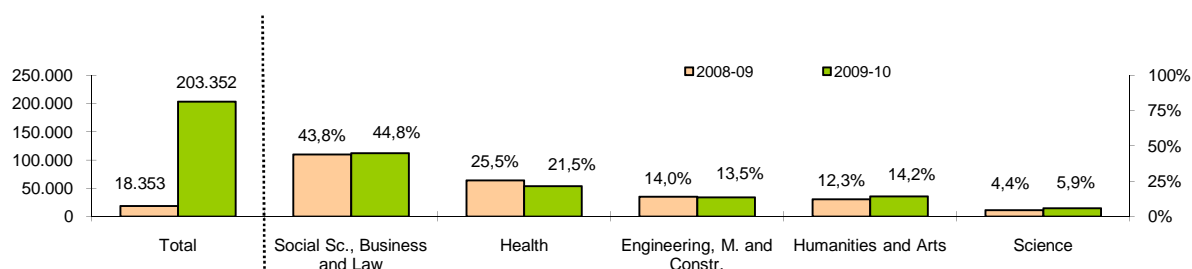
(4) Source: Estimated present population as at 1 January 2010. INE

# Student 1<sup>st</sup> and 2<sup>nd</sup> cycle and bachelor's

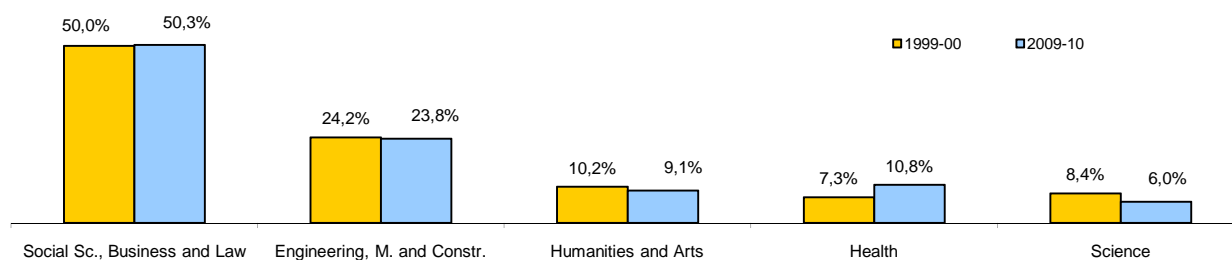
## Students enrolled in 1<sup>st</sup> and 2nd cycle and bachelor's. 2010-11 forecast

	Total	Public univ	%	Private univ	%
<b>Total</b>	<b>1.441.100</b>	<b>1.272.189</b>	<b>88,3%</b>	<b>168.911</b>	<b>11,7%</b>
<b>Field of Education<sup>(1)</sup></b>					
Social Sciences Business and Law	723.892	630.458	87,1%	93.434	12,9%
Engineering, M. and Constr.	334.574	302.662	90,5%	31.912	9,5%
Humanities and Arts	132.457	125.079	94,4%	7.378	5,6%
Health	167.292	133.907	80,0%	33.385	20,0%
Science	82.885	80.083	96,6%	2.802	3,4%

## Distribution of students enrolled in bachelor's courses, by field of education. Academic years 2008-09 and 2009-10<sup>(2)</sup>



## Evolution of students enrolled in 1<sup>st</sup> and 2nd cycle and bachelor degrees, by field of education. Academic years 1999-00 and 2009-10<sup>(2)</sup>



## Evolution of students enrolled in 1<sup>st</sup> and 2nd cycle and bachelor degrees, by field of education

	Academic year					Rate of change		
	1989-90	1999-00	2007-08	2008-09 <sup>(2)</sup>	2009-10 <sup>(2)</sup>	Annual	2009-10 / 1999-00	2009-10 / 1989-90
<b>Total</b>	<b>1.092.329</b>	<b>1.589.473</b>	<b>1.389.249</b>	<b>1.377.228</b>	<b>1.404.115</b>	<b>2,0%</b>	<b>-11,7%</b>	<b>28,5%</b>
<b>Field of Education<sup>(1)</sup></b>								
Social Sciences Business and Law	554.534	794.884	704.103	700.656	706.245	0,8%	-11,2%	27,4%
Engineering, Manuf. and Constr.	200.043	384.382	347.681	337.849	334.067	-1,1%	-13,1%	67,0%
Humanities and Arts	151.960	161.902	124.401	124.480	127.927	2,8%	-21,0%	-15,8%
Health	101.524	115.421	122.044	126.993	151.554	19,3%	31,3%	49,3%
Science	84.268	132.884	91.020	87.250	84.322	-3,4%	-36,5%	0,1%

(1) Pre-EHEA 1<sup>st</sup> and 2nd cycle courses have been adapted to EHEA-compliant bachelor's courses

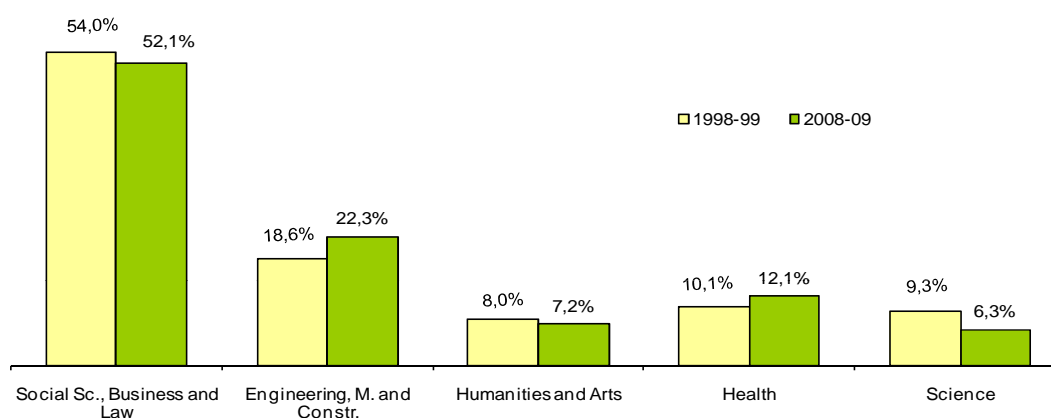
(2) Provisional data

## Student 1<sup>st</sup> and 2<sup>nd</sup> cycle and bachelor's

### Students graduating from 1<sup>st</sup> and 2<sup>nd</sup> cycle and bachelor's. 2009-10 forecast

	Total	Public univ	%	Private univ	%
<b>Total</b>	<b>194.364</b>	<b>168.143</b>	<b>86,5%</b>	<b>26.221</b>	<b>13,5%</b>
<b>Field of Education<sup>(1)</sup></b>					
Social Sciences Business and Law	102.857	87.872	85,4%	14.985	14,6%
Engineering, M. and Constr.	42.025	36.960	87,9%	5.065	12,1%
Humanities and Arts	13.794	13.123	95,1%	671	4,9%
Health	23.885	19.150	80,2%	4.735	19,8%
Science	11.803	11.038	93,5%	765	6,5%

### Evolution in students graduating from 1<sup>st</sup> and 2<sup>nd</sup> cycle and bachelor degrees. 1998-99 and 2008-09



### Evolution of students graduating from 1<sup>st</sup> and 2<sup>nd</sup> cycle and bachelor degrees, by field of education

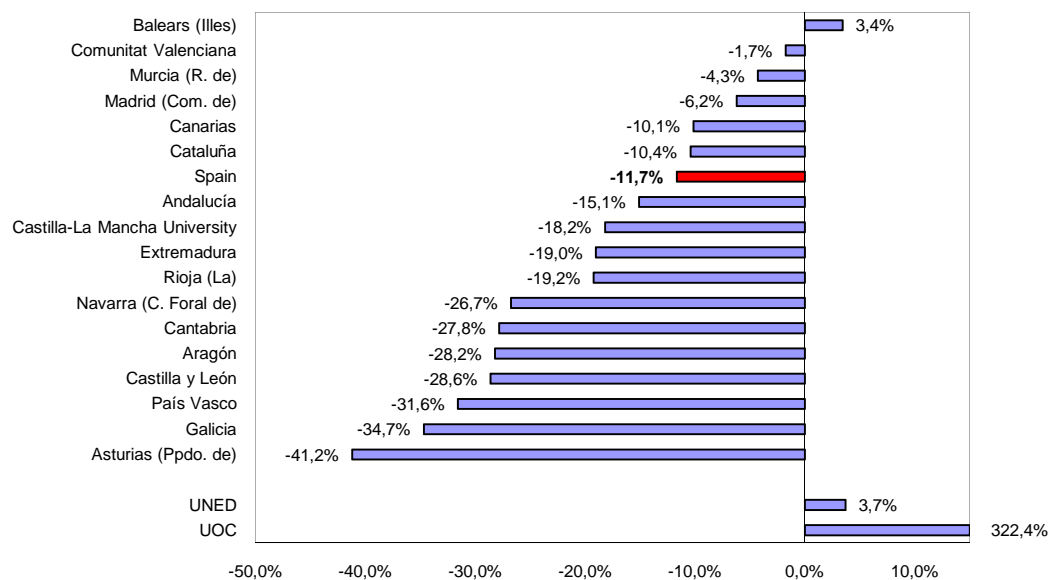
	Academic year					Rate of change		
	1988-89	1998-99	2006-07	2007-08	2008-09 <sup>(2)</sup>	Annual	2008-09 / 1998-99	2008-09 / 1988-89
<b>Total</b>	<b>111.399</b>	<b>202.958</b>	<b>187.767</b>	<b>188.197</b>	<b>192.046</b>	<b>2,0%</b>	<b>-5,4%</b>	<b>72,4%</b>
<b>Field of Education<sup>(1)</sup></b>								
Social Sciences Business and Law	56.877	109.648	95.989	97.492	100.122	2,7%	-8,7%	76,0%
Engineering, M. and Constr.	11.243	37.764	43.107	42.430	42.837	1,0%	13,4%	281,0%
Humanities and Arts	19.630	16.163	14.072	13.692	13.865	1,3%	-14,2%	-29,4%
Health	15.796	20.469	22.005	22.354	23.179	3,7%	13,2%	46,7%
Science	7.853	18.914	12.594	12.229	12.043	-1,5%	-36,3%	53,4%

(1) Pre-EHEA 1<sup>st</sup> and 2<sup>nd</sup> cycle courses have been adapted to EHEA-compliant bachelor's courses

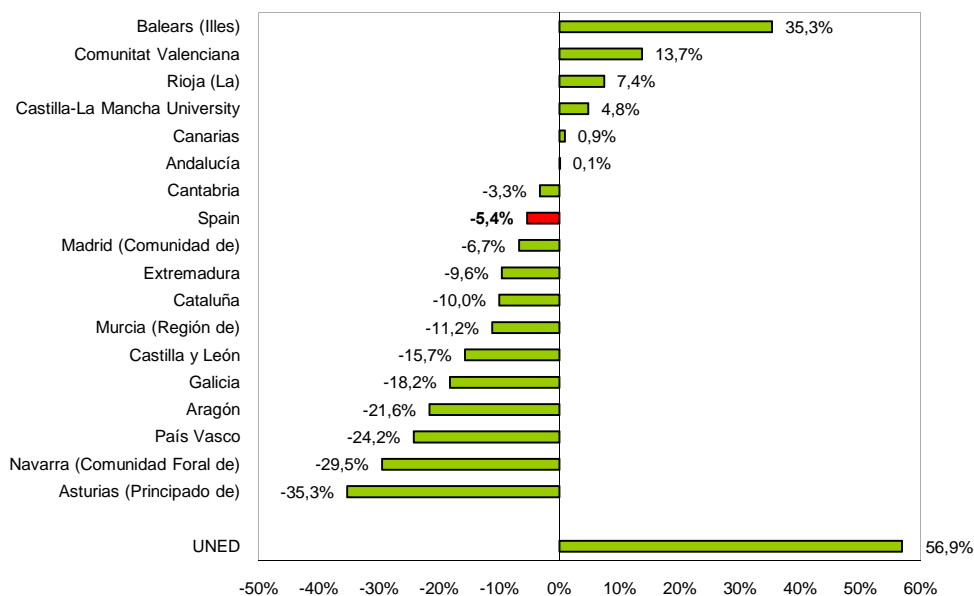
(2) Provisional data

## Student 1<sup>st</sup> and 2<sup>nd</sup> cycle and bachelor's

Percent change in students enrolling in 1<sup>st</sup> and 2<sup>nd</sup> cycle and bachelor degrees, by autonomous community 1999-00 and 2009-10 <sup>(1)</sup>



Percent change in students graduating from 1<sup>st</sup> and 2<sup>nd</sup> cycle and bachelor degrees, by autonomous community 1998-99 and 2008-09 <sup>(1) (2)</sup>

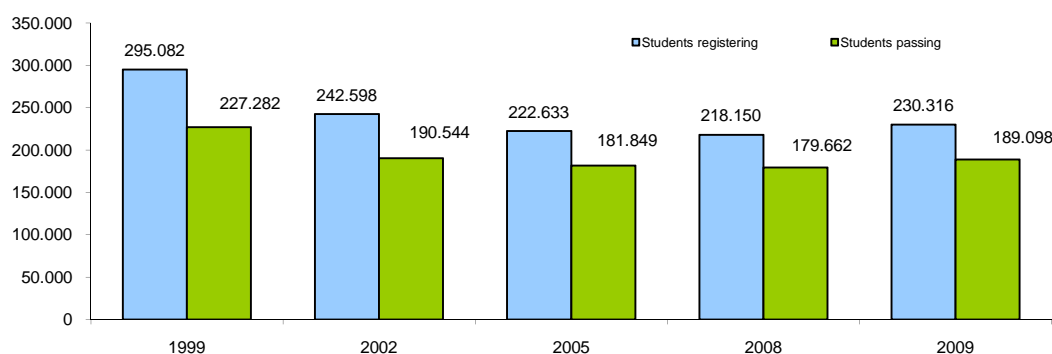


(1) Provisional data

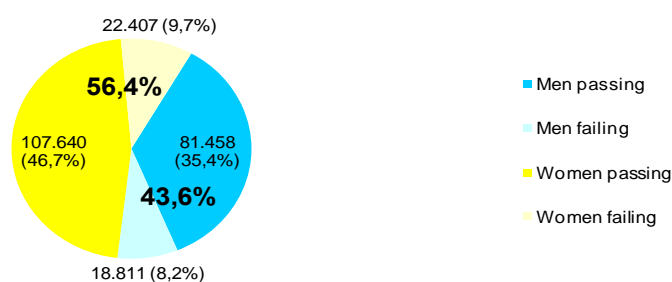
(2) UOC not included because academic year 1998-99 was the first in which the institution had graduates; the percent change is accordingly not comparable to the rest.

# University entrance examinations

## Change in students registering for and passing university entrance examinations. Years 1999-2009



## Distribution by sex of students registering for and passing university entrance examinations. Year 2009



## Distribution by sex of students registering for and passing university entrance examinations by field of education area at the upper secondary level<sup>(1)</sup>. Year 2009

	Registered			Passing			% students achieving a pass out of total entrants	
	Total <sup>(2)</sup>	Women <sup>(3)</sup>	% women <sup>(4)</sup>	Total <sup>(2)</sup>	Women <sup>(3)</sup>	% women <sup>(4)</sup>	Total	Women
<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>	<b>57,5%</b>	<b>100,0%</b>	<b>100,0%</b>	<b>57,7%</b>	<b>85,5%</b>	<b>85,8%</b>
Social Sciences	33,1%	36,2%	62,9%	32,6%	35,6%	62,9%	84,4%	84,3%
Science/Technology	21,8%	11,2%	29,5%	22,0%	11,5%	30,1%	86,7%	88,6%
Humanities	11,8%	14,8%	72,2%	11,9%	15,0%	72,5%	86,5%	86,9%
Health	26,0%	30,1%	66,5%	26,8%	30,8%	66,3%	88,2%	88,0%
Arts	2,5%	3,0%	69,5%	2,6%	3,2%	69,6%	89,2%	89,3%
Combined	4,9%	4,8%	55,9%	4,0%	4,0%	57,7%	69,3%	71,5%

(1) Excluding examinations for over-25s.

(2) Distribution of all students across fields of education.

(3) Distribution of women across fields of education.

(4) Proportion of women in each field of education.

Source: University entrance examination statistics. INE (Spain's National Statistical Institute)

Bachelor's degrees started to be taught in 2008-2009, with 163 bachelor's courses on record. Academic year 2010-2011 saw the completion of adaptation to the EHEA; hence all students newly admitted to the Spanish University System were now enrolled on one of the EHEA-compliant bachelor's degree courses.

In this academic year, 2,338 bachelor's degree courses were on offer; according to the available provisional data, the public universities alone offered 243,300 university places. In 2009-2010, places on bachelor's degree courses numbered 105,066, and only 8198 in 2008-2009. This data underscores the major efforts undertaken by universities and connected institutions so as to make implementation of the EHEA a reality today.

If the total number of bachelor's degree courses now on offer is compared to pre-EHEA first- and second-cycle qualifications on offer in 2007-2008 – the last year prior to the introduction of new bachelor's courses in 2008-2009 – one finds that 87.6% of qualifications have been adapted. In other words, the total range of pre-EHEA first- and second-cycle<sup>2</sup> university qualifications numbered 2,669 courses, while the number of EHEA-compliant bachelor's courses stands at 2,338. It is still early to judge whether the adaptation process has been sufficient and successful, or a wider diversity of degree courses ought to have been developed so as to break up the uniformity by which the Spanish University System was afflicted under the previous catalogue of qualifications. The most far-reaching changes have been made at public universities. The process has not been the same in all fields of education, however. In Health Sciences, the number of bachelor's qualifications has increased with respect to the courses on offer under the previous regulations. 322 bachelor's degrees are now available, as against 209 pre-EHEA first- and second-cycle courses; an adaptation of 154.1% has been achieved, therefore. This necessary change answers to the surplus demand consistently arising from year to year for Health qualifications. In the Humanities and Arts, an adaptation of 100.8% has been completed. 375 bachelor's courses are on offer, versus 372 pre-EHEA first- and second-cycle courses. In other fields of education, the range of pre-EHEA first- and second-cycle courses was wider than the present range of bachelor's qualifications. In the coming academic years we shall be able to ascertain whether the minor decrease in the number of degree courses has been sufficient to rectify the imbalance between supply and demand or whether further adjustments need to be made.

If to the range of bachelor's courses we add the offering of officially recognized master's degrees, both phases being prerequisites for entry to doctoral programmes, we find that the overall range of university qualifications has increased considerably in recent years, reaching 2,338 bachelor's courses and 2,429 master's courses in academic year 2010-2011.

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<sup>2</sup>Each degree course taught at a university is counted only once, regardless of whether or not the qualification is obtainable from one or more divisions of the same university.

The distribution of the EHEA-compliant bachelor's courses by field of education differs somewhat from the preceding structure of university qualifications. Specifically, Social Sciences, Business and Law qualifications now account for 34%, Engineering, Manufacturing and Construction for 26.9%, Humanities and Arts for 16%, Health for 13.8 % and Science for 9.3 %. Hence the number of qualifications has risen in Health and, to a slight extent, in Humanities and Arts, but has decreased by four points in Social Sciences, Business and Law and by three points in Engineering, Manufacturing and Construction.

Out of all bachelor's courses offered in 2009-2010, 47.7% have fewer than 75 students enrolled, and 28.7% have fewer than 50 students enrolled. Only 35.2% of courses have over 100 students enrolled<sup>3</sup>. Humanities and Arts is the field of education having the greatest number of courses that attract fewer than 75 students (65.9%), and only 24.4% of degree courses in this area attract more than 100 enrolled students.

2,429 officially recognized master's degrees have been placed on record so far. This figure demonstrates the ongoing growth in the supply of university-based master's degrees, which have increased from 829 in 2006-2007 to 2429 in 2010-2011. At present, a greater number is on record for master's degrees than for bachelor's degrees; however, the number of undergraduate freshmen for this academic year is expected to be close to 385,000, whereas master's students will total around 100,000.

The total number of joint master's degrees – i.e., master's degree courses taught as a combined effort by more than one university, is 217, or 8.9% of all master's courses.

Through to September 2010, 1,624 doctoral programmes have been placed on record under Royal Decree 1393/2007; of this total, only 5.5% (90 doctorates) are taught jointly by more than one university. Distance-learning universities offer 47 doctoral programmes, 3 of which are taught jointly.

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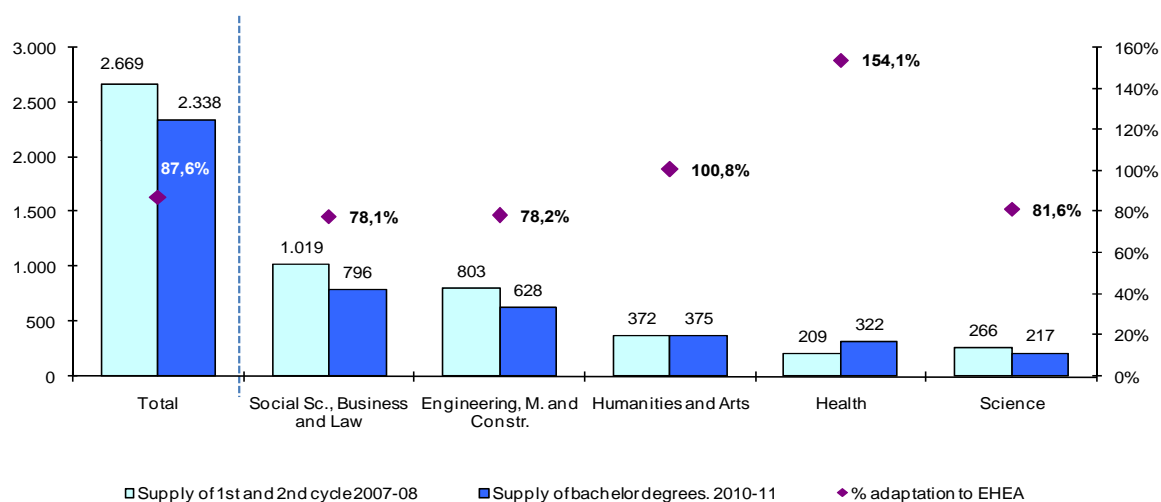
<sup>3</sup> It is to be borne in mind that this data refers to the number of students enrolled on each degree course, not to the number of students attending lectures.

## Adaptation to EHEA

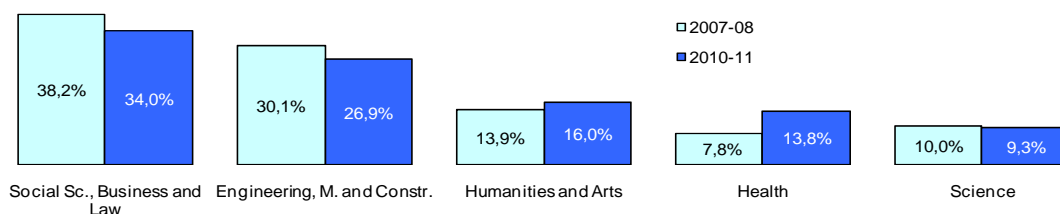
Supply of 1<sup>st</sup> and 2<sup>nd</sup> cycle and bachelor degrees, by field of education by university type and field of education<sup>(1)</sup>. Academic years 2007-08 and 2010-11

	Total		Physical universities				Distance-learning universities			
	1 <sup>st</sup> and 2 <sup>nd</sup> cycle 2007-08	2010-11 bachelor degrees	Public universities		Private universities		Public universities		Private universities	
			1 <sup>st</sup> and 2 <sup>nd</sup> cycle 2007-08	2010-11 bachelor degrees	1 <sup>st</sup> and 2 <sup>nd</sup> cycle 2007-08	2010-11 bachelor degrees	1 <sup>st</sup> and 2 <sup>nd</sup> cycle 2007-08	2010-11 bachelor degrees	1 <sup>st</sup> and 2 <sup>nd</sup> cycle 2007-08	2010-11 bachelor degrees
<b>Total</b>	<b>2.669</b>	<b>2.338</b>	<b>2.180</b>	<b>1.839</b>	<b>447</b>	<b>449</b>	<b>28</b>	<b>26</b>	<b>14</b>	<b>24</b>
<b>Field of Education<sup>(2)</sup></b>										
Social Sc., Business and Law	1.019	796	788	582	211	188	12	9	8	17
Engineering, M. and Constr.	803	628	662	514	131	105	7	6	3	3
Humanities and Arts	372	375	334	316	30	50	5	6	3	3
Health	209	322	161	230	48	90	0	1	0	1
Science	266	217	235	197	27	16	4	4	0	0

Total supply of 1<sup>st</sup> and 2<sup>nd</sup> cycle and bachelor degrees and percent adaptation to EHEA<sup>(1)</sup>. Academic years 2007-08 and 2010-11



Total supply of 1<sup>st</sup> and 2<sup>nd</sup> cycle and bachelor degrees<sup>(1)</sup>. Academic years 2007-08 and 2010-11



(1) To measure the percentage of adaptation to the European Higher Education Area, the number of qualifications offered in 2010-11 is compared to courses taught in 2007-08 (the last year prior to the start of the adaptation process). To ensure that the data is comparable across these two academic years, each degree course taught at a university is counted only once, regardless of whether or not the qualification is obtainable from one or more divisions of the same university.

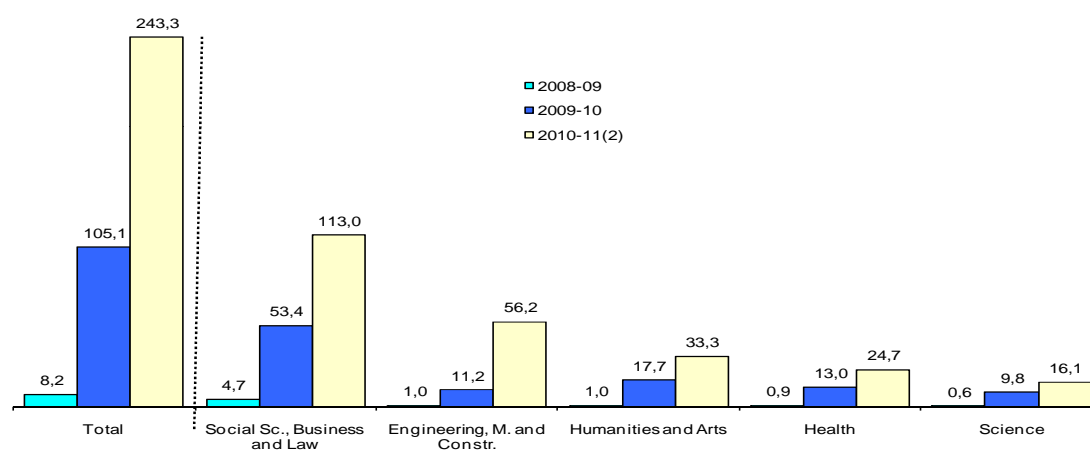
(2) Pre-EHEA 1<sup>st</sup> and 2<sup>nd</sup> cycle courses have been adapted to EHEA-compliant bachelor's courses



## Supply of places and new-entrant registrations by university type and field of education. Academic year 2009-10

	Physical public universities				Physical private universities		Distance-learning universities			
	1 <sup>st</sup> and 2 <sup>nd</sup> cycle		Bachelor degrees		Enrolment		Enrolment			
	Supply	Enrolment	Supply	Enrolment	1 <sup>st</sup> and 2 <sup>nd</sup> cycle	Bachelor degrees	Public	Private	1 <sup>st</sup> and 2 <sup>nd</sup> cycle	Bachelor degrees
<b>Total</b>	<b>152.599</b>	<b>135.425</b>	<b>105.066</b>	<b>100.154</b>	<b>10.667</b>	<b>18.043</b>	<b>32.123</b>	<b>42.209</b>	<b>3.786</b>	<b>6.173</b>
<b>Field of Education<sup>(1)</sup></b>										
Social Sc., Business and Law	74.001	69.770	53.368	50.845	5.066	9.786	23.255	10.855	2.326	3.800
Engineering, M. and Constr.	48.019	37.757	11.190	10.678	2.230	2.318	3.365	3.682	1.366	59
Humanities and Arts	11.134	9.934	12.986	11.655	66	878	2.997	15.103	94	674
Health	11.762	11.857	17.689	17.850	3.116	4.698	-	12.569	-	1.640
Science	7.683	6.107	9.833	9.126	189	363	2.506	-	-	-

## Increase in supply of places on bachelor degree courses at physical public universities (thousands)



## Distribution of bachelor degree courses by number of new entrants at physical public universities<sup>(3)</sup>. Academic year 2009-10

	Total	Number of students						
		1 to 10	11 to 20	21 to 30	31 to 50	51 to 75	76 to 100	Over 100
<b>Total</b>	<b>964</b>	<b>20</b>	<b>46</b>	<b>62</b>	<b>149</b>	<b>183</b>	<b>165</b>	<b>339</b>
<b>Field of Education</b>								
Social Sciences, Business and Law	398	1	16	13	44	65	74	185
Engineering, M. and Constr.	130	1	10	9	27	28	32	23
Humanities and Arts	164	13	13	30	31	21	16	40
Health	152	1	1	1	15	43	30	61
Science	120	4	6	9	32	26	13	30

(1) Pre-EHEA 1<sup>st</sup> and 2<sup>nd</sup> cycle courses have been adapted to EHEA-compliant bachelor's courses

(2) Provisional data

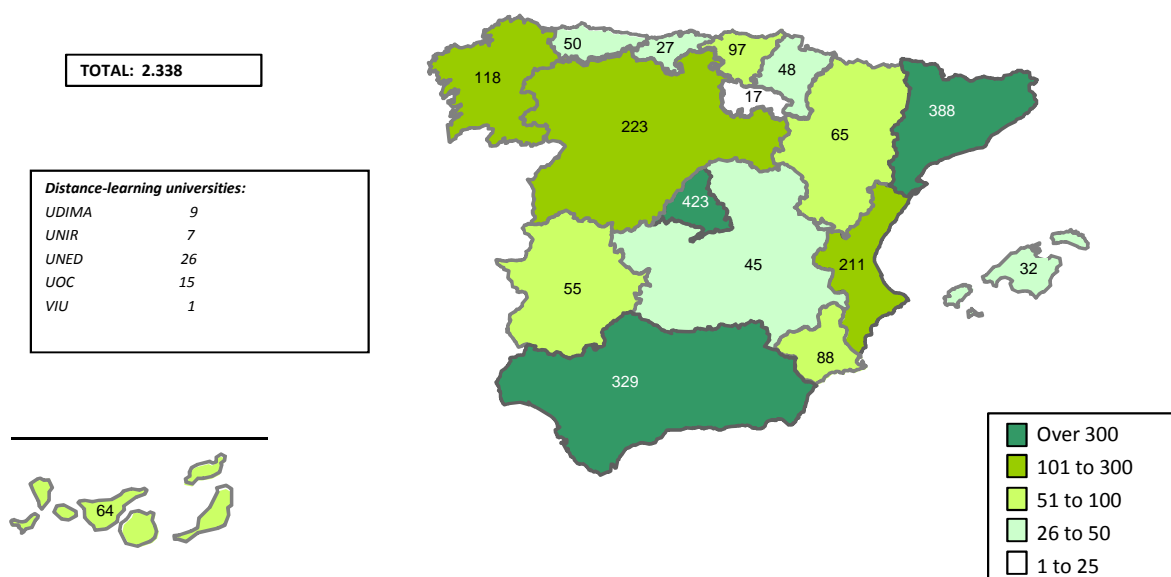
(3) Table interpretation: At physical public universities there is a total of 20 courses having 10 or fewer new entrants, 46 courses having 11 to 20 new entrants, etc.

## Adaptation to EHEA

Number of bachelor courses taught and total students enrolled on bachelor degree courses, by field of education.  
Academic year 2009-10<sup>(1)</sup>

	Total		Public universities			Private universities		
	No. of bachelor degree courses	Students	No. of bachelor degree courses	Students	%	No. of bachelor degree courses	Students	%
<b>Total</b>	<b>1.298</b>	<b>203.352</b>	<b>977</b>	<b>163.166</b>	<b>80,2</b>	<b>321</b>	<b>40.186</b>	<b>19,8</b>
<b>Field of Education</b>								
Social Sc., Business and Law	556	91.185	402	70.397	77,2	154	20.788	22,8
Engineering, M. and Constr.	196	27.546	133	21.720	78,8	63	5.826	21,2
Humanities and Arts	208	28.968	169	26.547	91,6	39	2.421	8,4
Health	207	43.736	153	33.017	75,5	54	10.719	24,5
Science	131	11.917	120	11.485	96,4	11	432	3,6

Number of EHEA-compliant bachelor degrees <sup>(2)(3)</sup>



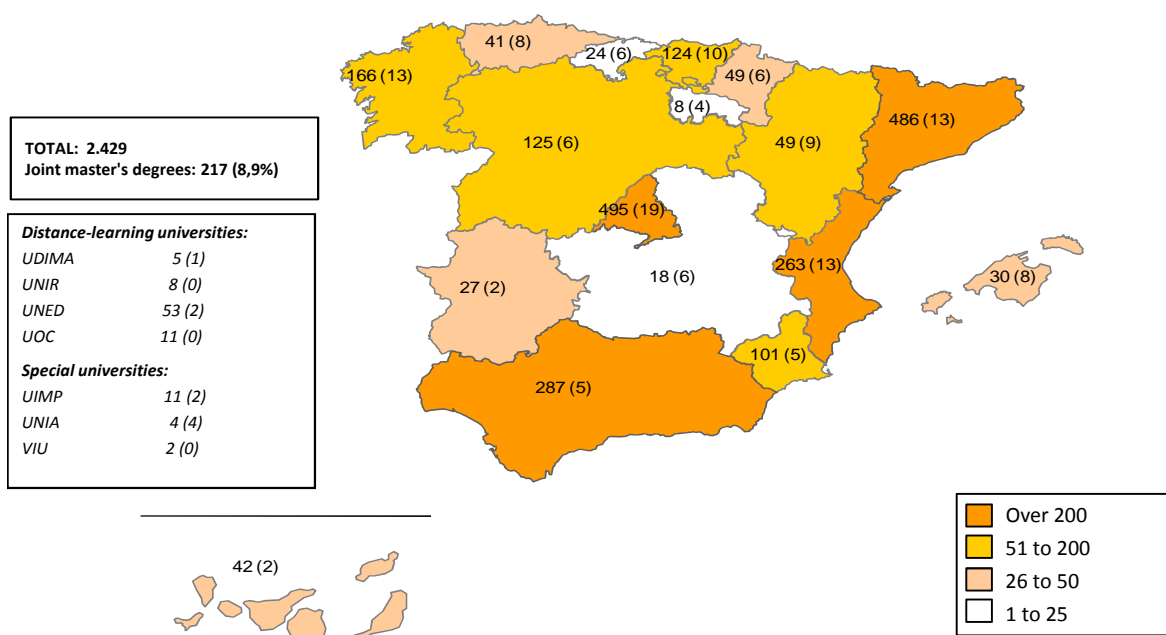
(1) Provisional data

(2) Data current as at 21 September 2010

## Change in number of students enrolled and graduating with officially recognized master's degrees, by university type

	Total		Public universities		Private universities	
	No. of master's degrees	Students	No. of master's degrees	Students	No. of master's degrees	Students
<b>Enrolled</b>						
2006-07	829	16.636	668	13.928	161	2.708
2007-08	1.539	34.695	1.256	29.743	283	4.952
2008-09 <sup>(1)</sup>	1.736	49.799	1.414	42.133	322	7.666
2009-10 <sup>(1)</sup>	2.036	81.840	1.761	70.981	275	10.859
<b>Graduates</b>						
2006-07	829	5.402	668	4.698	161	704
2007-08	1.539	14.299	1.256	11.237	283	3.062
2008-09 <sup>(1)</sup>	1.736	17.913	1.414	15.282	322	2.631

## Number of EHEA-compliant master degrees <sup>(2)(3)</sup>



(1) Provisional data

(2) Data current as at 21 September 2010

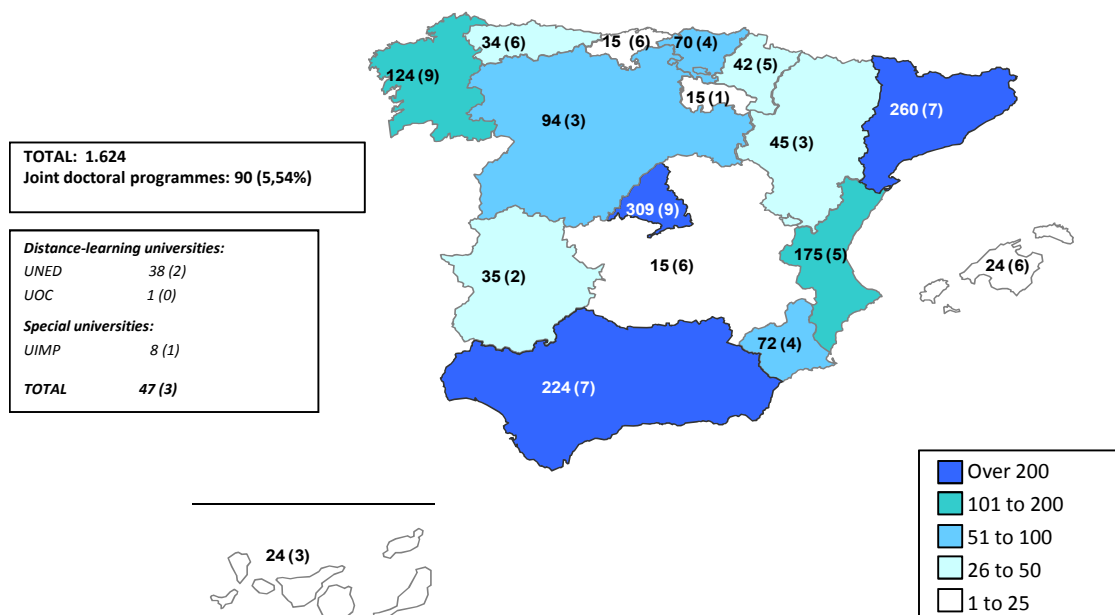
(3) In brackets, officially recognized master's degrees involving a university in the given autonomous community but not counted within the total for that Region owing to their being managed by a university in another Region. These programmes are counted only at the autonomous community where the managing university is located.

## Adaptation to EHEA

### Evolution in students enrolled in doctoral programmes by university type <sup>(1)</sup>

	Total	Public universities	Private universities
<b>Total doctoral students</b>			
2006-07	82.964	78.926	4.038
2007-08	77.682	73.972	3.710
2008-09	77.249	73.265	3.984
2009-10	70.422	66.826	3.596
<i>Doctorate under RD 778/1998</i>			
2006-07	82.302	78.331	3.971
2007-08	75.089	71.602	3.487
2008-09	71.262	67.835	3.427
2009-10	54.610	51.871	2.739
<i>Doctorate under RDs 56/2005 and 1393/2007</i>			
2006-07	662	595	67
2007-08	2.593	2.370	223
2008-09	5.987	5.430	557
2009-10	15.812	14.955	857

### EHEA-compliant doctoral programmes <sup>(2)(3)</sup>



(1) Provisional data

(2) Data current as at 21 September 2010

(3) In brackets, officially recognized doctoral programmes involving a university in the given autonomous community but not counted within the total for that Region owing to their being managed by a university in another community. These programmes are counted only at the autonomous community where the managing university is located.

### Gender

This academic year is the centenary of the *Real Orden* enactment that first allowed women to access university education under conditions of equality. Today, women are in the majority, accounting for 54.2% of the total student body. What is more, their presence is predominant at all levels of university education: 54.3% of pre-EHEA first- and second-cycle and bachelor's students; 54.1% of officially recognized master's course students; and 51% of doctoral students.

The proportion of women is still higher among university graduates, rising to 59.7% on average. 60.6% of successful pre-EHEA first- and second-cycle and bachelor's students are women, as are 56.3% of students completing a master's degree and 52.9% of students completing a doctorate (whether via taught credits or via thesis defence).

Women are the majority in all disciplinary areas except the technical degrees. Women account for 72.1% of Health students, 62% of students in Social Sciences, Business and Law, 61.4% of the student body in Humanities and Arts, and 56.8% of students in Science. In Engineering, Manufacturing and Construction, however, the proportion of women is 26.8%.

If distribution by field of education is analyzed for men and women separately, one finds that 57.4% of women are undertaking study in Social Sciences, Business and Law; this field of education accounts for 41.9% of men. The second-largest field of education by demand among women is Health, which accounts for 14.3% of women (6.6% of men). For men, the second-largest field of education is Engineering, Manufacturing and Construction, with a 38.1% share of the male student body.

### Age

Over the past 10 years, the age structure of first- and second-cycle students has undergone a considerable shift. The presence of over-30s has practically doubled: whereas in 1999-2000 they accounted for 8.5% of the student body, by 2009-2010, they represented 16.9%. Students aged under 25 years, however, have declined by more than 10 points (79.1% in 1999-2000 versus 67.7% in 2009-2010).

As a result of the shift in the average age of university enrolment and perhaps because of changes in overall time spent at university, the number of graduates aged 30 and above has increased over the past 10 years from 6.9% to 15.4%.

33% of students undertaking officially recognized master's degree courses are aged 30 or above. The largest age group is that of individuals falling within the 25-30 age range and undertaking officially recognized master's degree courses as a continuation of their bachelor's degrees.

Almost three quarters of doctoral students are aged 25 to 40: only 4.1% are under 25; 39.5% are aged 25 to 30; 34% are aged 31 to 40; and 22.4% are over 40 years of age.

42.4% of doctoral graduates in Spain successfully defended their doctoral theses within the age range 25 to 30 years; 36.1% between ages 31 and 40; and 20.7% at age 41 or above. The data highlights that thesis defence typically takes place at a late stage – this factor may stand in the way of career entry for this highly qualified population sector.

### Disabilities

The data presented in this section is drawn from the INE (Spain's national statistical institute) Survey on Disabilities, Personal Autonomy and Situations of Dependence (*Encuesta de Discapacidad, Autonomía Personal y Situaciones de Dependencia*) for 2008. The survey reveals that 455,100 people have disabilities in the 25 to 44 age range, of whom 47,600 (10.5%) attain university education or an equivalent level of qualification. Among the population aged 45 to 64, 951,900 people have disabilities, of whom 74,100, or 7.8%, are university graduates. Women still account for the majority of people with disabilities who have attained university education: 59.2% among the population aged 25 to 44, and 54.5% among people aged over 44 years. Hence university graduates make up a higher proportion of the younger population (aged 25 to 44), and, furthermore, the presence of women university graduates is higher among the younger population.

The population of people with disabilities currently undertaking university study stands at 7,300 women and 7,700 men.

### Internal student mobility

The following student mobility graphs provide an analysis of the autonomous communities attracting the most students (student intake graph) and the autonomous communities that send the most students to undertake university study in other autonomous communities. For both graphs, the basis of territorial classification of each student is the location of the university site. For example, a student of the Universidad Complutense studying at a campus in Castilla-La Mancha is counted as a Castilla-La Mancha student, not a Madrid student.

For example, a student of the complete hassle university studying at a campus in Castile La Mancha is counted as a Castile La Mancha student, not a Madrid student. The autonomous communities sending the most students to other autonomous communities for the purpose of university study are: Red wine, 51.1%, Castile La Mancha, with 48.2% (31.6% undertake study in Madrid) and Extremadura, 35.2% (12.3% go to Castile Leon, while 11% go to Andalusia), and finally Navarre, 34.3% of whose students leave the autonomous community, with 12.6% choosing to undertake study in the Basque country.

The autonomous communities sending the fewest students to undertake study outside their home autonomous community are Cataluña (2.2%), and Madrid (3.4%) – the largest autonomous communities, enjoying broader and deeper academic supply.

Navarra is the autonomous community having the highest proportion of students who are not permanent residents of the autonomous community – 35.6%.

Most of these are students at the private Universidad de Navarra. Navarra is followed in this respect by La Rioja<sup>4</sup>, with 36.3% non-resident students. In third place in terms of non-resident students are Madrid (26.1%) and Castilla y León (23.4%). Cataluña and Andalucía, though both having large student populations, prove to have a low capacity to attract students from other autonomous communities: 7.1% non-residents in the case of Cataluña, 6.7% in the case of Andalucía.

<sup>4</sup>The high proportion of non-resident students in La Rioja is accounted for by two online second-cycle qualifications that are taught there: Musical History and Science, and Labour Sciences.

## Foreign students

In 2009-2010, the number of foreign students undertaking university study in Spain was 76,205, as against 65,581 in 2008-2009 and 56,630 in 2007-2008. Foreign students at Spanish universities are increasing strongly, with a rise of 16.2% in the past academic year and 15.8% in the year before that, making for a growth of 34.6% over the past three academic years. Part of this growth is attributable to the rise in the immigrant population.

The total proportion of foreign students in 2009-2010 was 4.9% (4.1% in bachelor's degrees, 18.4% in master's degrees, and 22.8% in doctoral programmes). However, despite recent strong progress, the Spanish University System continues to lag behind its peers as regards attraction of foreign students.

45.6% of foreign students are nationals of Latin American and Caribbean countries; 30.7% are EU(27) nationals; 7.4% are nationals of North African countries; and 6.4% are nationals of countries of the rest of Europe (20.8% of whom are Russian nationals); 5.5% are nationals of Asian and Australasian countries (39.8% being Chinese nationals); 2.8% are nationals of other African countries; and only 1.6% are nationals of the United States or Canada.

The autonomous communities having the highest numbers of foreign students are: Cataluña, with 8%, Madrid, with 6.4%, and Illes Balears, with 6.2%. The former two are among the autonomous communities with the largest student populations; this is not the case of Illes Balears, which, though having a modestly sized student population nonetheless attracts a significant proportion of foreign students. Andalucía, one of the autonomous communities with the largest student populations, falls below the Spanish average as to the proportion of foreign students. The autonomous communities showing the lowest ability to attract foreign students are: Asturias (1.7%), Castilla-La Mancha (1.9%) and Extremadura (2%).

By educational level, most European and African students enter the Spanish University System to undertake pre-EHEA first- and second-cycle degrees and EHEA-compliant bachelor degrees. Students from Latin America and the Caribbean, the United States and Canada, and Asia and Australasia typically enter the system in search of more specialized education, directed towards master's and doctoral qualifications. These figures correlate with foreign student age ranges. 38.7% of foreign students are under 25, 28.6% are aged 25 to 30, 21.3% are aged 31 to 40, and 11.4% are 41 and above. Upon placing age in relation to country of origin, one finds that, as might be expected, the younger students are those undertaking bachelor degrees, specifically, European and North African students.

There follows an analysis of the study destinations of foreign students from Spain's neighbouring countries. Of the French nationals undertaking university study in Spain, 24.4% enrol with universities in the autonomous community of Madrid, 20.8% enrol with UNED, and 18.5% enrol at universities located in Cataluña. Of Portuguese nationals undertaking study in Spain, 31.5% study in Galicia, 17.1% go to Cataluña, and 12.1% enrol at universities in Madrid. Andalucía and Extremadura, although directly neighbouring Portugal, account for only 8.5% and 7.3% of the intake, respectively. As to Moroccan nationals, 49.7% enrol in Andalucía and 13.9% enrol in universities in the Region of Valencia. In this case, Cataluña and Madrid play only a secondary role, accounting for only 10.6% and 7.4%, respectively, of Moroccan students.

## Student characteristics

The distribution of foreign students by field of education and sex closely resembles that of Spanish students; the only significant difference is that of the proportion of male foreign students studying Health (12.2%, versus 6.6% among Spanish male students).

### Erasmus

The largest international temporary mobility programme operated in Spain is Erasmus. The number of Spanish university students taking part in the Erasmus programme has multiplied by a factor of 13 in the past 20 years, rising from 2,168 in academic year 1989-1990 to 29,219 in the past academic year. Over the past academic year alone, Spanish Erasmus students increased by 15.4%.

The countries hosting the most Spanish Erasmus students are Italy (23.8%), France (13.6%), the United Kingdom (11.4%), and Germany (10.9%). The leading senders of foreign Erasmus students hosted in Spain are: Italy, with 36.4%, Portugal, with 25.9%, and Belgium, with 25.7%.

Involvement with Erasmus differs between men and women in correlation with age. Women take part in the Erasmus programme at an earlier age, on average, than men: 52% of women participating in the Erasmus programme are under 21, as opposed to only 32.1% among men.

Spanish students involved in the Erasmus programme at the bachelor's level represent 2.1% of Spain's university student population at that level. Above-average involvement is to be found in the autonomous communities of Andalucía and Aragón, with 2.8%, followed by Cantabria, with 2.7%. Illes Balears, with 1.1%, and La Rioja, with 1.3%, fall below the average.

Seneca is another major mobility programme, but purely internal in scope: students move only within Spain. The number of university students taking part in the Seneca programme has grown considerably over the past decade, from 1,379 students in 2001-2002 to 2,212 students in 2009-2010, making for a 60.4% increase over the period as a whole. Seneca participation increased 6.7% over the past academic year alone. 60.5% of Seneca participants are women, and 88% are under 25 years of age.

Seneca students' main origins and study destinations are the larger autonomous communities, i.e., Andalucía, Madrid and Cataluña.

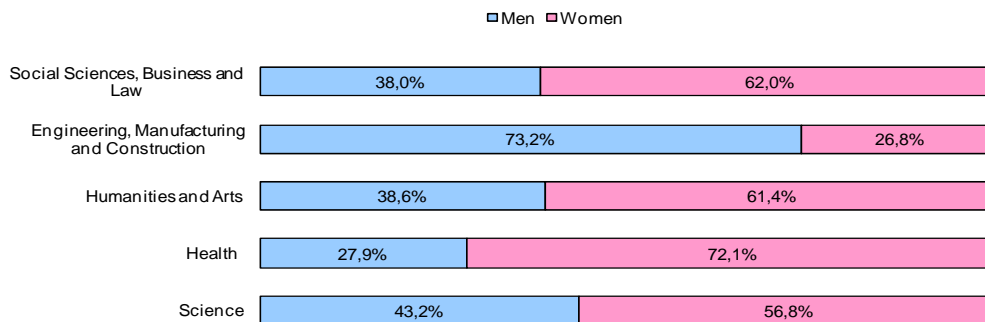


## Student characteristics. Gender

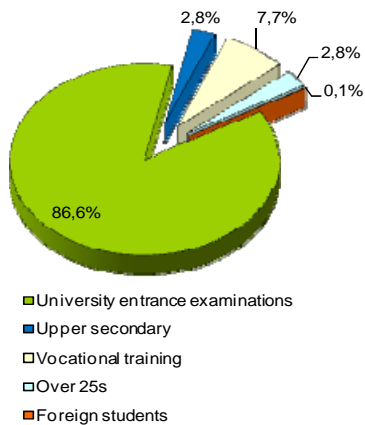
Students enrolled with and graduating from the Spanish University System, by sex. Academic year 2009-10<sup>(1)</sup>

	Enrolled		Graduates <sup>(2)</sup>	
	Total	% women	Total	% women
<b>Total students</b>	<b>1.556.377</b>	<b>54,2%</b>	<b>231.251</b>	<b>59,7%</b>
<b>1<sup>st</sup> and 2<sup>nd</sup> cycle students</b>	1.200.763	53,8%	191.309	60,6%
<b>Bachelor's students</b>	203.352	57,2%	737	75,7%
<b>Master's students</b>	81.840	54,1%	17.913	56,3%
<b>Doctoral students</b>	70.422	50,9%	21.292	52,8%

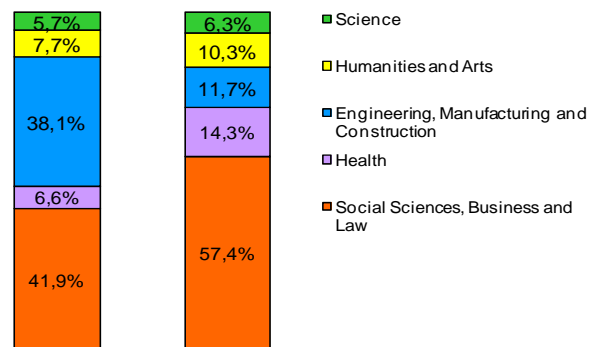
Distribution of 1<sup>st</sup> and 2<sup>nd</sup> cycle and bachelor degree students, by field of education and sex. Academic year 2009-10 <sup>(1) (3)</sup>



Mode of university access by 1<sup>st</sup> and 2<sup>nd</sup> cycle and bachelor's students. Academic year 2009-10<sup>(1)</sup>



Distribution of 1<sup>st</sup> and 2<sup>nd</sup> cycle and bachelor degree students, by field of education. Academic year 2009-10<sup>(1) (3)</sup>



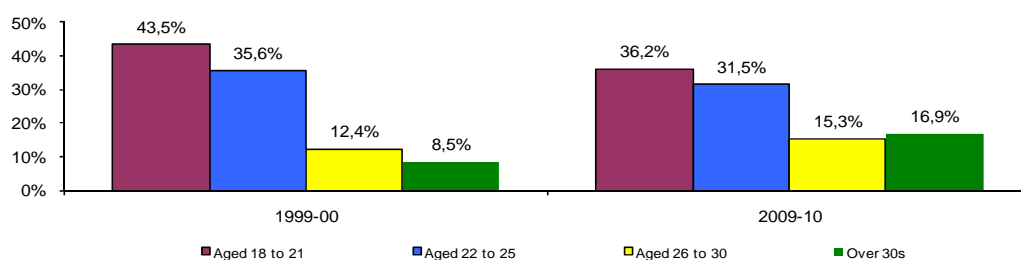
(1) Provisional data

(2) Students graduating in 2008-09

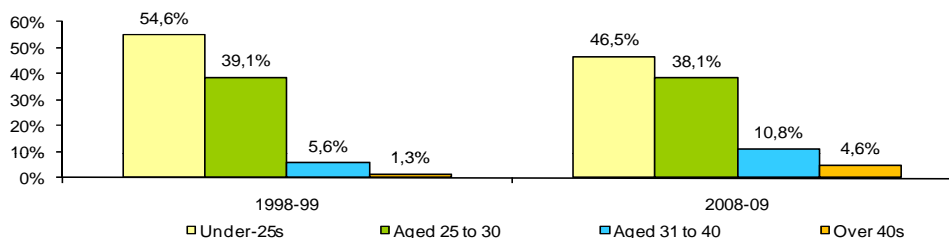
(3) Pre-EHEA 1<sup>st</sup> and 2<sup>nd</sup> cycle courses have been adapted to EHEA-compliant bachelor's courses

## Student characteristics. Age

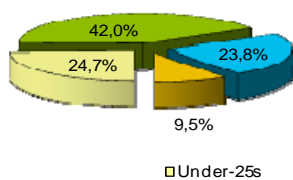
Evolution of students enrolled in 1<sup>st</sup> and 2<sup>nd</sup> cycle and bachelor degrees, by age range. Academic years 1999-00 and 2009-10<sup>(1)</sup>



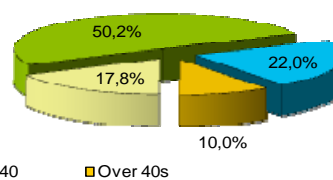
Evolution of students graduating from 1<sup>st</sup> and 2<sup>nd</sup> cycle and bachelor degrees, by age range. Academic years 1998-99 and 2008-09<sup>(1)</sup>



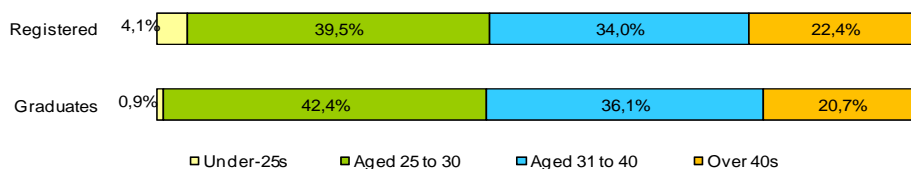
Distribution of students enrolled in master's academic year, by age range. Academic year 2009-10<sup>(1)</sup>



Distribution of students graduating with master's academic year, by age range. Academic year 2008-09<sup>(1)</sup>



Evolution in number of students enrolled in and successfully completing doctoral programmes, by age range. Academic year 2009-10<sup>(1)</sup>

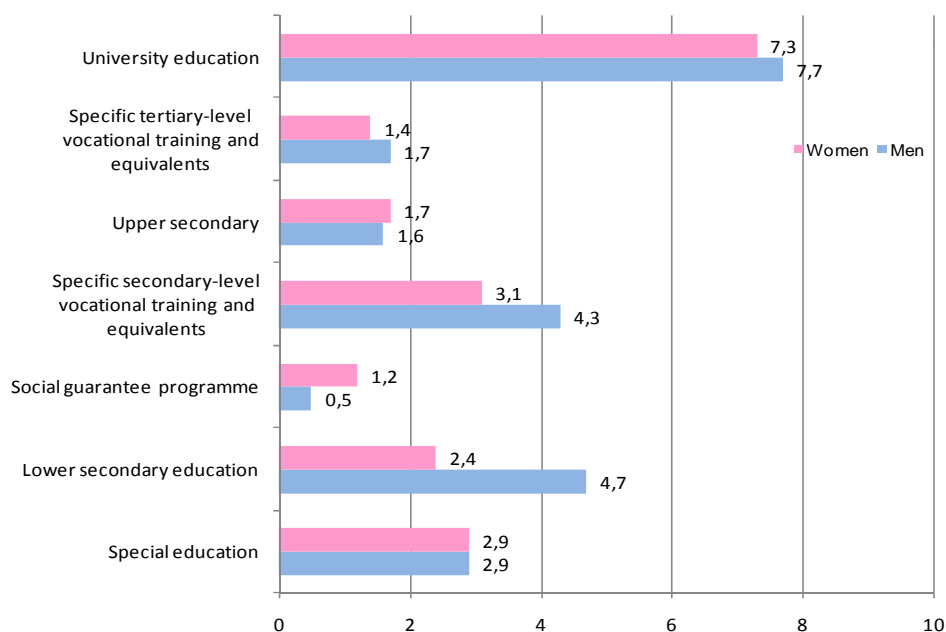


(1) Provisional data

People with disabilities or limitations, by level of educational attainment and age range (thousands). 2008

	25 to 44		45 to 64	
	Total	% Women	Total	% Women
<b>Total</b>	<b>455,1</b>	<b>45,5%</b>	<b>951,9</b>	<b>57,0%</b>
Unable to read or write	39,2	37,0%	51,4	67,3%
Incomplete primary education	52,2	45,4%	197,1	61,4%
Primary education or an equivalent	105,8	42,2%	335,7	56,7%
Lower secondary education	87,1	44,4%	131,8	57,4%
Upper secondary education	52,7	43,6%	92,3	49,3%
Secondary-level vocational training	44,1	48,1%	41,9	53,2%
Tertiary-level vocational training	25,6	49,6%	25,3	47,8%
University education or an equivalent	47,6	59,2%	74,1	54,5%
No data	0,8	62,5%	2,3	39,1%

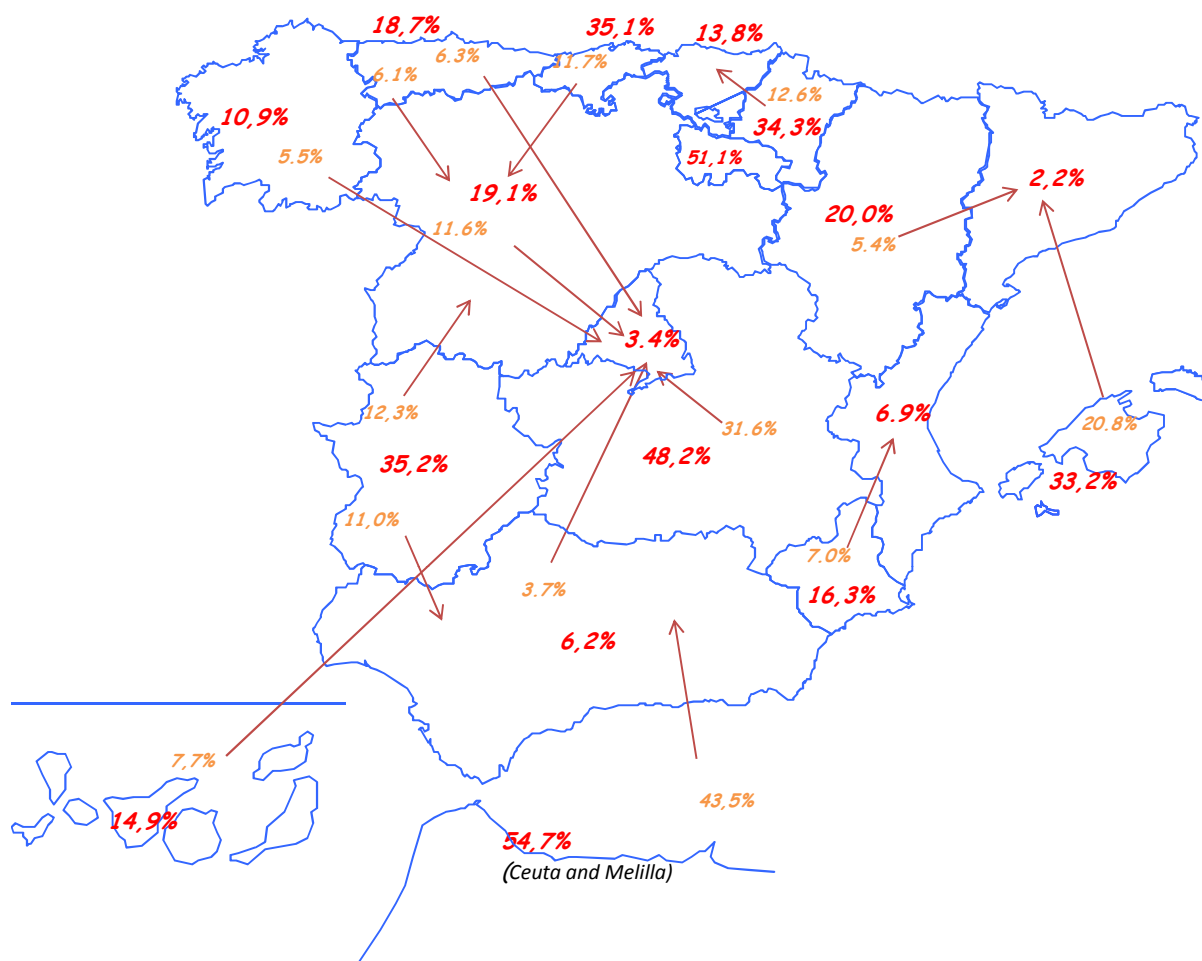
People with disabilities aged 16 and above and undertaking officially recognized study, by study type and sex (thousands). 2008



Source: 2008 INE Survey on Disabilities, Personal Autonomy and Situations of Dependence

## Internal student mobility

Mobility of 1<sup>st</sup> and 2<sup>nd</sup> cycle and bachelor degree students. Outbound. Academic year 2009-10<sup>(1)(2)(3)</sup>



(1) Provisional data

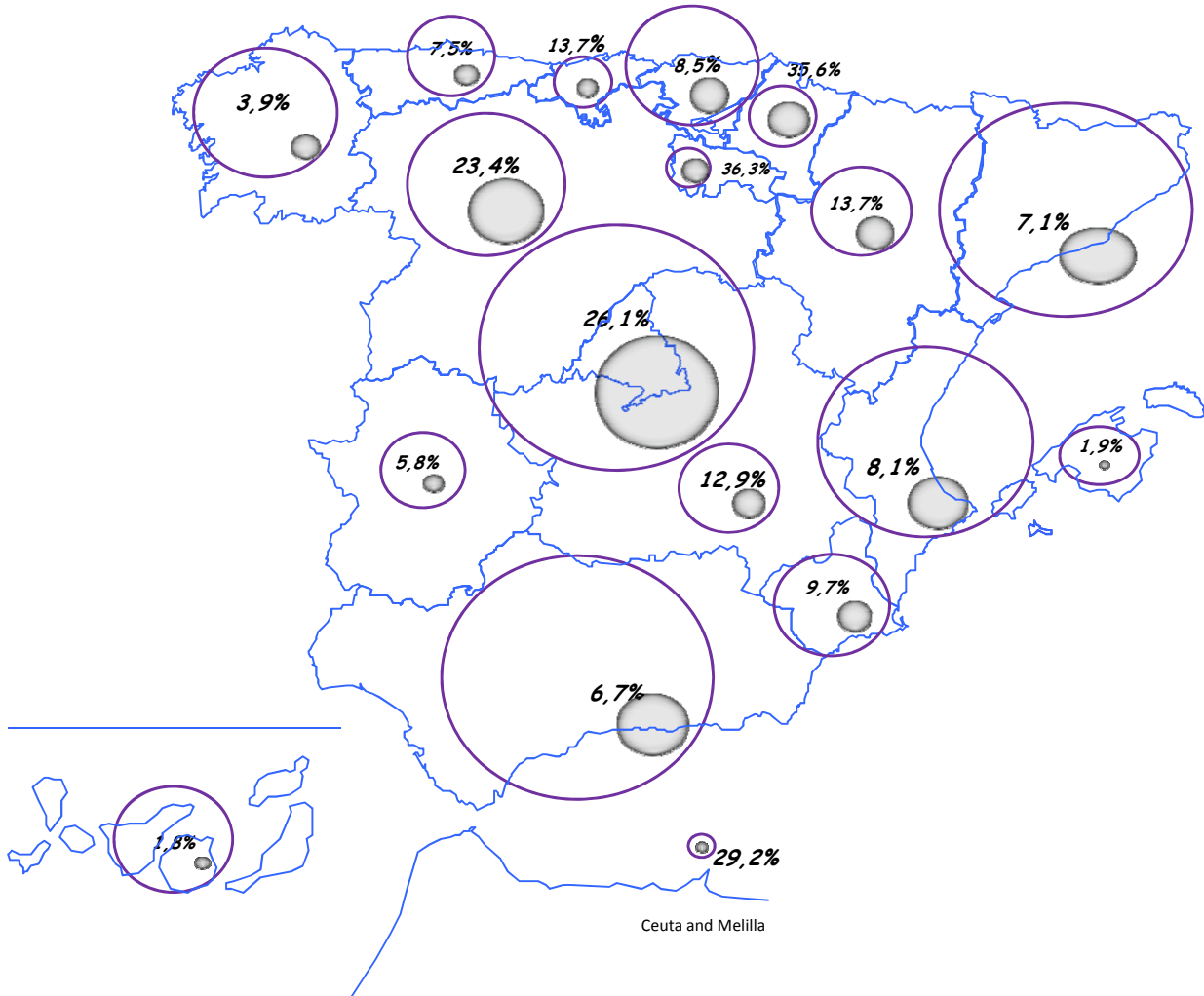
(2) Data relates to university location

(3) Graph interpretation:

- (In red) n.n% is the percentage of students permanently residing in the autonomous community who undertake study in another autonomous community in 2009-10.

- (In orange) n.n% is the percentage of students permanently residing in the autonomous community who in 2009-10 undertake study in the autonomous community indicated by the arrow.

Mobility of 1<sup>st</sup> and 2<sup>nd</sup> cycle and bachelor degree students. Inbound. Academic year 2009-10<sup>(1)(2)(3)</sup>



(1) Provisional data

(2) Data relates to university location

(3) Graph interpretation:

○ Area represents the number of students at universities in each autonomous community with respect to total students at physical universities.

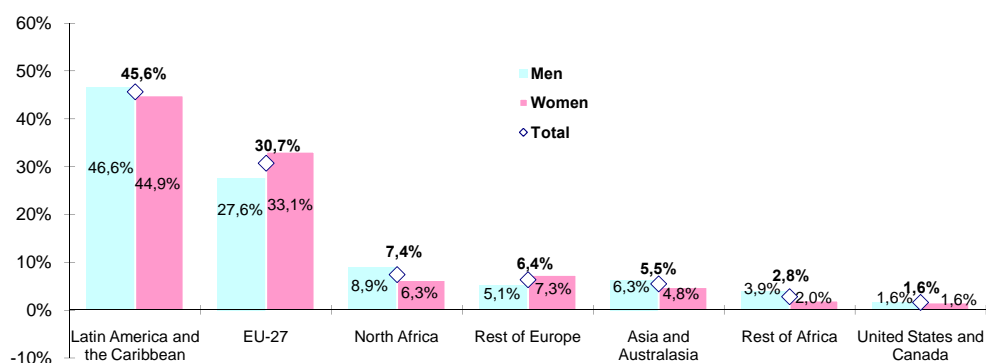
● Area represents the number of students at universities in each autonomous community whose usual residence is in another autonomous community.

## Foreign students

Foreign students registered with and graduating from the Spanish University System. Academic year 2009-10<sup>(1)</sup>

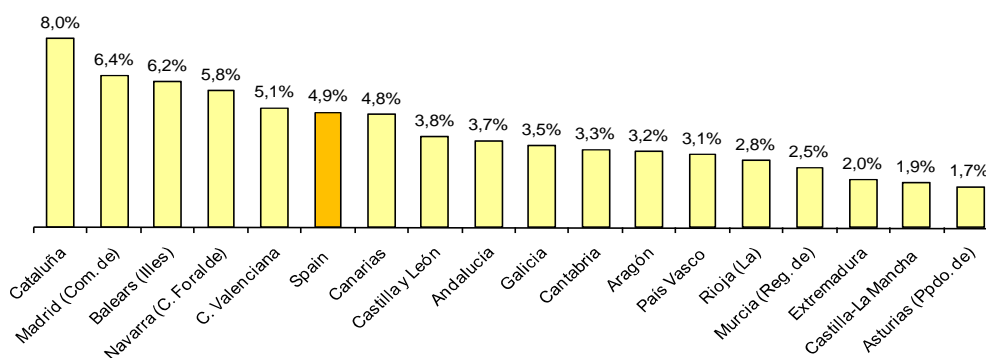
	Enrolled				Graduates <sup>(2)</sup>			
	Total	Foreign students			Total	Foreign students		
		Total	% total	EU-27		Total	% total	EU-27
<b>Total students</b>	<b>1.556.377</b>	<b>76.333</b>	<b>4,9%</b>	<b>23.427</b>	<b>231.251</b>	<b>11.993</b>	<b>5,2%</b>	<b>3.211</b>
<b>1<sup>st</sup> and 2<sup>nd</sup> cycle students</b>	1.200.763	36.869	3,1%	12.891	191.309	3.090	1,6%	1.279
<b>Bachelor's students</b>	203.352	8.354	4,1%	3.111	737	3	0,4%	-
<b>Master's students</b>	81.840	15.088	18,4%	3.656	17.913	4.115	23,0%	872
<b>Doctoral students</b>	70.422	16.022	22,8%	3.769	21.292	4.785	22,5%	1.060

Distribution of foreign students enrolled in the Spanish University System, by sex and region of origin. Academic year 2009-10<sup>(1)</sup>



Distribution of foreign students enrolled in the Spanish University System, by host autonomous community. Academic year 2009-10

(1) (3)

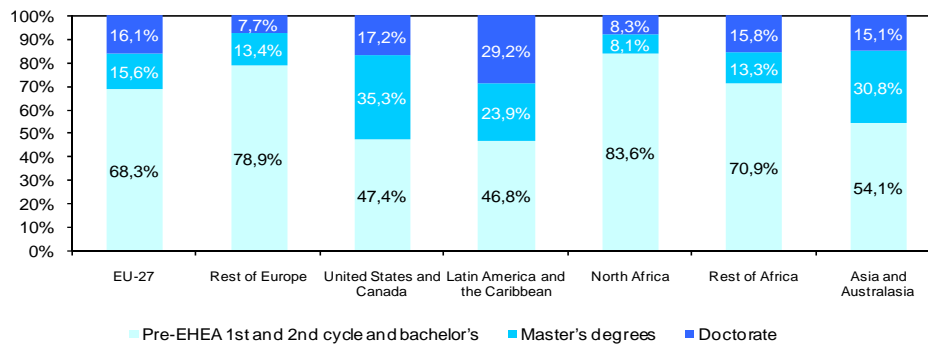


(1) Provisional data

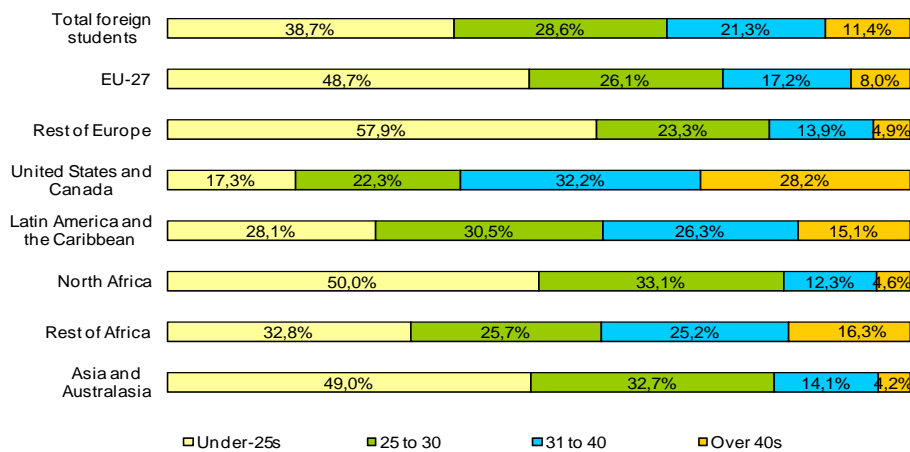
(2) Students graduating in 2008-09

(3) Only physical universities are considered.

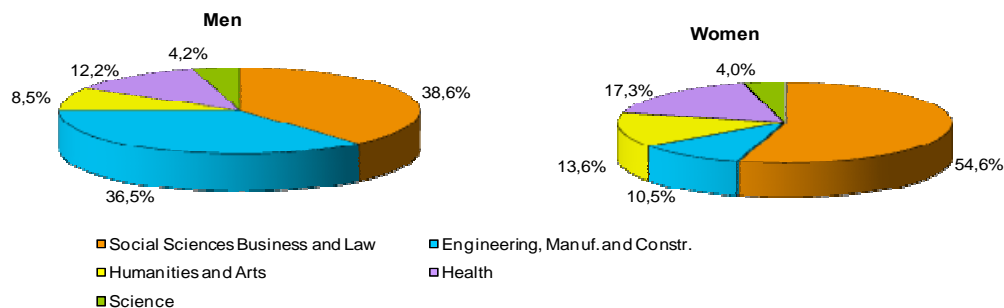
Distribution of foreign students by region of origin and level of educational attainment. Academic year 2009-10<sup>(1)</sup>



Distribution of foreign students enrolled in the Spanish University System, by age range and region of origin. Academic year 2009-10<sup>(1)</sup>



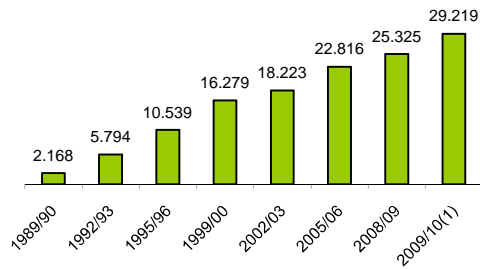
Distribution of foreign students enrolled in 1<sup>st</sup> and 2<sup>nd</sup> cycle and bachelor degrees, by field of education. Academic year 2009-10<sup>(1)</sup>



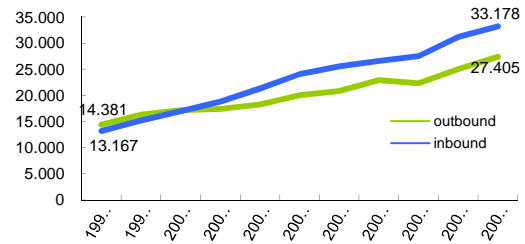
(1) Provisional data

# Erasmus students

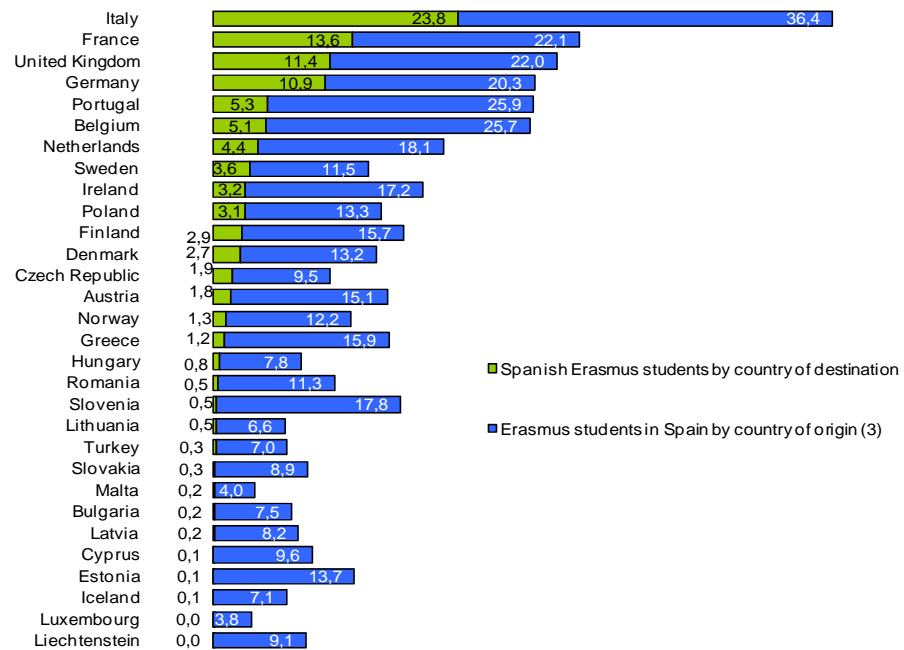
Change in Spanish university students in the Erasmus programme



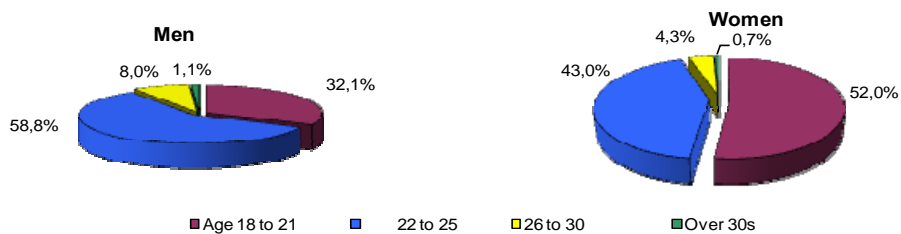
Change in student mobility in the Erasmus programme



Distribution of Erasmus students by country of origin and destination (percentage) <sup>(2)</sup>. Academic year 2008-09



Spanish Erasmus students by age range. Academic year 2008-09



(1) Provisional data Number of mobility grants (based on interim report submitted by institutions in April 2010)

(2) Figure showing countries of destination of Spanish Erasmus students in descending order

(3) Percentage of total Erasmus students in that country

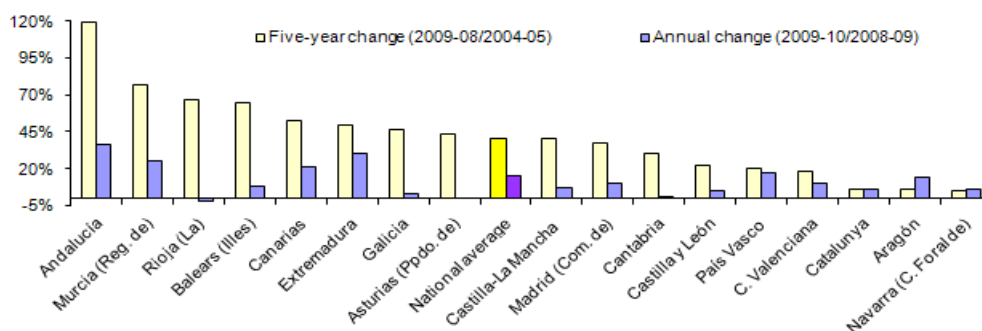


## Erasmus students

### Evolution of Erasmus student numbers by autonomous community. Academic years 1999-00 and 2009-10

	Academic year 1999-00			Academic year 2009-10 <sup>(1)</sup>		
	Erasmus students	1 <sup>st</sup> and 2 <sup>nd</sup> cycle students	% Erasmus students	Erasmus students	1 <sup>st</sup> and 2 <sup>nd</sup> cycle students	% Erasmus students
<b>Total<sup>(2)</sup></b>	<b>16.279</b>	<b>1.589.473</b>	<b>1,0%</b>	<b>29.219</b>	<b>1.404.115</b>	<b>2,1%</b>
<b>Physical universities</b>	<b>16.269</b>	<b>1.438.298</b>	<b>1,1%</b>	<b>28.999</b>	<b>1.211.544</b>	<b>2,4%</b>
Andalucía	2.190	271.392	0,8%	6.490	230.464	2,8%
Aragón	786	42.862	1,8%	859	30.777	2,8%
Asturias (Principado de)	390	41.749	0,9%	382	24.549	1,6%
Balears (Illes)	109	13.018	0,8%	147	13.467	1,1%
Canarias	454	48.375	0,9%	873	43.468	2,0%
Cantabria	160	14.075	1,1%	276	10.159	2,7%
Castilla y León	1.257	107.760	1,2%	1.983	76.938	2,6%
Castilla-La Mancha	131	32.766	0,4%	580	26.809	2,2%
Catalunya	2.858	197.650	1,4%	3.574	177.100	2,0%
Comunitat Valenciana	2.380	143.198	1,7%	3.579	140.693	2,5%
Extremadura	109	27.534	0,4%	463	22.300	2,1%
Galicia	533	99.008	0,5%	1.459	64.688	2,3%
Madrid (Comunidad de)	3.020	251.824	1,2%	5.768	236.178	2,4%
Murcia (Región de)	326	41.834	0,8%	809	40.039	2,0%
Navarra (Comunidad Foral de)	340	21.108	1,6%	453	15.466	2,9%
Pais Vasco	1.177	77.117	1,5%	1.229	52.772	2,3%
Rioja (La)	49	7.028	0,7%	75	5.677	1,3%
<b>Distance-learning universities</b>	<b>10</b>	<b>151.175</b>	<b>0,0%</b>	<b>38</b>	<b>192.571</b>	<b>0,0%</b>
A Distancia de Madrid (UDIMA)	-	-	-	-	868	-
Nacional de Educación a Distancia (UNED)	10	140.713	0,0%	38	145.938	0,0%
Internacional de la Rioja (UNIR)	-	-	-	-	1.570	-
Oberta de Catalunya (UOC)	-	10.462	-	-	44.195	-
<b>Special universities</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>470</b>	<b>-</b>
Internacional de Andalucía (UNIA)	-	-	-	-	207	-
Internacional Menéndez Pelayo (UIMP)	-	-	-	-	263	-

### Rate of change in Spanish Erasmus student numbers by autonomous community



(1) Provisional data

(2) Including consortia (groupings of higher education institutions (HEIs) and other organizations working together to provide work placements to HEI students)

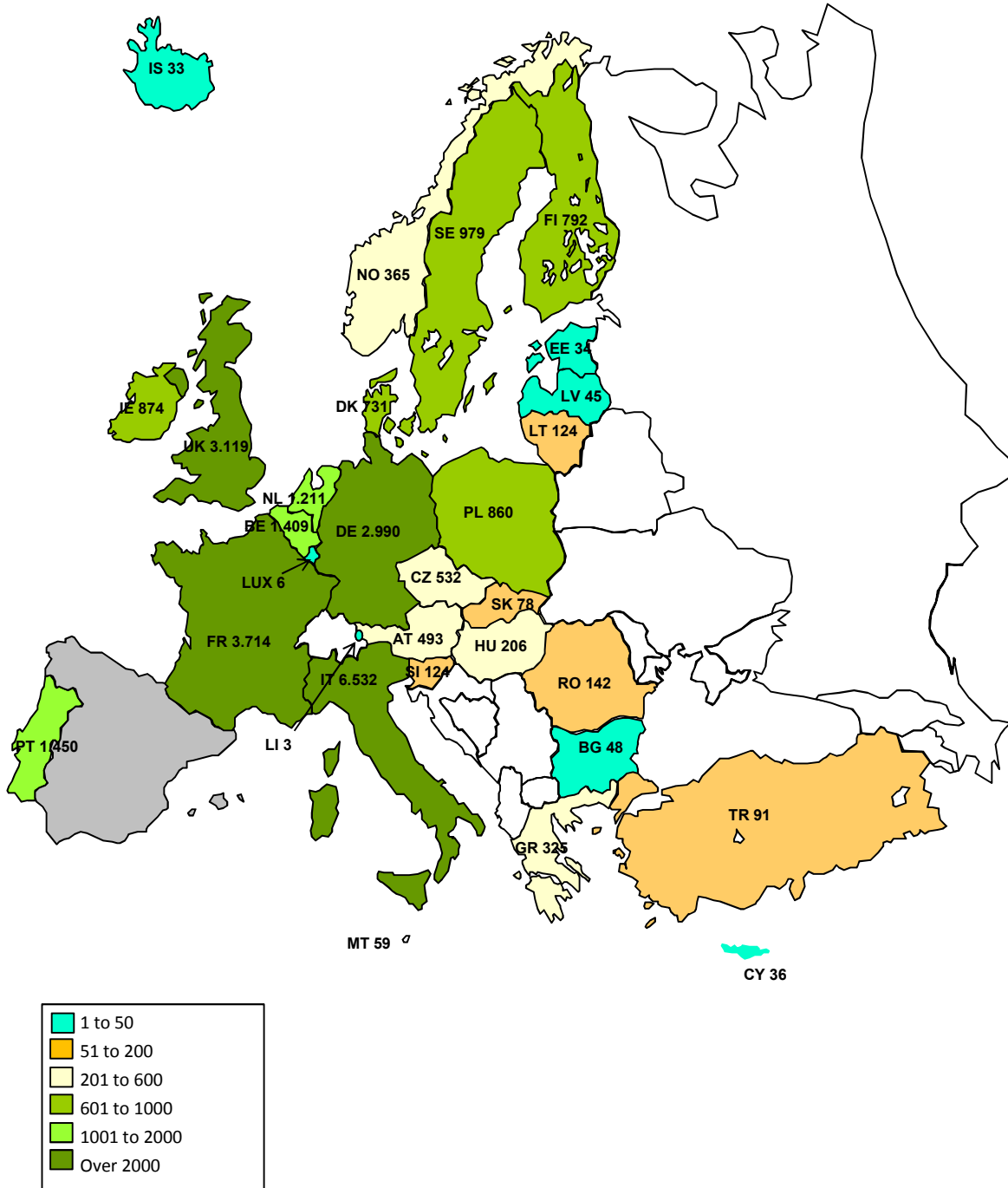
#### Note:

The Erasmus programme is open to students enrolled at HEIs that have been awarded an Erasmus University Charter.

The applicant must be enrolled at a HEI for the purpose of undertaking a programme of study culminating in the award of a recognized higher qualification, up to and including a doctorate.

# Erasmus students

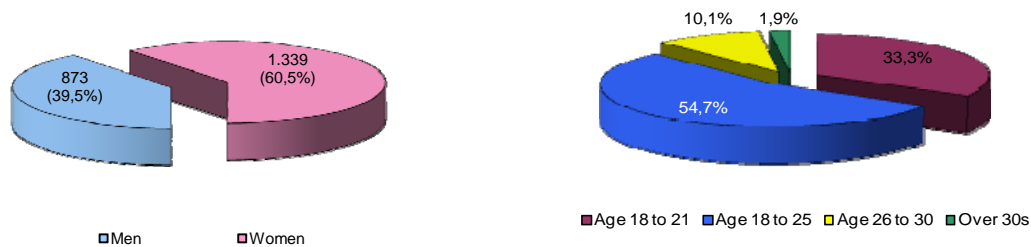
Spanish Erasmus students by country of destination. Academic year 2008-09



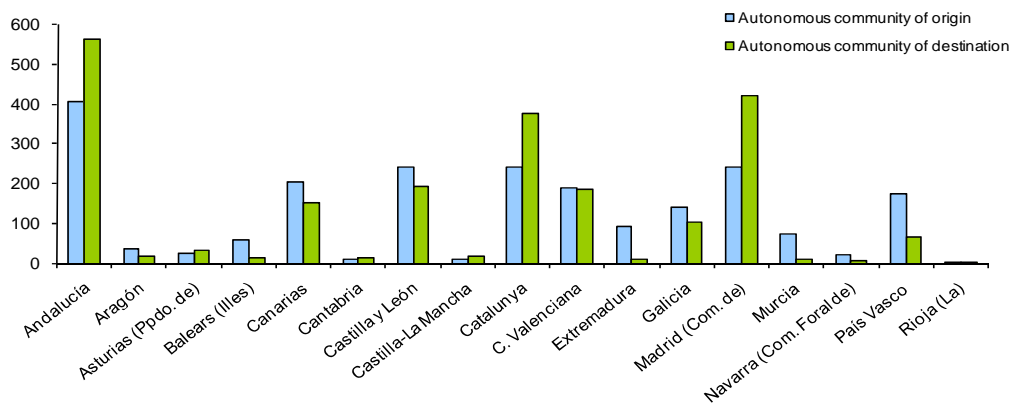
## Evolution of number of students in receipt of Seneca grants<sup>(1)</sup>



## Seneca students by sex and age range. Academic year 2009-10



## Seneca students by autonomous community of origin and destination. Academic year 2009-10



(1) Initial award of aid

## Student grants and aid

Central Government awards a wide range of grants and financial support in the area of higher education. The bulk of aid is allocated to grants and general study support. This budgetary caption embraces grants and aid awarded under general calls for applications and calls for mobility applications, tuition fee waivers for students from “large families” (*familias numerosas*), and calls for applications for grants in support of officially recognized master’s degrees for the unemployed, this having been a short term measure introduced in response to the economic downturn.

A new form of grant is now being introduced, the *beca salario* or traineeship allowance for bachelor’s students, and, for the first time in academic year 2010-2011, for higher vocational training students. Traineeship allowances are designed to compensate the recipient for the opportunity cost of full-time study. In 2009-2010, 9,538 bachelor’s students have been awarded traineeship allowances, for a combined amount of €26.6 million.

The total number of higher education students in receipt of grants and general financial support in 2009-2010 was 391,081, attracting an aggregate amount of €833.6 million, as compared to 354,638 beneficiaries the previous academic year, who were in receipt of a total €751.2 million (10.3% more beneficiaries and 11% more expenditure this year). A significant portion of this increase is attributable to investment in higher vocational training; with respect to the previous academic year, beneficiaries in this category have risen 32.2%, and the amount awarded to them rose 22.9% in the aggregate. The general call for applications – aimed at bachelor’s students, pre-EHEA first- and second-cycle students, master’s students, higher vocational training and university-equivalent students – led to the award of 269,611 grants and support packages for a combined amount of €657.8 million.

The call for mobility applications led to awards being made to 28,145 beneficiaries in an aggregate amount of €130.98 million, as compared to the previous year’s figures of 23,464 beneficiaries and €105.3 million expenditure (19.9% more beneficiaries and 24.4% more expenditure this year). Tuition fee waivers worth €32.7 million in the aggregate were granted to 86,711 beneficiaries on grounds of their membership of large families.

The second-largest budgetary item consists of temporary mobility grants, covering both domestic mobility (Seneca) and international mobility (Erasmus). 32,300 Erasmus grants were awarded, of which 29,719 went to university students (with 29,219 being finally paid out: see Erasmus section) and 2,581 were granted to non-university tertiary education students. The total amount of the Central Government supplemental share of these grants was €63.95 million. This academic year saw the award of 2,212 Seneca grants upon first decision, making for a total €9.99 million.

Another type of grant – awarded in the final years of degree courses – involves collaboration in a university department, such as assistantships, awarded last year to 3,305 students, making for a total value of €8.9 million, or work placements with businesses, such as FARO grants, having 705 beneficiaries last year, for a total value of €7.5 million.

Central Government also awards subsidies for postgraduate study: chiefly temporary mobility grants for doctoral or master's students. A total of 1,459 beneficiaries have been in receipt of €4.8 million.

In 2009-2010, the Central Government created and allocated budgetary credits to a new type of grant, aimed at unemployed graduates undertaking officially recognized master's degree courses. The grants cover the cost of master's programme fees. The measure benefited 6,625 students, and represented an outlay of €12.2 million. This grant type is a short term measure to help the graduate unemployed to acquire additional training; it has a planned duration of two academic years.

In addition to grants and support, in the academic year 2007-2008 there was set in motion a programme of support specific to university-based master's students: income loans. These facilities are available to all university students not in receipt of grants or other forms of financial support by reason of their having means-tested above the applicable income ceiling. In the academic year 2009-10, 5,189 beneficiaries were given €74.99 million in income loans.

Master's students have available a wide range of grants and financial support: first, grants and support under the general call for applications and the call for mobility applications; secondly, a new source of funding has been introduced this academic year for master's students facing unemployment; thirdly, master's students means-testing above the income ceiling for grant and support eligibility are entitled to fund their studies using income loans; finally, special calls for applications are available for master's student mobility.

The aggregate of all aid awarded by Central Government to tertiary education in response to applications accepted in 2009-2010 made for a social dimension investment of €1,011.4 million, versus €913.5 million in 2008-2009. The past year thus saw an increase in Central Government grants and financial support for tertiary education of 10.7%.

Looking further back, it becomes clear that a major effort has been made in recent years in terms of grants and financial support for higher education. From 2004-05 to 2009-10 – six academic years and seven Central Government budgets – the number of beneficiaries of general Central Government grants and aid to university students<sup>5</sup> rose by 21.1%, while the total amount awarded within this grant class grew 40.2% in the period, such that the figure of 195,099 grant recipients in 2004-05 had by 2009-10 risen to 236,243, while total expenditure had grown from €489,822,073 to €686,882,966. This major increase ran parallel to a legislative change in 2005, whereby grants in support of officially recognized study became a student right, such that from then onwards all students satisfying the prescribed requirements could apply for and receive such grants and aid as of right; grants were henceforth excluded from the general regime on competitive award of subsidies.

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<sup>5</sup> What is more, these figures leave out non-university tertiary education students (higher vocational training): beneficiaries in 2009-2010 in this regard increased 32.2% year on year, with grants investment rising 22.9%.

Growth in Erasmus grants has also been considerable. From 2004-2005 to 2009-2010, the number of Erasmus grant beneficiaries has grown by almost 9,000, reaching 29,719 in this past academic year. Central Government expenditure in this respect has risen more than twelvefold, increasing from €5 million in 2004-05 to €62 million in 2009-10.

In addition, as mentioned earlier, since 2007-2008 master's and doctoral students have been eligible for a line of loans the repayment of which is subject to graduates' future income. In its first year, this loans programme was endowed with a budget of €15 million. In 2009-2010, expenditure totalled €74.9 million.

Out of all income loan beneficiaries, 4,983 used the funds to undertake master's degrees, 116 undertook doctoral programmes, and 90 are doctoral students who this year are undertaking the training section of their doctorate via enrolment in an officially recognized master's degree course.

The percentage of women applying for this type of funding has risen in the three years of existence of this programme, standing at 50.9% in the past academic year, while women's presence in master's programmes is 54.1%.

### Regulated tuition fees

The Universities Act 2007, article 81(3)(b), governing tuition fees, provides that, "tuition fees and charges for studies leading to an officially recognized qualification having effect throughout national territory shall be fixed by the autonomous community, within the bounds stipulated by the University Coordination Council (Consejo de Coordinación Universitaria)..." At present, these duties are in the charge of the General Conference for University Policy (Conferencia General de Política Universitaria). This body stipulates a range within which the autonomous communities are to bring up to date the tuition fees for the officially recognized degree courses taught by public universities falling within their respective remits. The lower bound of the range is the inter-annual change in the consumer price index, while the upper bound is set at a given number of points above this: specifically, in recent years the range has been four points. Each autonomous community decides where within that range it is to set its tuition fees, and so determines the concomitant increase in fees for officially recognized degree courses.

The following discussion of tuition fees is to be read in the light of a number of considerations that explain the differences between autonomous communities: first, each autonomous community became vested in education powers at a different time and under different terms;<sup>6</sup> secondly, the Regions enjoy full autonomy to stipulate how far tuition fees are to be increased – within the pre-established range – with reference to their own needs and interests. As a result, tuition fees have increased at different rates in different autonomous communities. The average rise in the average fee over the past 10 years was 44.7%; the rise over the past five years was 17.9%, and over the past year 2.5%. Finally, another key divergence among the Regions is that university courses differ in their experimental content. Each autonomous community classifies its qualifications on the basis of experimental content, and stipulates a distinct fee in respect of each class. However, degree courses are classified as to experimental content in different ways across autonomous communities; the range of experimental courses likewise differs, as do the fees assigned to each.

<sup>6</sup> In 1985, Cataluña and País Vasco were the first autonomous communities to be given devolved powers in the sphere of education. They were followed by Andalucía and Valencia in 1986, Islas Canarias and Galicia in 1988, and Navarra in 1989. Education powers were devolved to Extremadura and Madrid in 1995, to Aragón, Asturias, Cantabria, Castilla y León, Castilla-La Mancha, Murcia and La Rioja in 1996, and, finally, to Illes Balears in 1997.

For instance, Andalucía sets a single experimental content fee component for all its bachelor's qualifications, whereas Madrid sets seven distinct experimental content fee components. It is accordingly difficult to establish comparisons across the fees set by the various autonomous communities.

In 2010-2011, the average price per first-time enrolled credit in the lowest-content pre-EHEA experimental course was €10.26, while the figure for the highest-content experimental course was €15.44. For EHEA-compliant bachelor's courses, the average price of the lowest-content experimental course was €11.58 per credit, rising to €17.9 per credit for the highest-content experimental course. However, although the price per credit for EHEA-compliant bachelor's degrees is higher than that for pre-EHEA first- and second-cycle qualifications, running a simulation of the cost of a full degree reveals that EHEA-compliant bachelor's courses are cheaper than pre-EHEA first- and second-cycle qualifications. Therefore, for a notional generic degree course, if all credits are enrolled for the first time only, a full bachelor's degree would cost €3,512, whereas a pre-EHEA first- and second-cycle qualification would cost €3,879. If 20% of credits are enrolled for a second time and 80% the first time only, a bachelor's degree would cost €4,465 versus €4,921 for a pre-EHEA first- and second-cycle qualification. If 20% of credits are enrolled for a third time and 50% the first time only, a bachelor's degree would cost €7,166 versus €7,880 for a pre-EHEA first- and second-cycle qualification.

The average tuition fees for the highest-content EHEA-compliant experimental master's degree is €28.89 per credit, and €20.89 per credit for the lowest-content experimental course<sup>7</sup>. The average rise in fees for EHEA-compliant officially recognized master's degree courses since they were first set in motion has been 11.8%.

Royal Decree 778/1998 on doctoral programmes introduced a requirement that a doctoral candidate was to complete 32 training/research credits before he or she was eligible defend his or her thesis. All the Devolved Regions accordingly set tuition fees for the training and research credits relating to doctoral programmes. However, under Royal Decree 1393/2007, EHEA-compliant master's degrees came to qualify as the training section of the doctorate; therefore most of the Devolved Regions ceased to set tuition fees for training credits.

Article 20(3) of Royal Decree 1393/2007 requires that a student admitted to the research phase of a doctoral programme enrol every year with respect to academic tuition, use of resources and doctoral students' rights and entitlements conferred under regulations.

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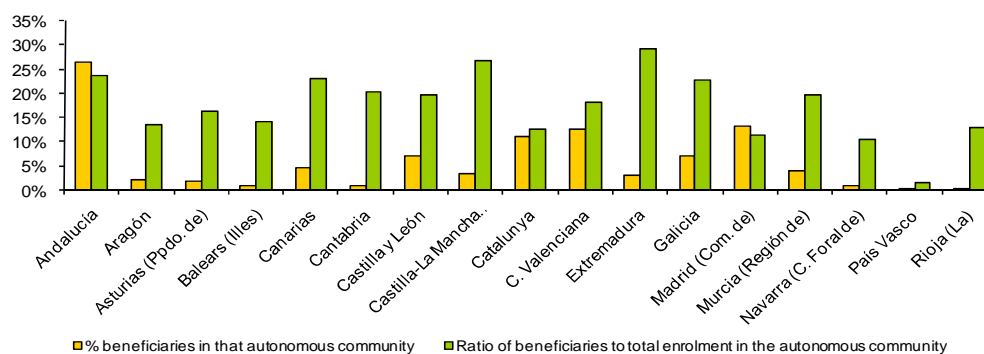
<sup>7</sup> This comparison only considers non-differentiated tuition fees. Some autonomous communities offer officially recognized master's degree courses at differentiated prices, i.e., prices representing up to 30% of the total cost of the master's programme.

## Student grants and aid

### National-level higher education grants and aid. Academic year 2009-10<sup>(1)</sup>

	Number of beneficiaries	Total amount (€)
<b>TOTAL</b>	<b>(2)</b>	<b>1.011.454.204,18</b>
<b>General student grants and aid</b>	<b>391.081</b>	<b>833.651.863,98</b>
<b>General awards process</b>	<b>269.611</b>	<b>657.809.519,67</b>
Pre-EHEA 1st and 2nd cycle and bachelor's	170.964	367.300.271,08
Master's degrees	8.114	16.466.607,00
University-equivalent education	3.794	8.155.816,00
Tertiary-level training cycles	61.513	101.911.536,00
Tuition fee waiver only in general awards process	25.226	163.975.289,59
<b>Mobility awards process</b>	<b>28.145</b>	<b>130.984.982,01</b>
Pre-EHEA 1st and 2nd cycle and bachelor's	23.937	95.370.762,50
Master's degrees	1.769	7.074.370,00
University-equivalent education	850	3.236.723,00
Tuition fee waiver only in mobility awards process	1.589	25.303.126,51
<b>Tuition fee waiver for large families</b>	<b>86.711</b>	<b>32.669.215,75</b>
<b>Master's courses for the unemployed: awards process</b>	<b>6.614</b>	<b>12.188.146,55</b>
<b>Grants and aid for final years</b>	<b>3.848</b>	<b>16.423.500,00</b>
Cooperation grants	3.305	8.923.500,00
FARO grants	543	7.500.000,00
<b>Seneca grants <sup>(3)</sup></b>	<b>2.212</b>	<b>9.985.780,00</b>
<b>Erasmus grants (national-level supplement) <sup>(3)</sup></b>	<b>32.300</b>	<b>63.951.876,20</b>
University students	29.719	62.039.594,25
Non-university tertiary education students	2.581	1.912.281,95
<b>ARGO, INTEGRANTS university graduate grants</b>	<b>475</b>	<b>7.650.000,00</b>
<b>Postgraduate support</b>	<b>1.459</b>	<b>4.801.422,00</b>
Temporary mobility grants for doctoral students	659	3.003.117,00
Temporary mobility grants for master's students	788	1.595.060,00
Other mobility grants and support	12	203.245,00
<b>Income loans</b>	<b>5.189</b>	<b>74.989.762,00</b>

### Distribution of beneficiaries of general grants at physical universities. Academic year 2009-10<sup>(4) (5)</sup>



(1) Provisional data

(2) A student can be in receipt of one or more grants and/or aid packages in the same academic year

(3) Initial award of aid

(4) Students enrolled in 1<sup>st</sup> and 2nd cycle degrees, bachelor degrees, and master degrees

(5) Excludes beneficiaries of tuition fee waivers for large families



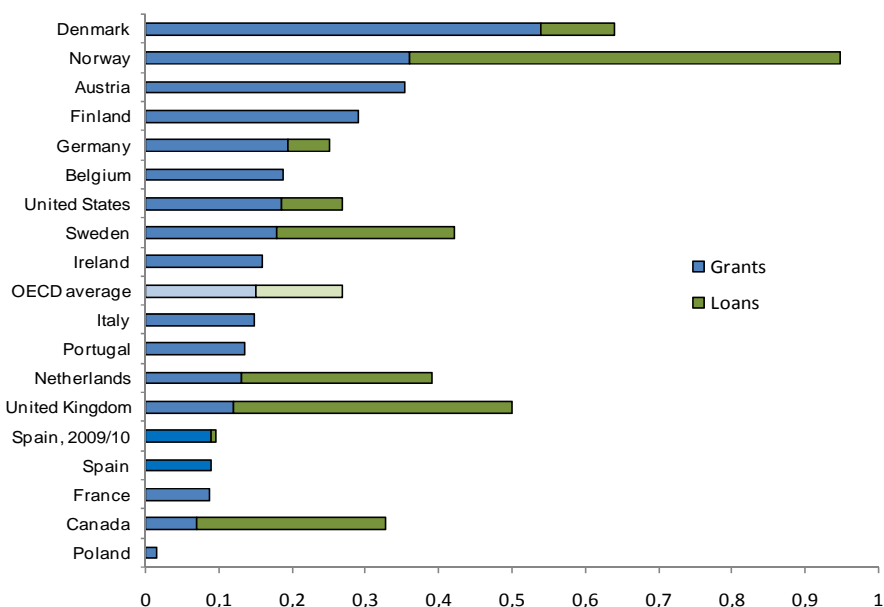
## Evolution of national-level grants and aid for university and equivalent education

	General grants <sup>(1)</sup>		Cooperation grants	
	No. of beneficiaries	Total amount (€)	No. of beneficiaries	Total amount (€)
2004-05	195.099	489.822.073	2.696	6.311.336
2005-06	189.463	500.761.795	2.785	6.519.685
2006-07	191.943	519.370.858	2.858	6.890.638
2007-08	205.063	559.592.145	3.143	8.014.650
2008-09	224.829	636.561.283	3.267	8.820.900
2009-10	236.243	686.882.966	3.305	8.923.500

## Evolution of Erasmus and Seneca grants and aid for university education<sup>(2)</sup>

	Erasmus programme		Seneca programme	
	No. of beneficiaries	Total amount (€)	No. of beneficiaries	Total amount (€)
2004-05	20.761	5.094.342	1.900	7.077.842
2005-06	22.816	5.599.232	1.900	7.243.529
2006-07	22.239	17.714.430	2.010	8.184.500
2007-08	23.407	32.213.450	2.093	8.524.320
2008-09	25.909	54.592.756	2.073	8.401.310
2009-10	29.719	62.039.594	2.212	9.985.780

## Expenditure on public grants and aid for higher education in relation to GDP<sup>(3)</sup> (2007)



(1) Excludes tuition fee waiver for large families

(2) Initial award of aid

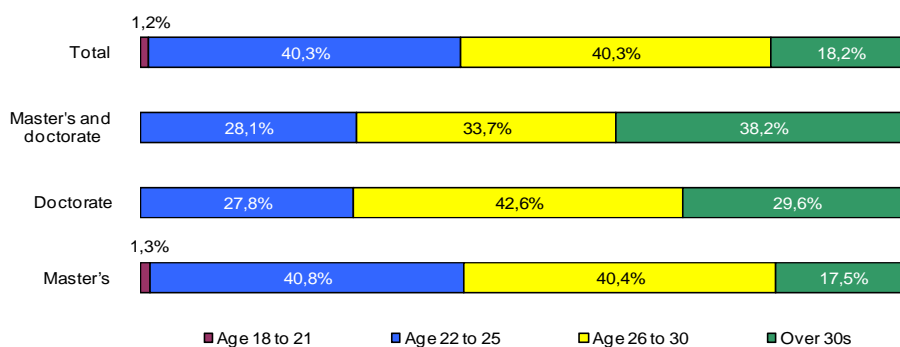
(3) Source: Education at a Glance 2010. OECD

## Lendings it rents

Distribution of income loan beneficiaries, by sex. Academic year 2009-10

	Master's	Doctorate	Combined master's and doctorates <sup>(1)</sup>
Total	4.983	116	90
% Women	51,1%	43,1%	37,8%

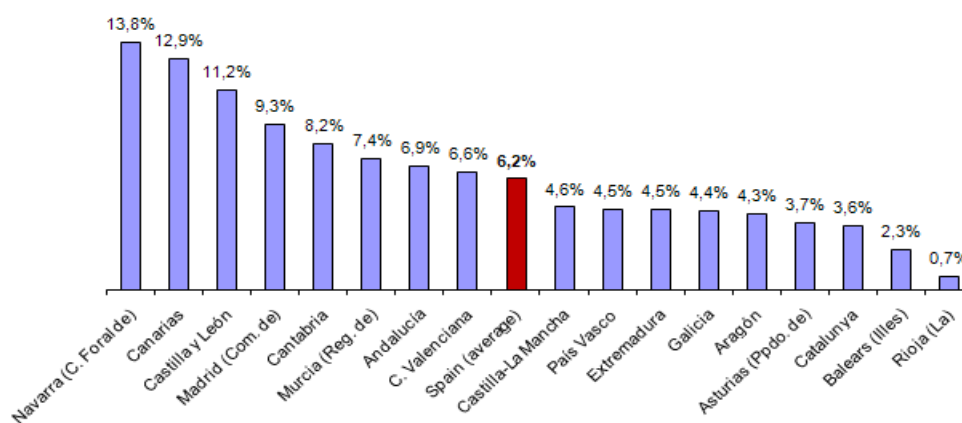
Distribution of income loan beneficiaries, by age range. Academic year 2009-10



Evolution of income loan beneficiaries and students enrolled on officially recognized master's programmes

	Beneficiaries		Enrolled	
	Total	% Women	Total	% Women
2007-08	3.662	56,3%	34.695	53,0%
2008-09	4.877	50,8%	49.799	53,3%
2009-10 <sup>(2)</sup>	5.073	50,9%	81.840	54,1%

Percentage of income loan beneficiaries in relation to total master's students, by autonomous community<sup>(2)</sup>. Academic year 2009-10

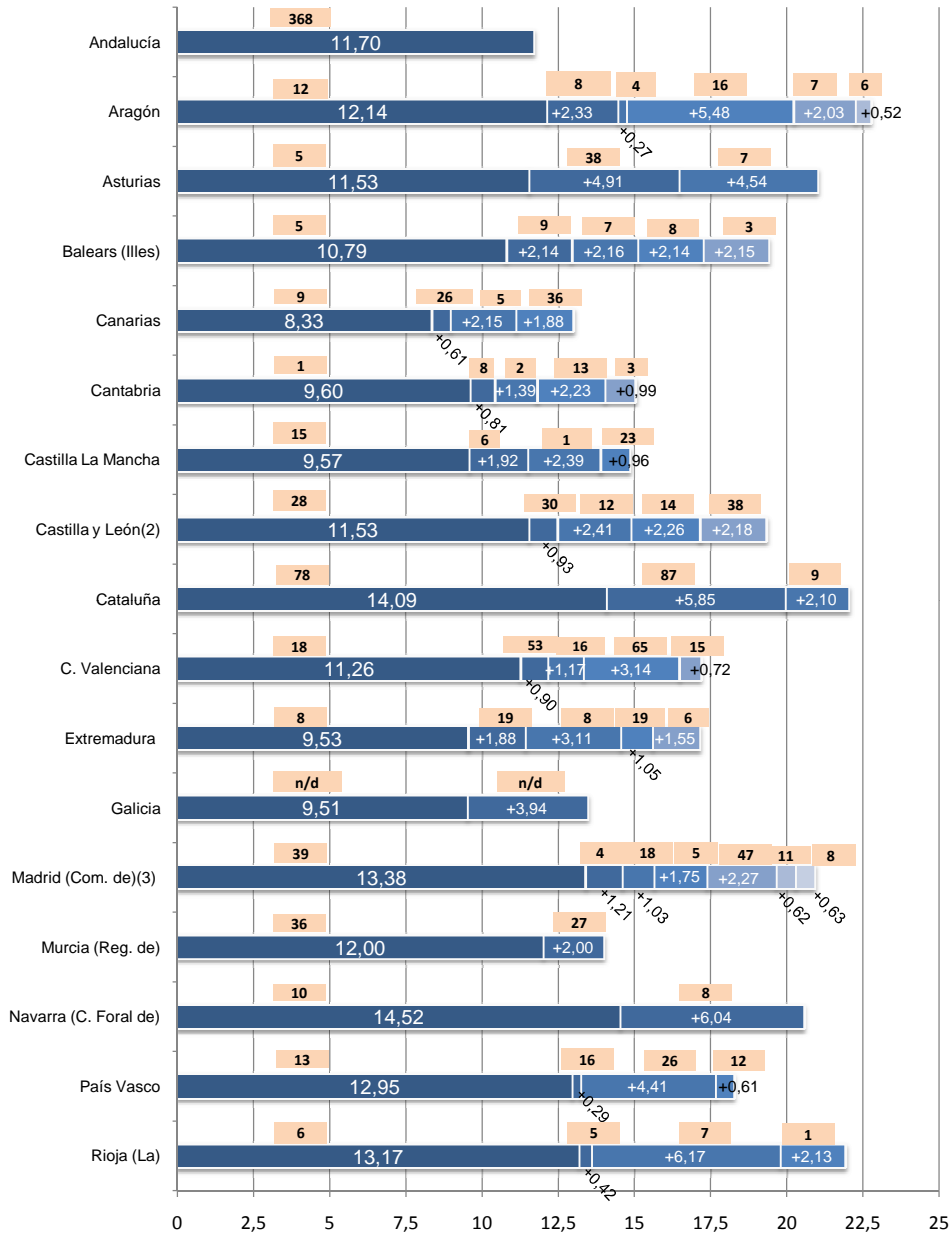


(1) Doctoral students enrolled in master's degree courses in lieu of the training phase of pre-EHEA doctorates

(2) Income loan beneficiaries in master's awards processes and combined master's/doctorate awards processes

# Regulated Tuition Fees

Tuition fees per credit on first-time enrolment, bachelor's level (€/credit). Academic year 2010-11



(1) Graph interpretation:

The first section of the bar indicates the lowest price per credit on first-time enrolment; the remaining sections indicate price increments in step with increasing experimental content. The number above each section indicates the number of degree courses offered at that price.

(2) This year Castilla y Leon has altered the structure of its tuition fees; the figures shown here are average fees.

(3) This autonomous community of Madrid has set distinct fees for the courses taught at the Universidad Complutense (given the same level of experimental content as the rest of universities, the fees would be: 17.53, 17.02, 16.49; 14.58, 13.11, 12.25, 11.24)

## Regulated Tuition Fees

Tuition fees per credit on first-time enrollment, by level of experimental content. Academic year 2010-11

	1 <sup>st</sup> and 2 <sup>nd</sup> cycle		Bachelor degrees	
	Lowest exp.	Highest exp.	Lowest exp.	Highest exp.
<b>Average fees</b>	<b>10,26</b>	<b>15,44</b>	<b>11,58</b>	<b>17,90</b>
Andalucía	11,70	11,70	11,70	11,70
Aragón	10,87	16,97	12,14	22,77
Asturias (Principado de)	10,83	17,19	11,53	20,98
Balears (Illes)	10,55	16,46	10,79	19,38
Canarias	8,33	12,97	8,33	12,97
Cantabria	9,60	15,02	9,60	15,02
Castilla y León <sup>(1)</sup>	10,01	15,75	13,40	21,85
Castilla-La Mancha	9,57	14,84	9,57	14,84
Catalunya	10,97	15,94	14,09	22,04
Comunitat Valenciana	9,01	13,75	11,26	17,19
Extremadura	9,27	14,73	9,53	17,12
Galicia	9,51	13,45	9,51	13,45
Madrid (Comunidad de) <sup>(2)</sup>	11,03	17,23	13,38	20,89
Murcia (Región de)	9,72	14,97	12,00	14,00
Navarra (Comunidad Foral de)	12,36	17,50	14,52	20,56
País Vasco	9,96	15,45	12,95	18,26
Rioja (La)	10,55	16,76	13,17	21,89
UNED	10,89	17,30	10,89	17,30

Evolution of average tuition fees per credit on first-time enrollment in 1<sup>st</sup> and 2<sup>nd</sup> cycle courses, by autonomous community.

	Average fees. 2009-10	Annual change	Average fees. 2005-06	Five-year change (2010- 11/2005-06)	Average fees. 2000-01	Ten-year change (2010-11 / 2000-01)
<b>Average fees</b>	<b>12,54</b>	<b>2,5%</b>	<b>10,90</b>	<b>17,9%</b>	<b>8,88</b>	<b>44,7%</b>
<b>Δ CPI (Base 2006)</b>		<b>1,9%</b>		<b>12,5%</b>		<b>32,6%</b>
Andalucía	11,50	1,7%	9,96	17,5%	8,43	38,8%
Aragón	13,65	2,0%	11,53	20,7%	9,39	48,3%
Asturias (Principado de)	13,29	5,5%	11,08	26,5%	9,06	54,6%
Balears (Illes)	13,11	3,0%	11,35	19,0%	9,09	48,6%
Canarias	10,50	1,5%	9,09	17,2%	6,80	56,5%
Cantabria	12,13	1,5%	10,83	13,7%	9,11	35,1%
Castilla y León	12,57	2,5%	10,91	18,1%	9,04	42,4%
Castilla-La Mancha	12,03	1,5%	10,85	12,5%	9,14	33,6%
Catalunya	13,13	2,5%	11,32	18,9%	9,04	48,9%
Comunitat Valenciana	10,95	4,0%	9,32	22,1%	7,72	47,4%
Extremadura	11,82	1,5%	10,67	12,5%	9,04	32,8%
Galicia	11,31	1,5%	9,94	15,5%	8,17	40,5%
Madrid (Comunidad de)	13,59	4,0%	11,71	20,7%	9,38	50,7%
Murcia (Región de)	12,17	1,5%	10,86	13,7%	9,19	34,3%
Navarra (Comunidad Foral de)	14,50	3,0%	12,83	16,4%	10,00	49,3%
País Vasco	12,52	1,5%	10,66	19,2%	8,50	49,4%
Rioja (La)	13,45	1,5%	11,71	16,6%	9,41	45,2%
Nacional de Educación a Distancia (UNED)	13,55	4,0%	11,58	21,8%	9,37	50,4%

(1) This year Castilla y León has altered the structure of its tuition fees; the figures shown here are average fees.

(2) The autonomous community of Madrid has set distinct fees for courses taught at the Universidad Complutense (given the same level of experimental content as the rest of universities, the fees would be: 17,53; 17,02; 16,49; 14,58; 13,11; 12,25; 11,24)

## Regulated Tuition Fees

### Simulation of the cost of a full degree course at a public university<sup>(1)</sup>. Academic year 2010-11

		Course credits	Average course fees (€)		
			Assuming all credits are enrolled for the first time only	20% of credits are enrolled a second time and 80% the first time only.	20% of credits are enrolled a third time, 30% a second time, and 50% the first time only.
<b>Generic qualification</b>					
	Bachelor degree	60	878	941	1.114
	1 <sup>st</sup> and 2 <sup>nd</sup> cycle	60	776	829	980
Business administration					
	Bachelor degree	60	747	797	935
	1 <sup>st</sup> and 2 <sup>nd</sup> cycle	60	635	679	801
Architecture					
	Bachelor degree	60	1.014	1.086	1.300
	1 <sup>st</sup> and 2 <sup>nd</sup> cycle	75	1.055	1.119	1.299
Philology					
	Bachelor degree	60	725	772	912
	1 <sup>st</sup> and 2 <sup>nd</sup> cycle	60	631	673	790
Medicine					
	Bachelor degree	60	1.030	1.095	1.295
	1 <sup>st</sup> and 2 <sup>nd</sup> cycle	80	1.199	1.275	1.508
Chemistry					
	Bachelor degree	60	968	1.034	1.218
	1 <sup>st</sup> and 2 <sup>nd</sup> cycle	60	892	952	1.126

### Simulation of the cost of a qualification at a public university<sup>(1)</sup>. Academic year 2010-11

		Total required credits for qualification	Average qualification cost (€)		
			Assuming all credits are enrolled for the first time only	20% of credits are enrolled a second time and 80% the first time only.	20% of credits are enrolled a third time, 30% a second time, and 50% the first time only.
<b>Generic qualification</b>					
	Bachelor degree	240	3.512	4.465	7.166
	1 <sup>st</sup> and 2 <sup>nd</sup> cycle	300	3.879	4.921	7.880
Business administration					
	Bachelor degree	240	2.988	3.785	6.030
	1 <sup>st</sup> and 2 <sup>nd</sup> cycle	300	3.175	4.029	6.447
Architecture					
	Bachelor degree	330	5.577	7.090	7.148
	1 <sup>st</sup> and 2 <sup>nd</sup> cycle	450	6.331	7.979	7.791
Philology					
	Bachelor degree	240	2.900	3.667	5.864
	1 <sup>st</sup> and 2 <sup>nd</sup> cycle	300	3.153	3.997	6.373
Medicine					
	Bachelor degree	360	6.179	7.804	12.482
	1 <sup>st</sup> and 2 <sup>nd</sup> cycle	500	7.497	9.469	15.146
Chemistry					
	Bachelor degree	240	3.872	4.909	7.846
	1 <sup>st</sup> and 2 <sup>nd</sup> cycle	300	4.461	5.654	9.052

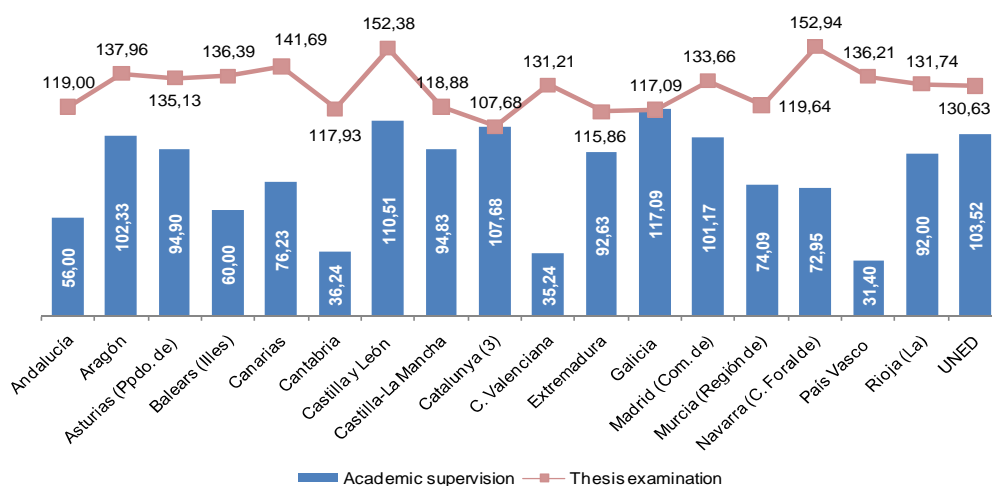
(1) Excludes UNED, because no itemized data is available on price per credit classified by qualifications.

## Regulated Tuition Fees

### Evolution of tuition fees per enrolled credit on officially recognized master's programmes

	Academic year 2010-11		Average rate of change in fees	
	Lowest exp. (€)	Highest exp. (€)	Annual 2010-11 / 2009-10	2010-11 / 2006-07
<b>Average fees</b>	<b>20,89</b>	<b>28,89</b>	<b>1,8%</b>	<b>12,8%</b>
Andalucía	27,10	27,60	1,8%	10,4%
Aragón	17,55	30,32	1,5%	10,0%
Asturias (Principado de) <sup>(1)</sup>	18,36	30,29	1,5%	18,3%
Balears (Illes)	22,40	28,55	1,5%	14,0%
Canarias <sup>(2)</sup>	23,31	28,81	1,5%	n/r
Cantabria	14,77	26,47	1,5%	-
Castilla y León	26,58	31,80	2,5%	13,5%
Castilla-La Mancha	15,10	23,75	1,5%	10,4%
Catalunya <sup>(1)(2)</sup>	18,00	30,33	n/r	n/r
Comunitat Valenciana <sup>(1)(2)</sup>	13,87	30,32	n/r	n/r
Extremadura <sup>(2)</sup>	13,86	25,38	n/r	n/r
Galicia	19,26	28,77	1,5%	10,0%
Madrid (Comunidad de) <sup>(1)</sup>	24,62	31,79	1,5%	13,6%
Murcia (Región de) <sup>(1)</sup>	21,88	29,61	1,5%	17,8%
Navarra (Comunidad Foral de)	24,54	25,28	3,0%	9,9%
País Vasco <sup>(1)(2)</sup>	22,46	31,77	n/r	n/r
Rioja (La) <sup>(2)</sup>	17,00	28,42	n/r	-
Nacional de Educación a distancia (UNED) <sup>(2)</sup>	13,87	30,72	n/r	n/r

### Fees for academic supervision of doctoral study and thesis examination. Academic year 2010-11



(1) These autonomous community set distinct fees for certain officially recognized master's degree courses.

(2) These autonomous community have altered their master's degree fees structure since last year. This significantly affects the rates of change of average fees, which are not comparable to the previous year.

(3) For students on EHEA-compliant doctoral programmes, the average fee is €400.

n/r: not representative

This issue is vital at a time like the present. According to INE data, in 2009 the unemployment figure reached 4,149,000. Among the jobless population, 21.3% had completed primary education alone, 37.1% had completed lower secondary education, 22.4% had completed upper secondary education, and 10% were university graduates. This structure has changed substantially in the past five years. In 2005, 15.2% of jobless were university graduates, five points above the figure for 2009. Hence, whereas the absolute number of jobless graduates has increased in step with the increase in overall unemployment, in proportional terms graduates nonetheless represent a smaller share of total jobless; as against this, the presence of those attaining only primary education has risen by three points, while the proportion of those completing only lower or upper secondary education has risen by four points. This data reveals that graduates are better able to adapt to the labour market, and are more readily taken up by employers than the rest of the population.

Moreover, a comparison of INE data for the employed population from 2005 to 2009 shows that over this timeframe the number of people in employment declined by 0.4%, dropping from 18,973,200 to 18,888,000. However, the number of employed graduates rose from 4,089,100 in 2005 to 4,405,600 in 2009, a 7.7% increase. An examination of this data series discovers that employment figures have sharply deteriorated in the past two years: in 2007, there were 20,356,000 people employed, but only 18,888,000 were in work by 2009. However, the number of employed graduates has held virtually constant between these two years: 4,408,500 in 2007 and 4,405,600 in 2009.

Employment rates in Spain's population of graduates are very similar to those prevailing across the OECD (88% for men and 81.3% for women in Spain, as against 89.8% for men and 79.9% for women across the OECD).

Over the decade 1997-2007, unemployment decreased considerably in Spain. People having a level of educational attainment falling short of upper secondary school saw jobless figures decrease from 18.9% to 9% by 2007. Over this same period, the OECD average decreased from 10.1% to 9.1%. Persons completing upper secondary education and post-secondary non-tertiary education saw their unemployment rate decrease from 16.8% to 6.8%. For the OECD as a whole, the rate dropped from 6.7% to 4.9%. Unemployment among persons completing tertiary education decreased from 13.7% to 4.8%, as compared to the OECD average decrease of 4.1% to 3.4%. So, within a decade, Spain managed to reduce its unemployment rate to a level approaching the OECD average. Unemployment is consistently lower among graduates than among the rest of the population. The same phenomenon is present in all OECD countries.

In 2008, however, Spain's unemployment rates shot up; the differential with the OECD average increased. Unemployment among persons having a level of educational attainment falling short of upper secondary school rose 4.2 points, such as to stand at 13.2% in 2008; persons having upper secondary education or non-tertiary post-secondary education saw their unemployment rate rise by 2.5 points to 9.3%; while unemployment among graduates rose only 1.0 point, to 5.8%. Unemployment among graduates grew at a lesser rate than among the rest of the population. In the OECD as a whole, however, 2008 unemployment figures were better than in 2007: 0.4 points better at the primary level of education, holding constant at the secondary level, and dropping 0.2 points among graduates.

## Career entry and labour

These results suggest that the rise in graduate unemployment is not a consequence of causes internal to this level of education and training but of the labour market's difficulties in reallocating labour and absorbing any excess, all the more so at the primary and secondary levels of educational attainment.

Special attention is due to differences in earnings across different levels of educational attainment and between the sexes. In Spain, graduates earn only 38% more than non-graduates, whereas the average differential across the OECD is 53%. The internal return on higher education in Spain is thus far smaller than in the rest of OECD countries, and particularly so in relation to our peers.

OECD data reveals that the earnings gap between men and women is in evidence at all levels of educational attainment. In Spain, women graduates' annual earnings are 18% lower than those of male graduates. The average differential for the OECD, however, is 28.4%. Spain is thus the OECD country having the narrowest earnings gap between men and women in the graduate population.

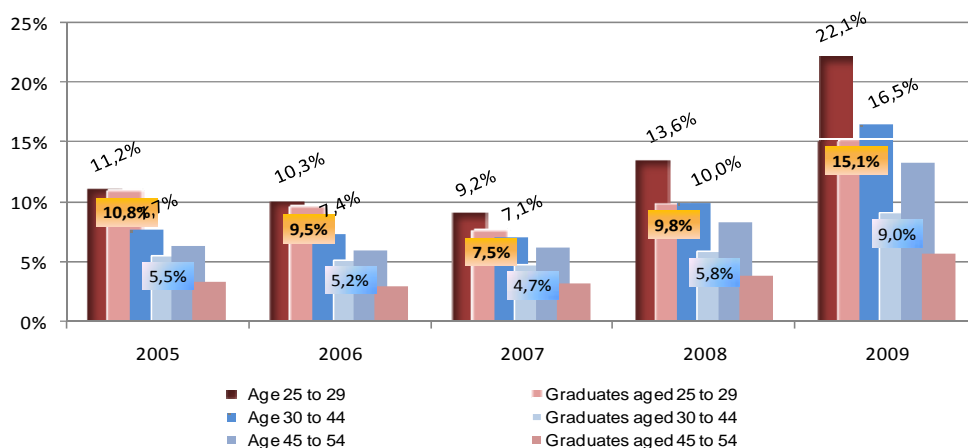
What is more, in Spain, the earnings gap between the sexes narrows in step with rising level of educational attainment. Women whose educational attainment falls short of upper secondary school earn 27.1% less than men at that same level; the differential decreases to 21.7% for women who have completed upper secondary education, and to 18% for women graduates.



Evolution of jobless population aged 16 by level of educational attainment<sup>(1)</sup>

	Primary education	Lower secondary education	Upper secondary education	University education	Doctorate
<b>Population (thousands)</b>					
2005	11,57	9,0	6,86	5,41	0,16
2006	11,35	9,2	7,17	5,51	0,17
2007	11,39	9,3	7,40	5,70	0,18
2008	11,35	9,5	7,54	5,82	0,19
2009	11,18	9,6	7,60	5,93	0,17
<b>Jobless (%/total jobless)</b>					
2005	19,30	34,4	21,5	15,2	0,1
2006	18,60	35,1	22,1	14,4	0,3
2007	19,80	34,9	23,1	12,9	0,2
2008	22,50	35,7	22,0	10,9	0,1
2009	21,30	37,1	22,4	10,0	0,1

Evolution of jobless rates by age range and level of educational attainment



Women's annual earnings as a percentage of men's annual earnings by level of educational attainment (population aged 25-64). Year 2008

	Below upper secondary education	Non-tertiary post-secondary	Tertiary education
Austria	75,1	77,2	70,9
Belgium*	70,3	75,9	77,8
France*	71,9	79,8	73,3
Germany	71,7	80,9	72,9
Greece*	53,9	71,0	72,8
Italy*	74,1	72,3	54,5
Netherlands*	75,9	78,4	71,2
Portugal*	64,9	72,5	70,9
<b>Spain**</b>	<b>72,9</b>	<b>78,3</b>	<b>82,0</b>
Sweden*	84,0	78,9	76,3
United Kingdom	76,2	70,3	77,4
United States	68,5	71,5	64,7
<b>OECD average</b>	<b>73,0</b>	<b>76,4</b>	<b>71,6</b>

\*2006 data

\*\*2007 data

(1) Not including the population with no education

Source: Labour Force Survey. INE

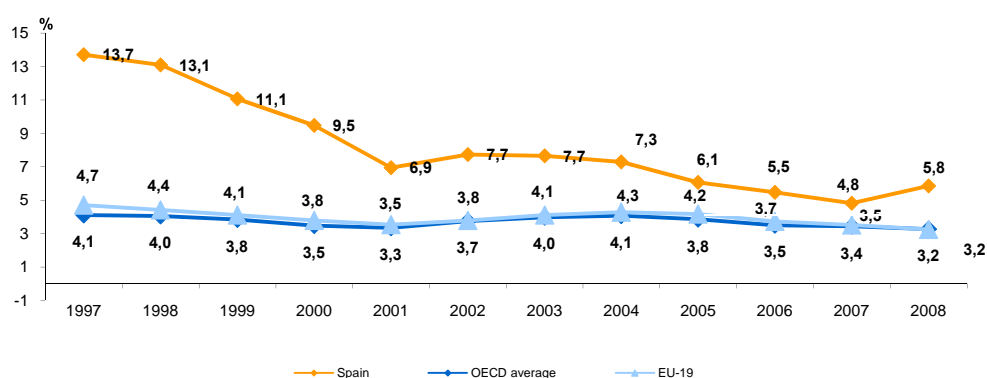
Source: Education at a Glance 2010. OECD

## Career entry and labour market

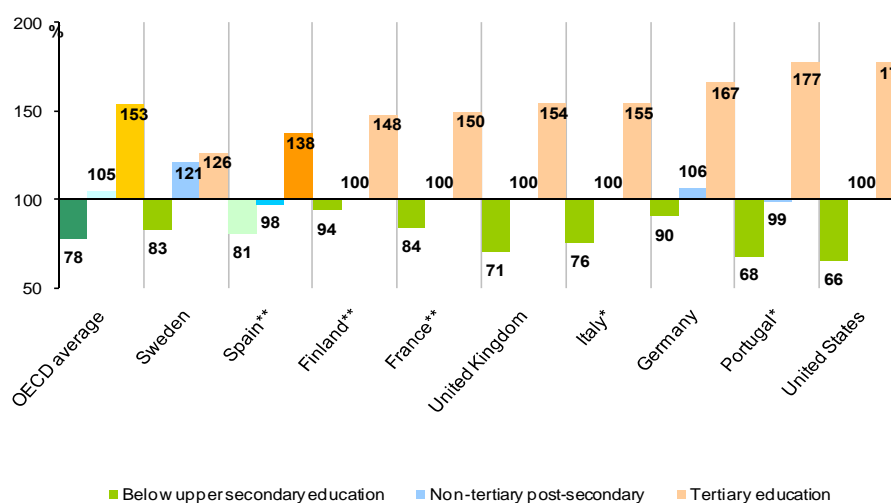
Employment and unemployment rates by sex and level of educational attainment. Year 2008 (%)

		All educational levels		University		Non-university tertiary	
		Men	Women	Men	Women	Men	Women
Spain	Employed	80,2	59,2	88,0	81,3	88,0	74,1
	Unemployed	8,6	11,5	4,5	6,2	5,1	9,3
OECD	Employed	83,0	65,1	89,8	79,9	88,1	79,9
	Unemployed	4,5	5,4	2,9	3,6	3,4	4,1
EU-19	Employed	81,1	65,8	89,7	82,1	86,5	79,5
	Unemployed	4,9	6,2	2,9	3,6	3,4	4,3

Evolution of unemployment rates among higher education graduates (1997-2008)



Employees' relative income index by level of educational attainment (upper secondary education = 100). Year 2008



Source: Education at a Glance 2010. OECD

### Teaching and research staff

Teaching and research staff (Spanish “PDI”) employed at universities in 2008-2009 totalled 107,930 people, 2.8% more than the previous academic year, pointing to sustained growth over the past few years. Of that total, 98,622 were employed at public universities and 9,308 worked at private or church-sponsored universities. Among academic staff at public universities, 51,054 are civil servants (0.5% fewer than in the previous academic year) and 47,568 are contract staff (5.2% more than in the previous academic year).

Recent academic years have seen the effects of the Universities Act 2007 [LOMLOU] on the various classes of civil servant: university professors are on the increase (6.7%), as are university senior lecturers (7.1%). Senior lecturers at the faculty level have decreased by 19.2%, and professors at the faculty level decreased 24.4%.

Again this year, the proportion of women in academic staff rose slightly, reaching 36.6%, two tenths of a point more than in the previous academic year. There are fewer women academics at public universities than at private universities, the proportions being 36.2% and 40.6%, respectively. At public universities, the proportion of women academics differs between civil servants (33.8%) and contract staff (38.8%). Among civil servants, women make up only a minority of professors (15.3%), although signs of modest growth have been seen in recent years. Among men, 23.2% are university professors, whereas the comparable figure for women is only 8.2%. However, 65% of women are university senior lecturers, as against 55.8% of men.

The structure of academic staff by age also differs in each category. 83.1% of university professors are aged 51 years or above; 36.1% are aged 61 years or above. Young academics have a greater presence among university-level senior lecturers: 11.3% are under 40 and 56.5% are under 50. Academics under age 30 make up a negligible proportion of teaching and research staff of civil-servant status, but 5.8% of contract staff. Contract academic staff are younger than civil-servant academic staff, with under-50s accounting for 74.3% and 46.7%, respectively.

Full-time equivalent staff accounted for 67.3% of academic staff. The proportions are 69.3% at public universities, 53.1% at church-sponsored private universities, and 44.4% at other private universities, i.e., less than half of academic staff are full-time equivalent.

Across the Spanish University System as a whole, 61.1% of academic staff hold doctorates, of whom 35.6% are women and 64.4% are men. However, the breakdown by university type reveals significant differences: at public universities, 62.9% of academics hold doctorates; the proportions are 52.4% at church-sponsored private universities and 38% at other private universities.

### Research bonuses (*sexenios*)

University-level professors, despite being the smallest group of academic civil servants (18.1%), attract the highest number of research bonuses out of the possible total, i.e., they achieve entitlement to 70% of total possible bonuses. The figures are 40% for university-level senior lecturers, 20% among faculty-level professors, and only 2% among faculty-level senior lecturers, despite the fact that this staff grade accounts for 18.7% of total academic staff.

79.8% of faculty-level senior lecturers did not apply for assessment; this was also the situation of 26.9% of faculty-level professors, 11.8% of university-level senior lecturers, and only 2.4% of university-level professors.

68.2% of university-level professors are entitled to three or more research bonuses, while 6.4% have as many as six research bonuses. 55.9% of university-level senior lecturers are entitled to one or two research bonuses. Only 6.9% of faculty-level professors are entitled to three or more research bonuses, and none at all has six research bonuses.

As regards the gender distribution of the number of research bonus entitlements 27.6% of women and 23.1% of men have only one research bonus. Entitlement to two research bonuses has been achieved by 24.1% of women and 22.8% of men, and to three research bonuses by 13.7% of women and 14.8% of men. 9.6% of women and 16.6% of men are entitled to more than three research bonuses. In addition, 14.3% of women and 12.8% of men have no research bonus entitlement at all, and for both sexes around 10% of academics have not applied for assessment.

The disciplinary areas attracting the largest number of research bonuses per academic are: Cellular and Molecular Biology, where each academic (university-level professor, university-level senior lecturer, and faculty-level professor) is entitled to an average 2.97 research bonuses, followed by Chemistry, with 2.82. The areas attracting the lowest numbers of research bonuses per academic are Economic and Business Sciences, where each academic averages 0.98 research bonuses, and Architecture and Civil Engineering, with 0.84 research bonuses per academic.

### **Mobility schemes**

The Central Government provides support for academic mobility in the form of various different grant modalities: a) master's and doctoral academics; b) involvement in doctoral thesis committees enjoying European Mention status; c) the Spain-Brazil Convention.

The 2009 round of grant awards drew 4,123 applications for visiting academics on master's programmes and 824 for doctoral programmes. 3,235 grants were awarded in respect of master's programmes (2,646 in 2008) and 753 were granted at the doctoral level (1,285 the previous year). These figures reflect the new structure of doctoral studies in so far as the pre-EHEA "training" segment now takes the form of an officially recognized master's degree. Awarded grants made for a total of €8.1 million.

The autonomous communities displaying the highest academic mobility were those operating the largest university systems: Andalucía, Cataluña and Madrid.

European academics – including Spanish nationals – form the majority on these programmes: 41.5% of programme participants are EU(27) citizens at the master's level, and 39.6% at the doctoral level. Other autonomous communities had a lesser presence.

The field of education showing the highest academic mobility was Social Sciences and Humanities (47.5% at the master's level and 32.2% at the doctoral level); this was also the field attracting the highest combined total of grant awards. It was followed at some distance by Engineering and Technology (18% at the master's level and 21.5% at the doctoral level).

Women are in the minority in mobility programmes: 25% among master's degree teaching staff and 25.6% among doctoral programme staff.

The programme of involvement in thesis committees in 2009 attracted 463 awards for a combined total of €0.5 million. Women's involvement in this programme was very low, at 26.6%. The countries sending the largest numbers of academics were the United Kingdom (17.9%), France and Portugal (14.7% each).

The autonomous communities attracting the largest shares of this type of mobility grant were: Cataluña, which accounted for 37% of total aid, Madrid, with 18%, and Galicia with 15.4%.

The Spain-Brazil Convention in 2009 involved 44 academics, and the combined total of the year's award awards was €0.2 million. The aid focused particularly on fundamental Science (45.5% of awards).

### **Administrative and service staff**

In 2008-2009, administrative and service staff numbered 57,162, 2.5% more than in the previous academic year. Of this total, 52,061 were employed at public universities and 5,101 staffed church-sponsored and other private universities. At the public universities, civil servants accounted for 58.2% of all administrative and service staff.

Women form the majority of administrative and service staff, at 59.6%. At public universities, the distribution of women in administrative and service staff differs between contract employees (45.5%) and civil servants (68.8%). Gender-specific features are also seen in the composition of academic staff, but pointing in the opposite direction, i.e., there are fewer women civil servants than women contract staff.

In the most highly specialized group of administrative and service staff – level A – the presence of women was broadly equal to that of men (58.9% women). From that level down, women formed a majority in university administrative units. Looking at administrative and service staff for the Spanish University System as a whole, age distribution is very similar for both sexes.

In the "administrative and service staff" category, there are more young people (aged under 30) among contract staff than among civil servants: 9.9% and 2.8%, respectively. The distribution of administrative and service staff aged under 50 is similar for both civil servants (74.1%) and contract staff (75.2%). However, administrative and service officers aged 40 to 50 were 10 percentage points fewer among contract staff.

### Other research staff

Finally, mention is due to the category of “other research staff” employed at Spanish universities. This category includes: trainee researchers, whether funded by a grant or an employment contract, contract researchers engaged under public calls for applications, and research staff employed for specific research projects or cooperation agreements. The category does not include academics, research support staff, or research auxiliaries (all these categories are, however, included in the statistics on research and development compiled by INE, the Spanish national statistical institute).

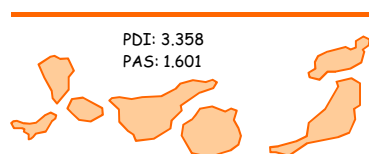
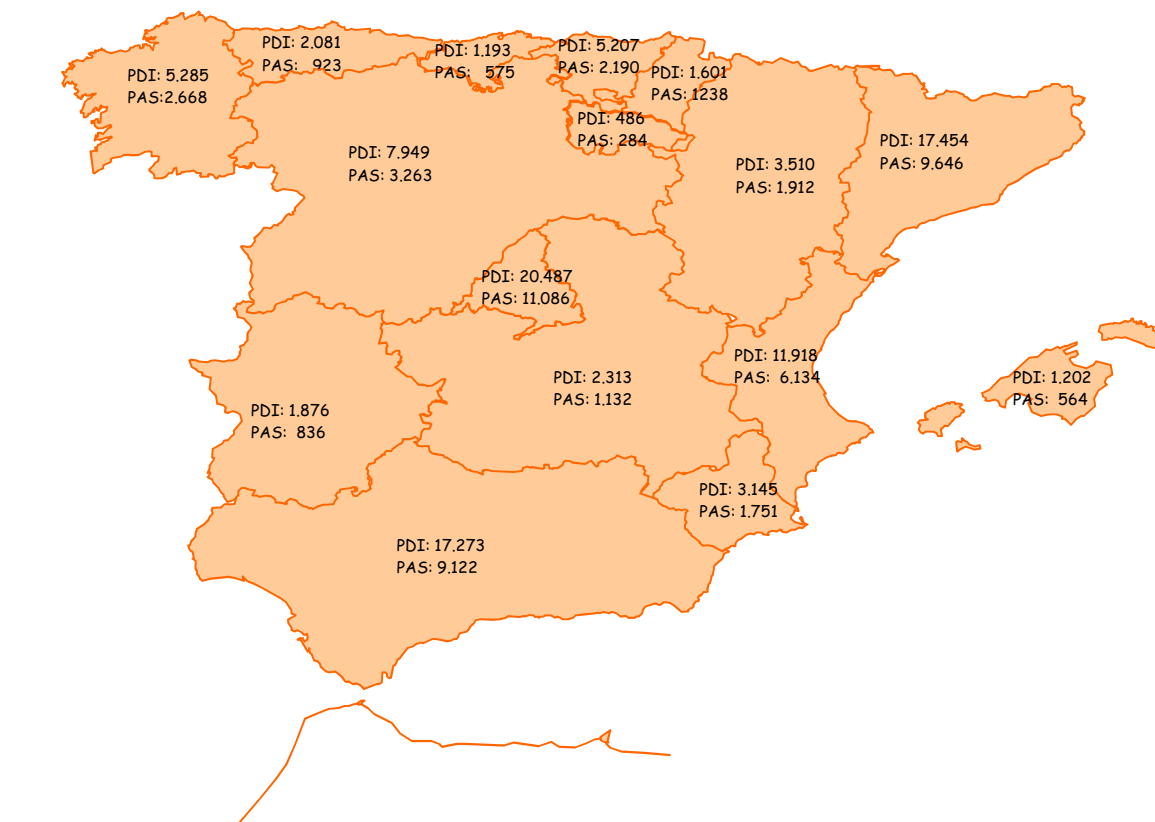
In 2008-2009, the “other research staff” category comprised 17,045 people, of whom 16,168 (94.9%) were employed at public universities, while 877 worked at church-sponsored and other private universities. 98.9% of all researchers work at physical university institutions.

18% of researchers are doctors, 18.6% being employed at public universities, 2.8% at private universities and 21.5% at church-sponsored private universities.

Most researchers are young: 61.5% are aged under 29, and 32.5% are aged 30 to 39. 62.4% of researchers are in training, while 18.5% are engaged under contract.

By origin of research programme or project, 40.2% of researchers are involved in national initiatives, 37.6% work on projects internal to universities, 20% on autonomous communities projects, and 2.5% on international research programmes.

## Geographic distribution of university staff. Academic year 2008-2009



	PDI	PAS
<b>Distance-learning universities:</b>		
UDIMA:	39	17
UNED:	1,319	1,405
UOC:	234	508
<b>Special universities:</b>		
UNIA:		134
UIMP:		173

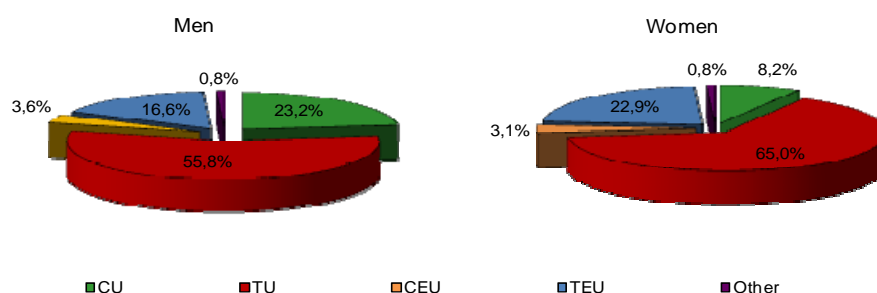
<b>Total PDI</b> Teaching and research staff	107,930
<b>Total PAS</b> Administrative and service staff	57,162

## Teaching and research staff

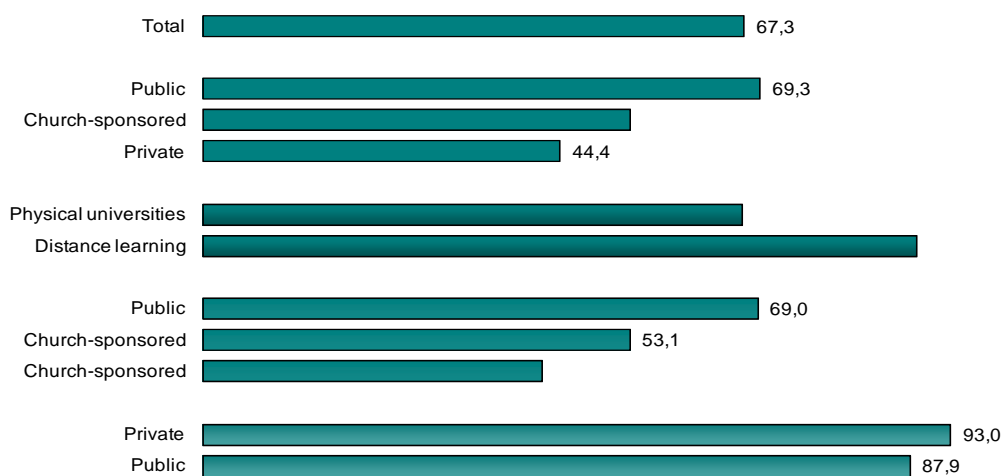
### Evolution of university teaching and research staff (Spanish "PDI")

	2006-2007		2007-08		2008-09	
	Total	% women	Total	% women	Total	% women
<b>ALL UNIVERSITIES</b>	<b>102.300</b>	<b>36,1%</b>	<b>105.034</b>	<b>36,4%</b>	<b>107.930</b>	<b>36,6%</b>
<b>Public universities</b>	<b>93.372</b>	<b>35,5%</b>	<b>96.462</b>	<b>36,0%</b>	<b>98.622</b>	<b>36,2%</b>
<b>Civil servants</b>	<b>51.125</b>	<b>33,7%</b>	<b>51.262</b>	<b>33,9%</b>	<b>51.054</b>	<b>33,8%</b>
University professors (CU)	8.659	14,3%	9.075	15,0%	9.238	15,3%
University senior lecturers (TU)	28.069	36,6%	28.509	37,1%	30.059	37,3%
Faculty professors (CEU)	2.348	33,0%	1.973	31,8%	1.776	30,6%
Faculty senior lecturers (TEU)	11.839	41,4%	11.480	41,4%	9.568	41,3%
Other	210	23,3%	225	28,9%	413	34,4%
<b>Contract staff</b>	<b>42.247</b>	<b>37,7%</b>	<b>45.200</b>	<b>38,3%</b>	<b>47.568</b>	<b>38,8%</b>
<b>Private and church-sponsored universities</b>	<b>8.928</b>	<b>41,5%</b>	<b>8.572</b>	<b>41,2%</b>	<b>9.308</b>	<b>40,6%</b>

### Distribution of civil-servant academic staff by sex. Academic year 2008-2009



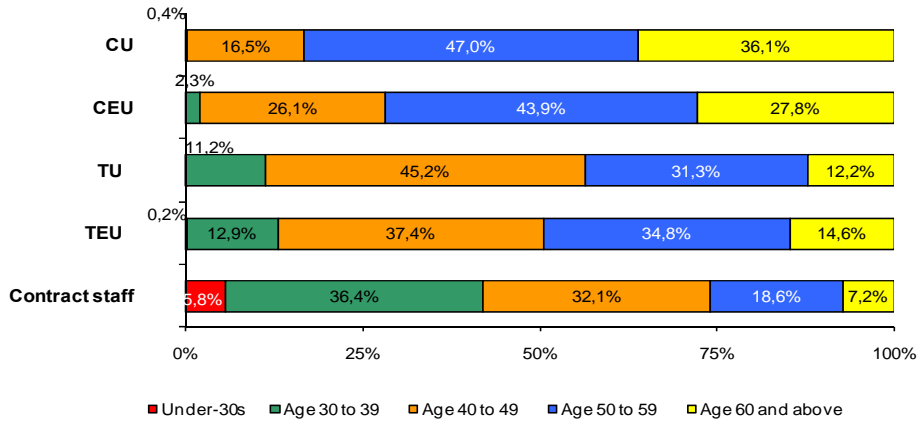
### Full-time equivalent teaching and research staff (%)



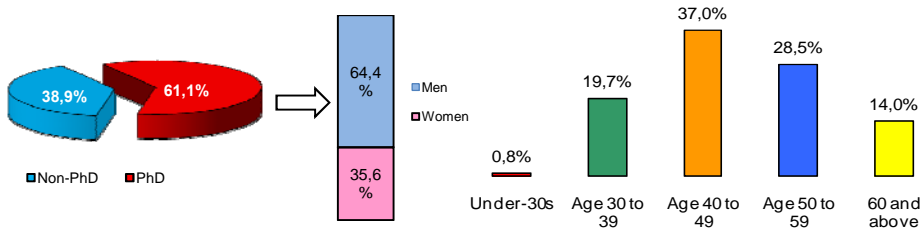


## Teaching and research staff

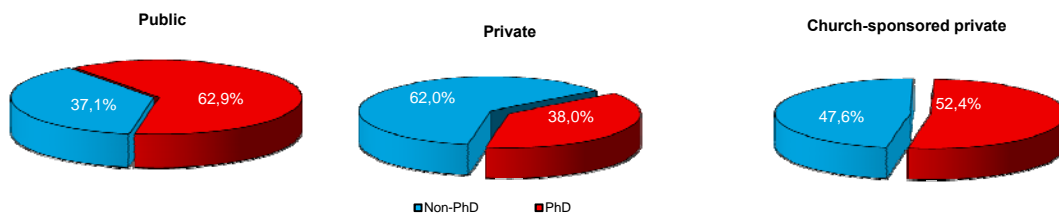
Teaching and research staff by age range and employment category. Academic year 2008-2009



Teaching and research staff holding doctorate, by sex and age range. Academic year 2008-09

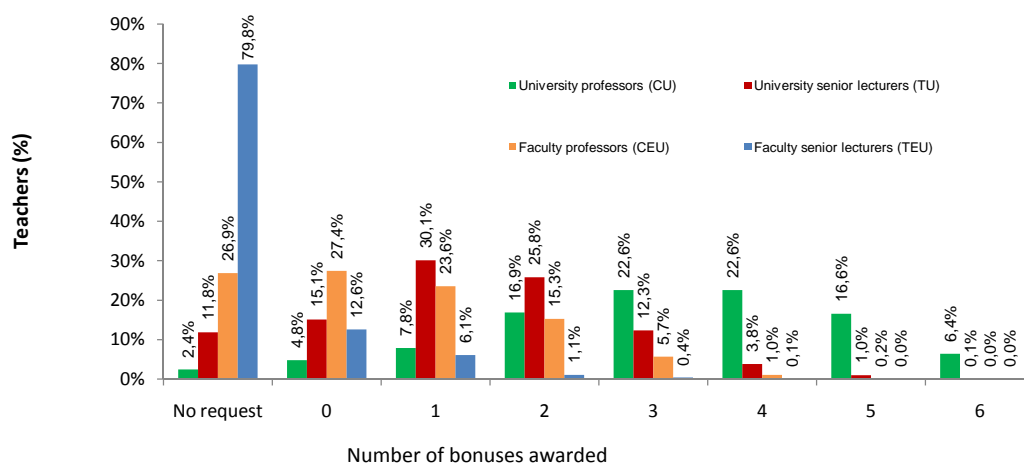


Teaching and research staff holding doctorate, by university type. Academic year 2008-09

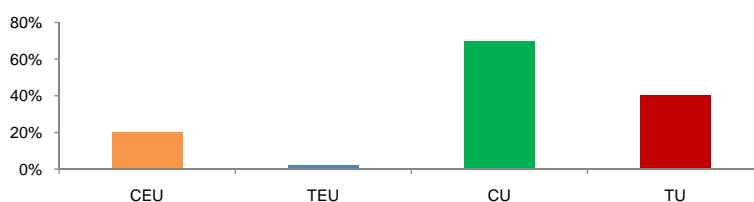


# Teaching and research staff. Research bonuses (sexenios). 2009

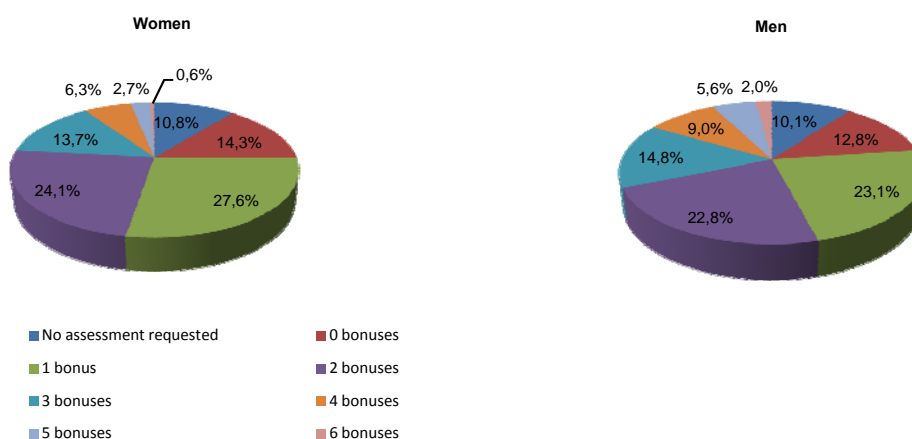
Distribution of academics by number of sexenio research bonuses awarded, by academic rank (% total of each rank)



Bonuses awarded as a % of bonuses available



Distribution of academics by number of sexenio research bonuses awarded, by sex <sup>(1)</sup>

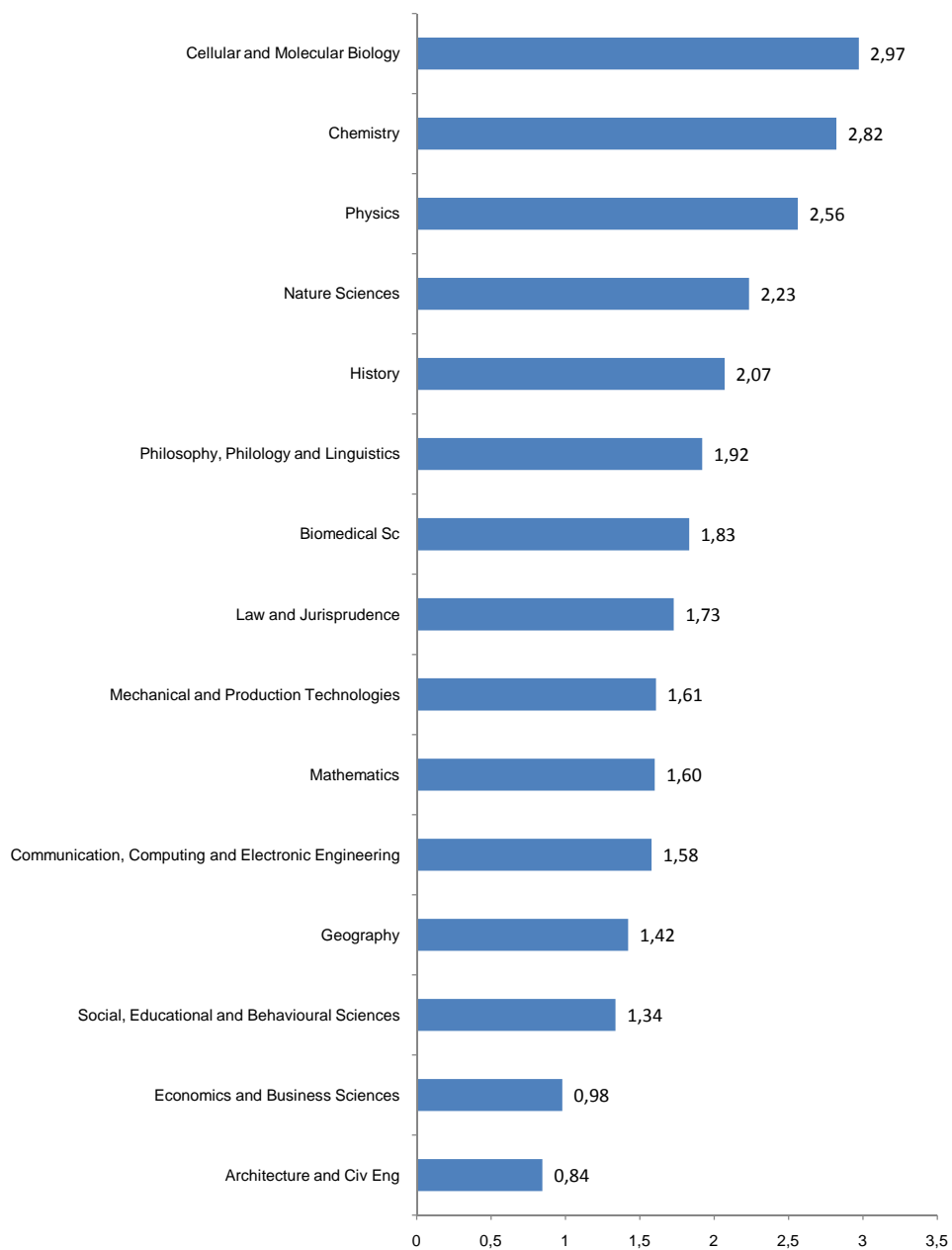


(1) Distribution by sex only considers academics holding the ranks of university professor, university senior lecturer and faculty professor. Faculty senior lecturers are excluded to avoid distortion.

Source: CNEAI. 2009 report

## Teaching and research staff. Research bonuses (*sexenios*). 2009

Number of research bonuses awarded per academic, by CNEAI disciplinary area<sup>(1)</sup>. Year 2009



(1) Distribution by sex only considers academics holding the ranks of university professor, university senior lecturer and faculty professor. Faculty senior lecturers are excluded to avoid distortion.

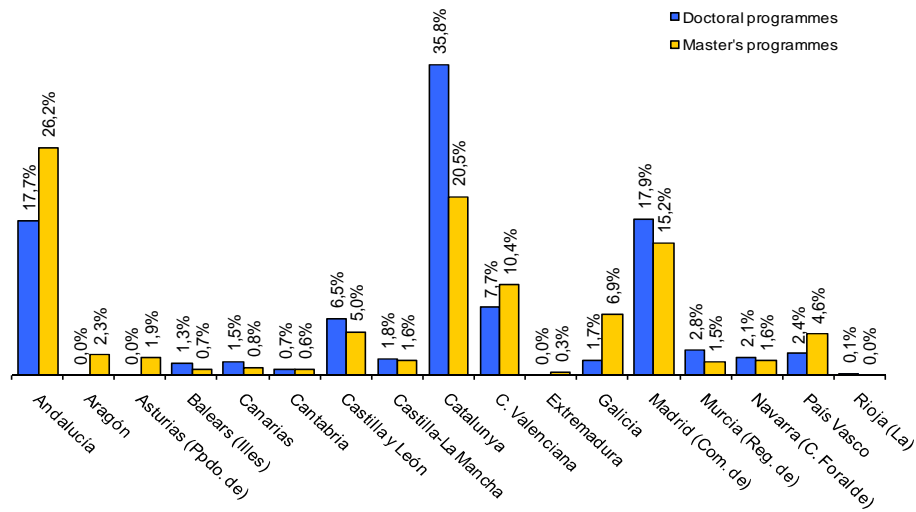
Source: CNEAI. 2009 report

## Staff mobility schemes. 2009 awards process

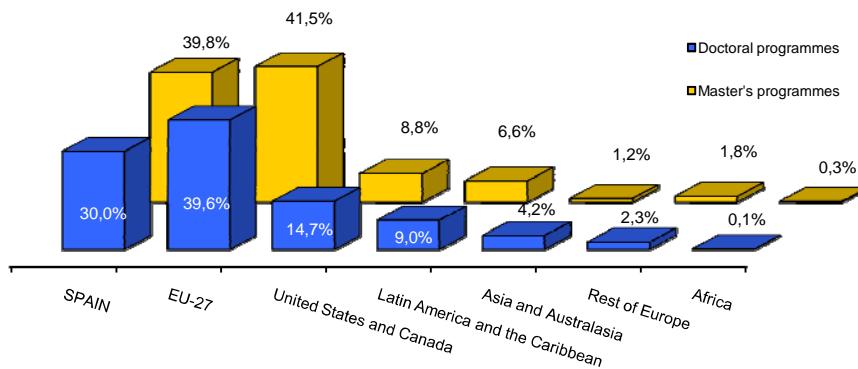
### Mobility programmes for master's level and doctorate teaching staff

	Aid applied for		Aid awarded		Amount (€ thousands)
	Total	% Women	Total	% Women	
Master's programmes	4.123	34,9%	3.235	25,0%	6.581,1
Doctoral programmes	820	26,0%	753	25,6%	1.600,4

### Distribution of mobility grant amounts for master's level and doctorate teaching staff by autonomous community of destination



### Distribution of mobility grants for master's level and doctorate teaching staff by beneficiary's nationality



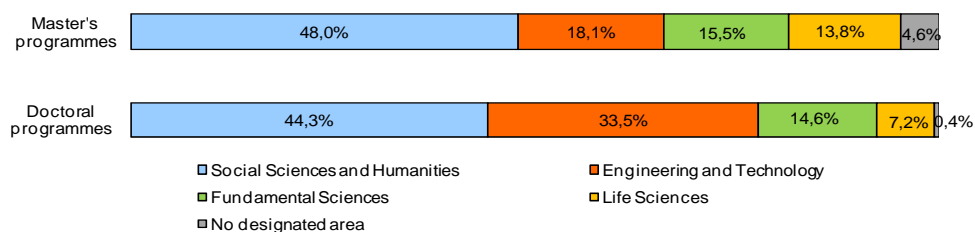
Source: Information extracted in October 2010 from the dynamic databases of the Sub Directorate General of Academic Training and Mobility, Directorate General of University Policy. Ministry of Education

## Staff mobility schemes. 2009 awards process

### Mobility programmes for master's level and doctorate teaching staff, by sex and disciplinary area

Disciplinary area	Master's programmes		Doctoral programmes	
	Total	% women	Total	% women
Social Sciences and Humanities	1.539	30,9%	251	31,5%
Engineering and Technology	583	12,5%	162	23,5%
Life Sciences	461	26,5%	167	26,3%
Fundamental Sciences	489	16,8%	116	11,2%
No designated area	163	52,3%	57	50,0%
<b>Total</b>	<b>3.235</b>	<b>25,0%</b>	<b>753</b>	<b>25,6%</b>

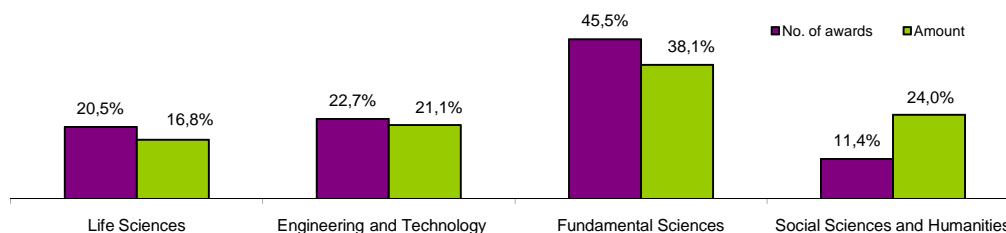
### Distribution of mobility grant amounts for master's level and doctorate teaching staff by disciplinary area



### Aid to academics under the Spain-Brazil Convention, by sex and disciplinary area.

Disciplinary area	Spain-Brazil Convention		
	Total	% women	Amount (€ thousands)
Life Sciences	9	33,3%	40,6
Engineering and Technology	10	0,0%	50,9
Fundamental Sciences	20	20,0%	92,2
Social Sciences and Humanities	5	60,0%	57,9
<b>Total</b>	<b>44</b>	<b>22,7%</b>	<b>241,6</b>

### Distribution of mobility grant numbers and amounts under the Spain-Brazil Convention, by disciplinary area.

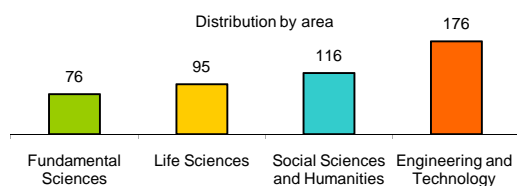


Source: Information extracted in October 2010 from the dynamic databases of the Sub Directorate General of Academic Training and Mobility. Directorate General of University Policy Ministry of Education

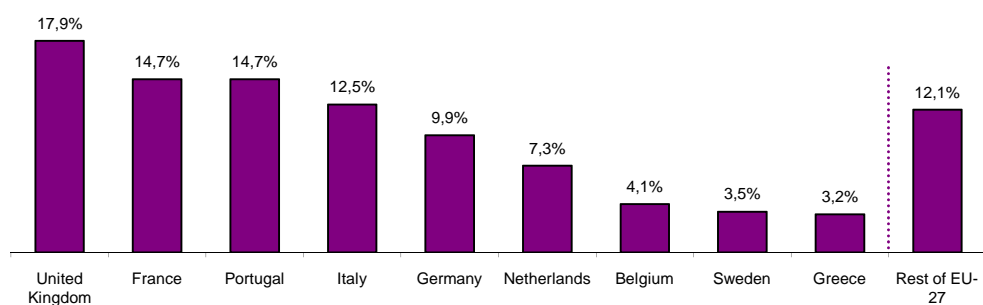
## Staff mobility schemes. 2009 awards process

### Academic mobility programme for participation in doctoral thesis examination committees (1)

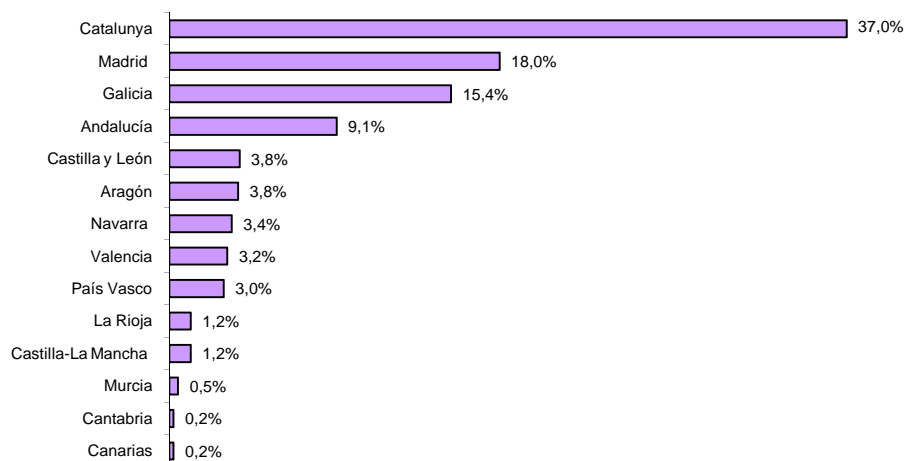
Thesis committee grants		
Awarded		Amount
Total	% Women	(€ thousands)
463	26,6%	510,6



### Distribution of academic mobility grants for thesis committees by beneficiary's nationality



### Distribution of mobility grant amounts for thesis committees by autonomous community of destination (1)



(1) Academic mobility programme for participation in European Mention doctoral thesis examination committees

(2) Autonomous communities not included here have not attracted grants of this type in the 2009 awards process.

Source: Information extracted in October 2010 from the dynamic databases of the Sub Directorate General of Academic Training and Mobility. Directorate General of University Policy Ministry of Education

## Administrative and service staff

### Evolution of university administrative and services staff (Spanish "PAS")

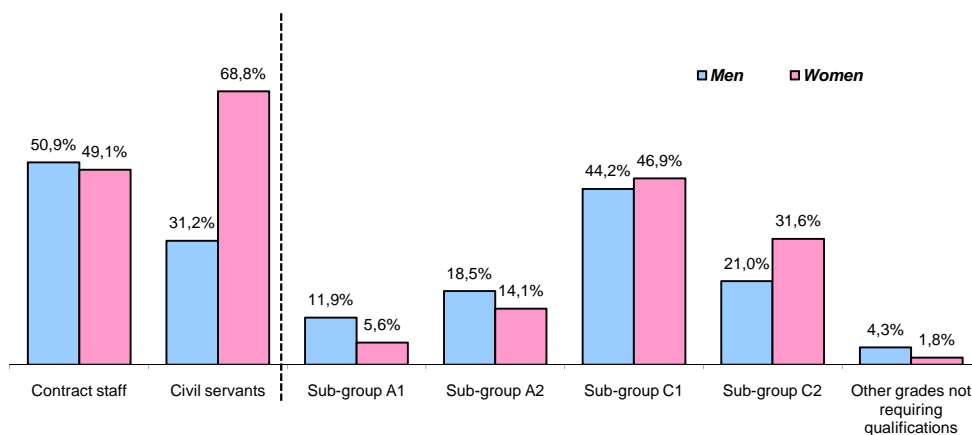
	2006-07		2007-08		2008-09	
	Total	% women	Total	% women	Total	% women
<b>ALL UNIVERSITIES</b>	<b>54.286</b>	<b>58,6%</b>	<b>55.774</b>	<b>58,9%</b>	<b>57.162</b>	<b>59,6%</b>
<b>Public universities</b>	<b>49.651</b>	<b>58,4%</b>	<b>50.880</b>	<b>58,5%</b>	<b>52.061</b>	<b>59,2%</b>
<b>Civil servants <sup>(1)</sup></b>	<b>27.640</b>	<b>68,5%</b>	<b>29.067</b>	<b>68,3%</b>	<b>30.311</b>	<b>68,8%</b>
<i>Group A</i>	6.008	58,3%	6.422	58,1%	6.954	58,9%
<i>Sub-group A1</i>	1.855	48,8%	2.133	49,6%	2.251	50,9%
<i>Sub-group A2</i>	4.153	62,6%	4.289	62,3%	4.705	62,7%
<i>Group C</i>	20.707	72,3%	21.673	72,1%	22.569	72,6%
<i>Sub-group C1</i>	12.899	69,9%	13.987	69,6%	13.988	70,1%
<i>Sub-group C2</i>	7.808	76,4%	7.686	76,5%	8.581	76,8%
<i>Other grades not requiring qualifications</i>	896	50,1%	947	50,7%	786	47,7%
<i>Other</i>	29	51,7%	25	48,0%	-	-
<b>Contract staff <sup>(2)</sup></b>	<b>21.735</b>	<b>45,4%</b>	<b>21.561</b>	<b>45,3%</b>	<b>21.443</b>	<b>45,5%</b>
<b>Contract type by required qualification</b>						
Pre-EHEA <i>licenciatura</i> , architecture or engineering degree, or equivalent	3.093	46,9%	3.113	46,9%	3.397	47,5%
Pre-EHEA <i>diplomatura</i> , technical architecture or technical engineering degree, or equivalent	2.280	39,8%	2.257	41,5%	2.328	41,2%
Compulsory secondary education, upper secondary education, tertiary vocational training, equivalent work experience	7.339	34,8%	7.192	36,7%	9.385	38,0%
Elementary secondary education, elementary education or equivalent, secondary vocational training, equivalent work experience	6.773	53,7%	6.013	55,8%	5.485	56,9%
No qualification requirement	1.599	62,0%	1.911	45,1%	751	58,5%
<b>Other (senior management, functional position, etc.)</b>	<b>651</b>	<b>48,8%</b>	<b>1.075</b>	<b>47,3%</b>	<b>97</b>	<b>58,8%</b>
<b>Public special universities</b>	<b>276</b>	<b>66,3%</b>	<b>252</b>	<b>61,5%</b>	<b>307</b>	<b>64,8%</b>
<b>Private and church-sponsored universities</b>	<b>4.635</b>	<b>61,4%</b>	<b>4.894</b>	<b>62,7%</b>	<b>5.101</b>	<b>63,5%</b>

(1) Occupational groups as defined by the Public Employee Act 2007 (Ley 7/2007)

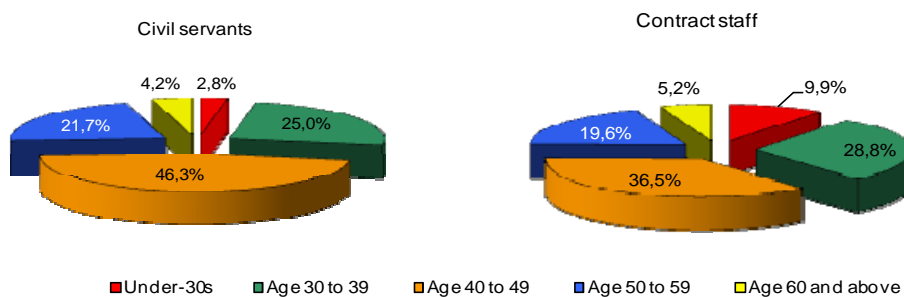
(2) Employment classification based on qualification requirement.

## Administrative and service staff

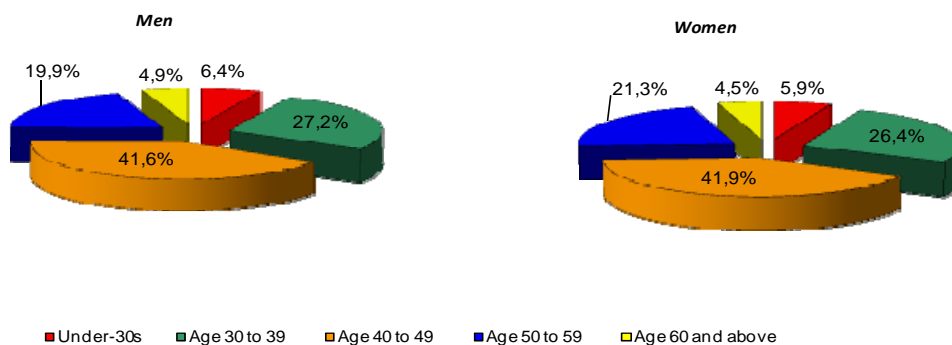
Distribution of PAS at public universities by sex and category. Academic year 2008-2009



Distribution of PAS at public universities by age range. Academic year 2008-09



PAS distribution by sex and age range. Academic year 2008-09



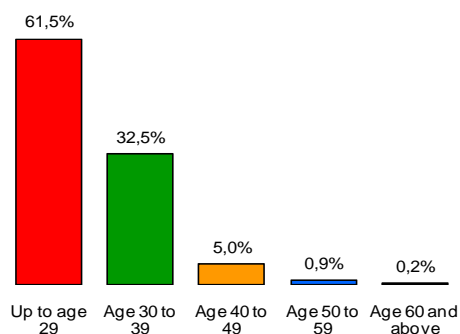


## Other research staff

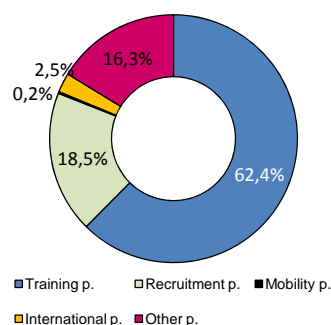
### Other university research staff<sup>(1)(2)</sup>. Academic year 2008-09

	Total	Research staff (%)	
		PhD	Women
<b>Total research staff</b>	<b>17.045</b>	<b>18,0</b>	<b>48,8</b>
<b>Public universities</b>	<b>16.168</b>	<b>18,6</b>	<b>48,6</b>
<b>Private universities</b>	<b>877</b>	<b>6,2</b>	<b>51,5</b>
Private universities	719	2,8	54,4
Church-sponsored	158	21,5	38,6
<b>Physical unis.</b>	<b>16.860</b>	<b>18,1</b>	<b>48,8</b>
Physical public universities	16.028	18,7	48,7
Physical private universities	832	6,5	50,8
Private universities	674	3,0	53,7
Church-sponsored	158	21,5	38,6
<b>Distance-learning universities</b>	<b>185</b>	<b>3,8</b>	<b>47,6</b>
Public universities	140	5,0	42,1
Private universities	45	-	64,4

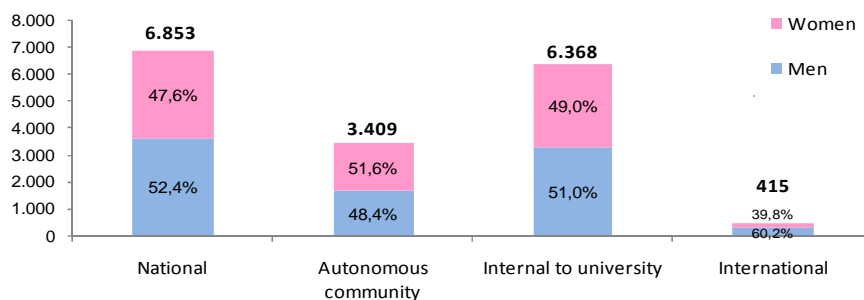
#### Researchers by age range



#### Researchers by programme type at public universities



#### Researchers by sex and programme/research project origin



(1) Public university data relate to own sites only.

(2) Includes the following research staff: trainee researchers, whether funded by a grant or an employment contract, contract researchers engaged under public calls for applications, and research staff employed for specific research projects or cooperation agreements. Category excludes academics, research support staff, or research auxiliaries.

### Doctoral theses

In 2009, doctoral candidates defended 8187 theses. The total number of students enrolled on doctoral programmes in 2008-2009 was 77,249; the figure dropped to 70,422 in academic year 2009-2010. 48% of theses are defended by women. This datum is significant in the light of the fact that women account for 54.2% of the student body at the entry levels of university education and for 50.9% of doctoral students.

21.6% of theses are defended by students aged under 29 (24.1% among women and 19.2% among men). Of all women defending theses, 62.8% are under 40, as against 55.7% among men. 17.3% of men defended their doctoral thesis aged 45 and above, as against 12% among women.

This data supports two inferences: first, a higher proportion of women leave doctoral study without completing their thesis; secondly, women who do complete their thesis do so at a younger age than their male counterparts. The time factor therefore has different effects among men and women, as also seen with regard to mobility programmes. Most theses in Science disciplines are defended by young candidates aged under 30, while Social Sciences, Business and Law and Humanities and Arts see a majority presence of doctoral candidates aged 45 and above.

Doctoral theses are grouped by field of education. Some theses are not classifiable to a single area, so three conglomerates have been constructed: Social Sciences, Business and Law/Humanities and Arts, Engineering, Manufacturing and Construction/Science, and Health/Science. Most doctoral theses defended are in the field of Science: 25.9% fall wholly within the realm of Science, while 40.2% include Science as one of two fields of knowledge touched upon. This field of education is followed by Social Sciences, Business and Law, with 17.8%, which accounts for 22% if adjacent subject areas are also considered. It is to be noted that only 5.9% of students at the bachelor's level read a degree in Science, as against 44.8% reading degrees in the Social Sciences, Business and Law.

By autonomous community, Madrid and Cataluña saw the largest numbers of theses, with 1,588 and 1,586, respectively. Andalucía ranked third in terms of number of theses, with 1,199.

17.9% of theses are defended by foreign students. 69% of foreign students are nationals of Latin American and Caribbean countries, while 21.2% are nationals of the EU(27)<sup>8</sup>.

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<sup>8</sup>Some autonomous communities exhibit a strikingly high proportion of doctors in the "rest of foreigners" category, as in Illes Balears and Navarra. However, the number of theses defended by foreign students in these autonomous communities is in fact very low, so that the distribution by geographic area is unrepresentative (e.g., two theses in Illes Balears, six in Navarra).

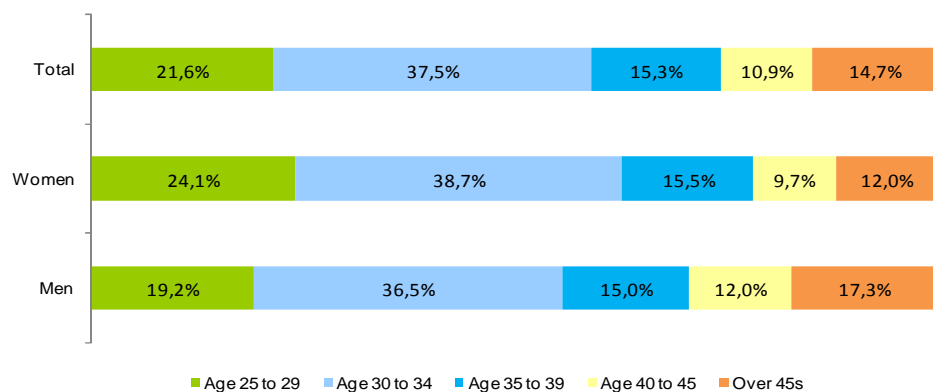
## Evolution in students enrolled in doctoral programmes

	Enrolled <sup>(1)</sup>	
	Total	% women
2007-08	77.682	51,8%
2008-09	77.249	52,0%
2009-10	70.422	50,9%

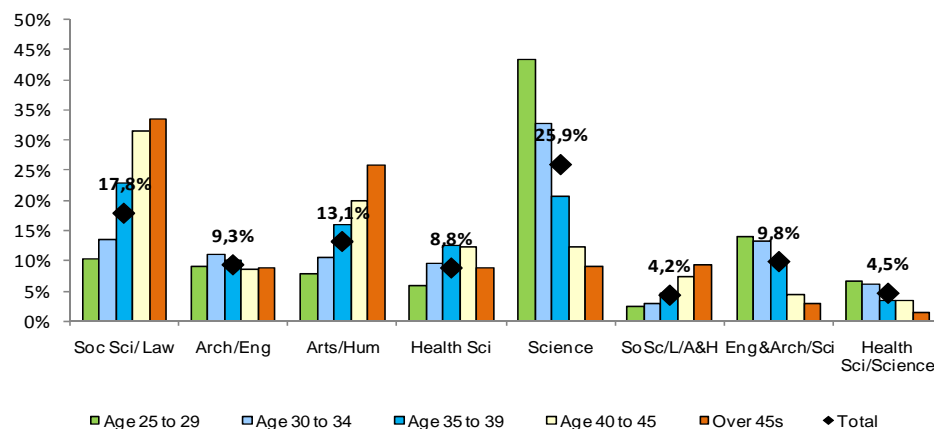
## Evolution of theses defended, by sex

	Theses defended	
	Total	% women
2007	6.944	49,7%
2008	7.830	48,5%
2009 <sup>(1)</sup>	8.187	48,0%

## Distribution of theses defended by sex and age range. Year 2009<sup>(1)</sup>



## Distribution of theses defended by field of education and age range. Year 2009<sup>(1)(2)</sup>



(1) Provisional data

(2) 6.6% of defended theses lay within combinations of field of education not shown in this graph.

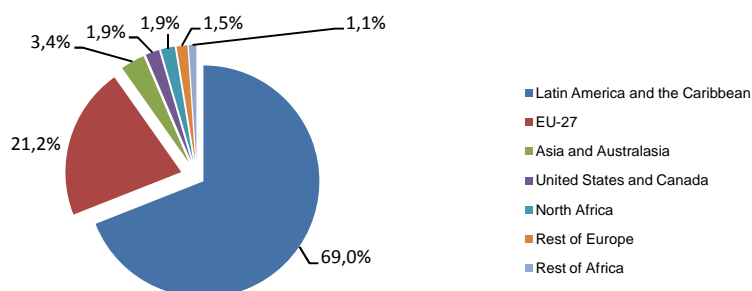
Source: Theseus

## Doctoral theses

### Defended theses by autonomous community and region of origin. Year 2008

	Total	Foreign students			
		Total	EU-27	Latin America and the Caribbean	Rest of foreigners
<b>Total</b>	<b>7.830</b>	<b>1.398</b>	<b>21,2%</b>	<b>69,0%</b>	<b>9,8%</b>
<b>Physical unis.</b>	<b>7.669</b>	<b>1.379</b>	<b>21,3%</b>	<b>68,8%</b>	<b>9,9%</b>
Andalucía	1.199	198	21,2%	68,2%	10,6%
Aragón	214	18	5,6%	83,3%	11,1%
Asturias (Principado de)	150	11	9,1%	81,8%	9,1%
Balears (Illes)	43	8	25,0%	50,0%	25,0%
Canarias	160	16	18,8%	81,3%	-
Cantabria	65	4	25,0%	75,0%	-
Castilla y León	519	136	19,1%	73,5%	7,4%
Castilla-La Mancha	102	9	22,2%	77,8%	-
Catalunya	1.586	372	28,2%	62,4%	9,4%
Comunitat Valenciana	845	102	8,8%	86,3%	4,9%
Extremadura	93	19	78,9%	21,1%	-
Galicia	397	69	40,6%	55,1%	4,3%
Madrid (Comunidad de)	1.588	350	15,7%	70,6%	13,7%
Murcia (Región de)	205	6	-	100,0%	-
Navarra (Comunidad Foral de)	174	26	3,8%	76,9%	19,2%
País Vasco	310	35	8,6%	80,0%	11,4%
Rioja (La)	19	-	-	-	-
<b>Distance-learning unis.</b>	<b>161</b>	<b>19</b>	<b>10,5%</b>	<b>84,2%</b>	<b>5,3%</b>
Nacional de Educación a Distancia (UNED)	153	19	10,5%	84,2%	5,3%
Oberta de Catalunya (UOC)	8	-	-	-	-

### Distribution of theses defended by foreign students, by region of origin. Year 2008



Source: Theseus

## Instrumental Line of Action on Human Resources

### National Programme of Human Resources Training

This document contains data on grants and aid awarded under the National Research and Development Plan only to the extent that universities are eligible as potential beneficiaries.

The Human Resources Training Programme includes aid for the training of research staff (FPI) and university academics (FPU). INIA FPI grants are not included here because they are not aimed at universities. The FPU grant data is provisional, because at the time of writing of this document the year's grant award process was still open.

In 2009, 1,028 FPI grants were awarded for a combined value of €80.6 million, and 949 FPU grants were awarded worth €68.7 million. In absolute terms, universities attracted 693 FPI grants, 6.6% less than in the previous year, making for a combined amount of €54.3 million, and 822 FPU grants (2.2% more than the previous year) of a total value of €59.5 million. 67.4% of FPI grants and 86.6% of FPU grants were awarded to universities. Only 0.1% of the grants went to university foundations.

32.9% of FPI grants awarded to universities were allocated to the production technologies and communications area; 27.4% went to environment and natural resources; 20% went to life sciences and agri-food; and 19.2% were awarded to the humanities and social sciences.

38.2% of FPU grants awarded to universities related to the social sciences and humanities. Grants were apportioned in a similar way in the rest of fields education.

Women in receipt of FPI grants as a whole accounted for 50.7% of beneficiaries; however, the presence of women was somewhat lower (47%) among beneficiaries of grants awarded to universities. The results were slightly higher for FPU grants: 53.7% for total awards and 52.4% for awards to universities. Women formed the majority in life sciences and agri-food (61.2% for FPI grants and 63.9% for FPU grants), but they were a minority in production technologies and communications (32.5% FPI and 36.3% FPU).

82.1% of FPI grant beneficiaries were Spanish nationals, 7.5% were nationals of Latin American and Caribbean countries, and 7.1% were non-Spanish citizens of the EU(27). A similar distribution was seen for FPU grants.

### National Human Resources Mobility Programme

In 2009, grants under the National Human Resources Mobility Plan were classified into four distinct groups: 1) Senior academics and researchers' stays in foreign universities In total, 381 grants were awarded worth €6.9 million. 335 went to universities (29.8% more than the previous academic year), totalling €6.1 million;

2) Stays in foreign universities for young doctoral graduates under the José Castillejo programme. 305 grants were awarded, worth a total €5.1 million, of which 265 went to universities, for a combined value of €4.3 million; 3) Postdoctoral researchers at foreign institutions 350 credits for a value of €20 million were awarded, all of which went to universities. 4) Foreign academics and researchers at Spanish institutions 2009 saw the award of 218 grants (none were awarded in 2008), making for a total €4.8 million. Universities attracted 133 of these grants, for a value of €2.8 million.

There was a greater presence of women in programmes aimed at young people, i.e.: José Castillejo and postdoctoral researchers at foreign institutions, in proportions of 45.7% and 46% of aid aimed at universities. However, under the other two programmes – senior academics and researchers and foreign academics at Spanish institutions – women were in the minority, accounting for 26.6% and 23.3% respectively.

The distribution of aid by field of education differed from programme to programme. Among senior academics and researchers and José Castillejo doctoral graduates, the most popular area was social sciences and humanities, representing 49.9% and 45.7% respectively. Postdoctoral researchers were a majority in life sciences (41.7%), while foreigners at Spanish institutions were most heavily represented in fundamental science (44.3%).

The destination most in demand among senior academics, postdoctoral researchers and placeholder researchers was the EU(27), followed by the United States and Canada: 48.5%, 52.3% and 60.2% respectively for the EU(27), and 41.5%, 40.1% and 28.5%, respectively, for the United States and Canada.

### **National Programme of Human Resources Recruitment**

This programme embraces Ramón y Cajal and Juan de la Cierva grant-holders and “support technicians” (*Técnicos de Apoyo*). INIA programmes are not considered here because they are not aimed at universities.

Universities attracted 54% of funds awarded by Central Government under the National Programme for Human Resources Recruitment.

In the 2009 round of grant awards, 248 new grants were awarded under the Ramón y Cajal sub-programme (10 more than in the previous year), for a total value of €47.7 million versus €45.8 million the previous year. 53.2% of those grants were aimed at universities (62.2% the previous year), for a combined value of €25.4 million.

Under the Juan de la Cierva sub-programme, 350 grants were awarded (13.6% more than the previous year) for a combined amount of €35.3 million. 52.4% of the grants were aimed at universities (187 researchers and a total value of €18.8 million).

Under the sub programme for the recruitment of support technicians 311 grants were awarded, for a total amount of €17 million. 56.3% were attracted by universities (175 beneficiaries, for a combined grant value of €9.7 million).

Of total aid under the national programme of human resources recruitment aimed at universities, 26.7% came under the Ramón y Cajal sub-programme, 37.9% under the Juan de la Cierva sub-programme and 35.4% under the “support technicians” sub-programme.

Ramón y Cajal grants awarded to universities were distributed in a similar way across all disciplinary domains. Women beneficiaries were in the minority: 29.5% on average, and 18.9% in fundamental science.

Juan de la Cierva grants were also distributed uniformly across the various areas. Women had a somewhat greater presence (39%), but remained in the minority in engineering and technology (26.8%).

The “support technicians” sub-programme saw a more varied gender distribution by area. 34.2% of awards went to the life sciences area, where 60% of recipients were women.

72.6% of Ramón y Cajal grant-holders were Spanish nationals, as were 75.7% of Juan de la Cierva scholars and 90.4% of support technicians. In almost all cases the majority of foreign grant-holders were EU(27) citizens, representing 19% of Ramón y Cajal beneficiaries, 14.3% of Juan de la Cierva beneficiaries, and 3.5% of support technicians.

### **Instrumental Line of Action for Research and Development Projects**

#### **National Programme of Fundamental Research Projects**

In the 2009 grants process, aid was awarded to 3731 non-oriented fundamental research projects (10.7% more than in the previous year) for a combined value of €429.8 million (2.5% more than the previous year). Almost three quarters of these projects (2763) went to universities, which attracted a total €274.8 million, i.e., 62.9% of the total outlay. Barely 0.5% of awards went to university foundations.

This year, grants were awarded for 1443 supplemental actions, of which 68.1% (983) were attracted by universities, in a total amount of €14.1 million. Under the CONSOLIDER scheme, 13 grants were awarded, five (38.5%) of which went to universities, for a value of €40.9 million (32.4% of the total).

The proportion of women among principal investigators leading research projects and supplemental actions was notably low, and particularly at universities, where women accounted for only 24.4% of principal investigators in research projects attracting funds, and 28.1% of principal investigators for supplemental actions.

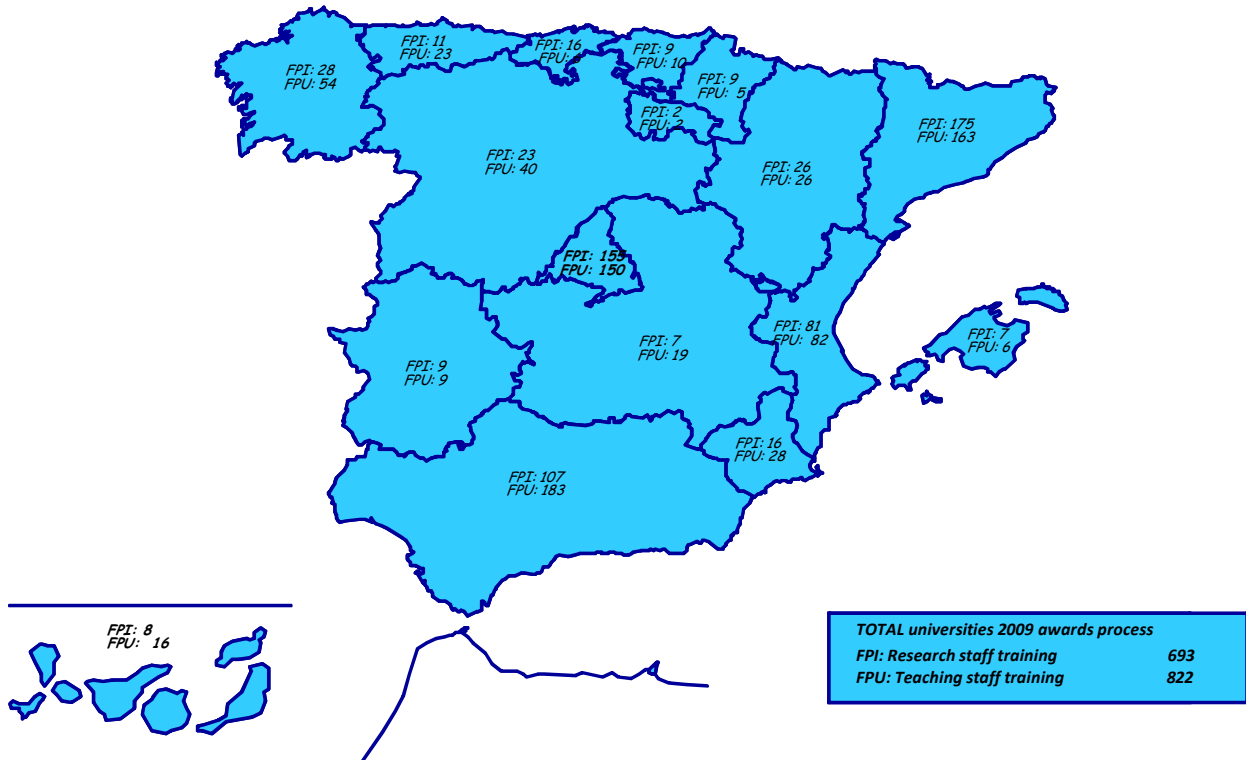
The fields of education attracting the largest number of grants for research projects were the humanities and social sciences, which drew 35.6% of total available awards, followed by production technologies and communications, with 26.3%. The former succeeded in winning grant awards in 89.6% of cases, the latter in 78% of cases. The field of education at universities winning the least number of awards was life sciences and agri-food (462), with 52.7% of submitted projects attracting awards.

Universities had a lesser presence in awards made by the INIA: of the 153 awards made by the Institute in 2009, only 17.6% went to universities. 13 out of the 36 supplemental actions were allocated to universities, i.e., 36.1%. The proportion of women was above 45% in all programmes.



# National R&D&i Plan. Human Resources. Training Programme. 2009 Call

Geographical distribution of grants under the national programme of human resources training awarded to universities

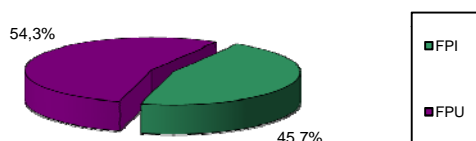


## National R&D&i Plan. Human Resources. Training Programme. 2009 Call

### Central Government grants under the national programme of human resources training

	FPI	FPU
<b>TOTAL</b>		
<b>No. awarded</b>	1.028	949
<b>Amount awarded (€ thousands)</b>	80.580,8	68.742,6
<b>Universities</b>		
<b>No. awarded</b>	693	822
<b>Amount awarded (€ thousands)</b>	54.321,5	59.525,5
<b>University foundations</b>		
<b>No. awarded</b>	1	3
<b>Amount awarded (€ thousands)</b>	78,4	151,6
<b>CSIC</b>		
<b>No. awarded</b>	211	68
<b>Amount awarded (€ thousands)</b>	16.539,4	5.149,4
<b>Other</b>		
<b>No. awarded</b>	123	56
<b>Amount awarded (€ thousands)</b>	9.641,5	3.916,1

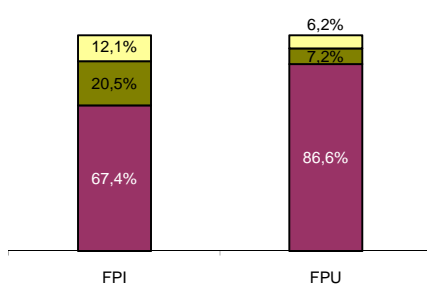
Distribution of grants under the national training programme awarded to universities



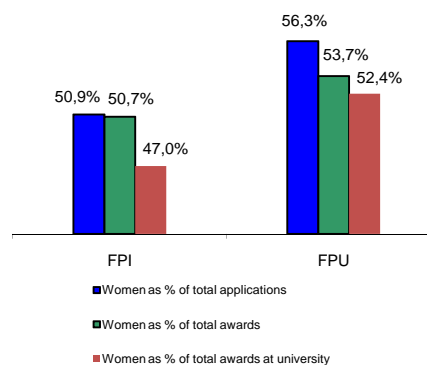
Distribution of grant amounts under the national training programme awarded to universities



Distribution of grants under the national training programme by institution type and programme



Women researchers in training programmes



(1) Includes university foundations

**Sources:**

FPI: Information extracted in September 2010 from the dynamic databases of the Sub Directorate General of Researcher Training and Recruitment. Directorate General of Research and Management of the National Research and Development Plan **Ministry of Science and Innovation**

FPU: Information extracted in October 2010 from the dynamic databases of the Sub Directorate General of Academic Training and Mobility. Directorate General of University Policy. **Ministry of Education**

## National R&D&i Plan. Human Resources. Training Programme. 2009 Call

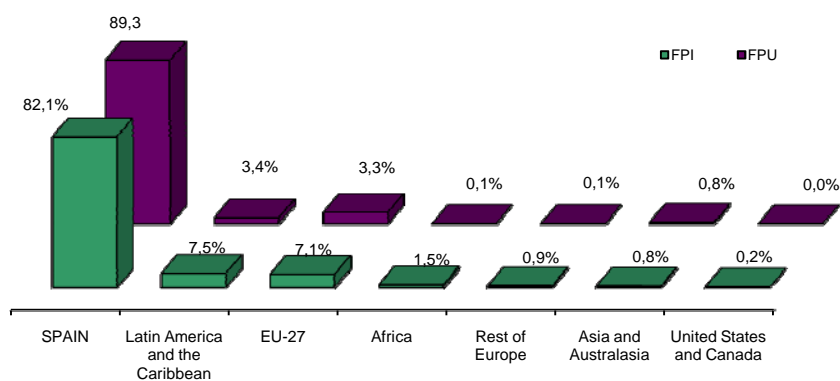
### Research staff training (FPI) grants awarded to universities, by disciplinary area

Disciplinary area	FPI		
	Total	% women	(€ thousands)
Life Sciences and Agri-food	139	61,2%	10.895,7
Environment and Natural Resources	190	45,8%	14.893,3
Production and Communication Technologies	228	32,5%	17.872,0
Social Sciences and Humanities	133	58,6%	10.425,3
Instituto de la Mujer (Women's Institute) Project	1	100,0%	78,4
Sport Sciences research and development project	2	50,0%	156,8
<b>Total</b>	<b>693</b>	<b>47,0%</b>	<b>54.321,5</b>

### Teaching staff training (FPU) grants awarded to universities, by disciplinary area

Disciplinary area	FPU		
	Total	% women	(€ thousands)
Fundamental Sciences	168	43,5%	11.887,2
Life Sciences	183	63,9%	13.354,6
Engineering and Technology	157	36,3%	11.385,9
Social Sciences and Humanities	314	58,6%	22.897,8
<b>Total</b>	<b>822</b>	<b>52,4%</b>	<b>59.525,5</b>

### Distribution of grants under the national training programme by beneficiary's country of origin.



#### Sources:

FPI: Information extracted in September 2010 from the dynamic databases of the Sub Directorate General of Researcher Training and Recruitment. Directorate General of Research and Management of the National Research and Development Plan **Ministry of Science and Innovation**

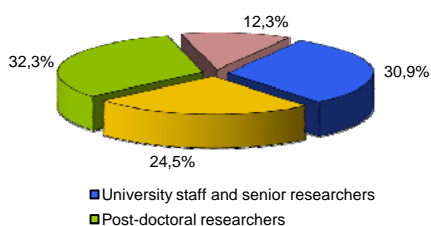
FPU: Information extracted in October 2010 from the dynamic databases of the Sub Directorate General of Academic Training and Mobility. Directorate General of University Policy. **Ministry of Education**

# National R&D&i Plan. Human Resources. Mobility Programme. 2009 Call

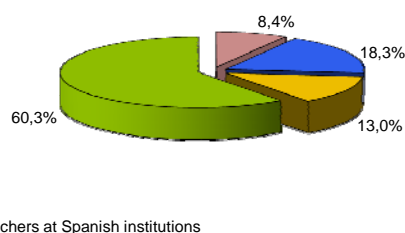
## Central Government grants under the national programme of human resources mobility

	Senior academics and researchers' stays at foreign universities	José Castillejo grant-holders' stays at foreign universities	Post doctoral researchers at foreign institutions	Foreign academics and researchers at Spanish institutions
<b>TOTAL</b>				
No. awarded	381	305	350	218
Amount (€ thousands)	6.993,2	5.045,3	20.014,8	4.636,1
<b>University</b>				
No. awarded	335	265	350	133
Amount (€ thousands)	6.089,1	4.330,6	20.014,8	2.782,8
<b>Other</b>				
No. awarded	46	40	-	85
Amount (€ thousands)	904,1	714,8	-	1.836,6

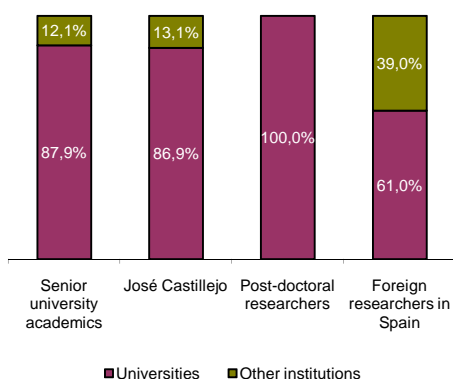
Distribution of grants under the national mobility programme awarded to universities



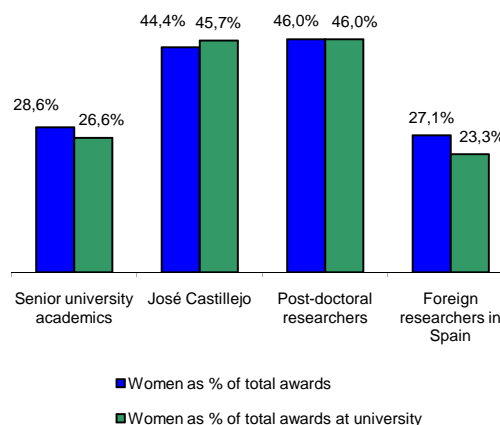
Distribution of grant amounts under the national mobility programme awarded to universities



Distribution of grants under the national mobility programme by institution type and programme



Women researchers in mobility programmes



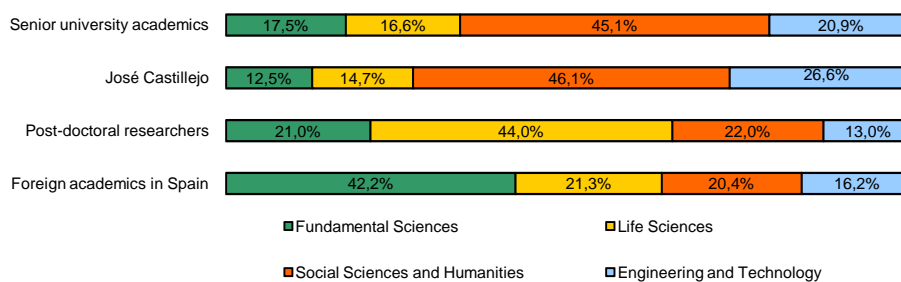
Source: Information extracted in October 2010 from the dynamic databases of the Sub Directorate General of Academic Training and Mobility, Directorate General of University Policy. Ministry of Education

## National R&D&i Plan. Human Resources. Mobility Programme. 2009 Call

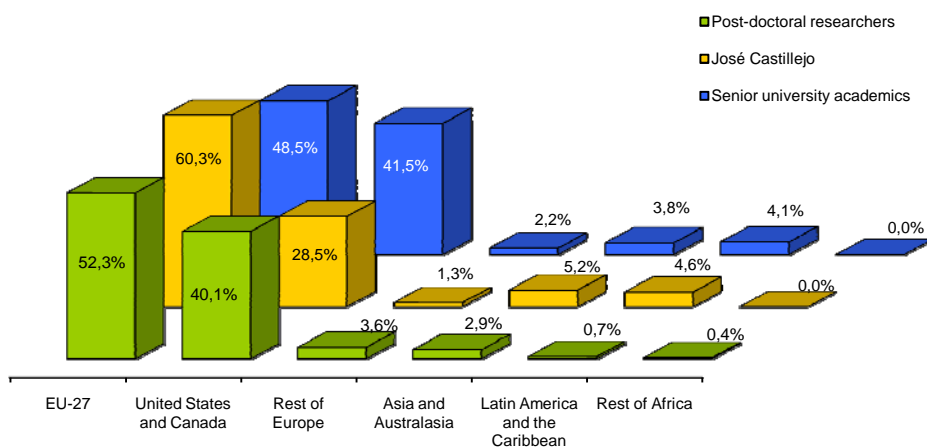
### Human resources mobility grants awarded to universities, by disciplinary area

Disciplinary areas	Senior academics and researchers' stays at foreign universities		Foreign stays by young PhD's José Castillejo		Post-doctoral researchers at foreign institutions		Foreign academics and researchers at Spanish institutions	
	Total	% women	Total	% women	Total	% women	Total	% women
Fundamental Sciences	56	16,1%	33	45,5%	74	40,5%	59	16,9%
Life Sciences	50	34,0%	38	55,3%	146	51,4%	26	23,1%
Engineering and Technology	62	19,4%	73	28,2%	51	31,4%	25	8,0%
Social Sciences and Humanities	167	30,5%	121	53,4%	79	50,6%	23	56,5%
<b>Total</b>	<b>335</b>	<b>26,6%</b>	<b>265</b>	<b>45,7%</b>	<b>350</b>	<b>46,0%</b>	<b>133</b>	<b>23,3%</b>

### Distribution of national HR mobility grant amounts awarded to universities, by disciplinary area



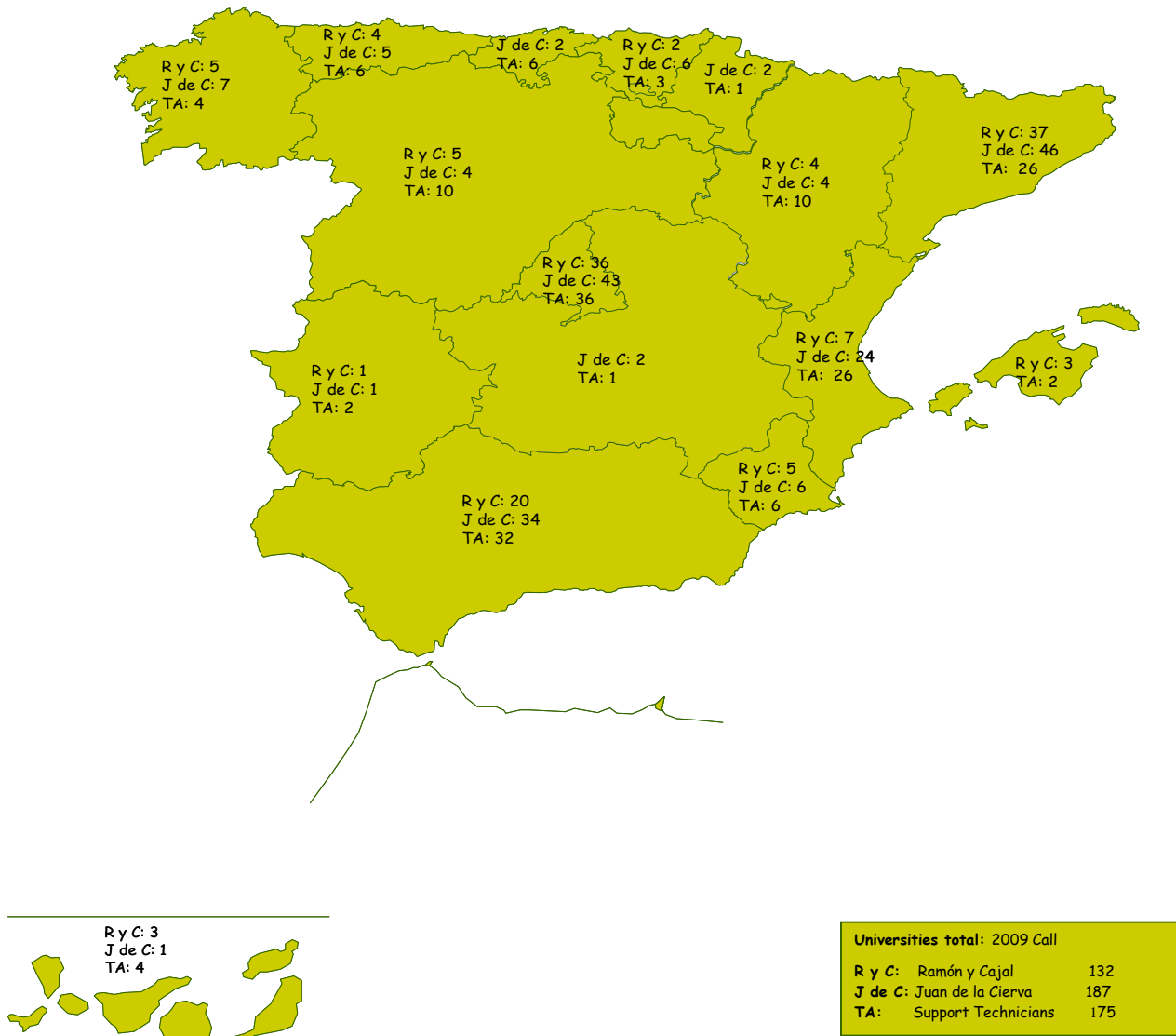
### Distribution of national mobility grants by country of destination.



Source: Information extracted in October 2010 from the dynamic databases of the Sub Directorate General of Academic Training and Mobility, Directorate General of University Policy, Ministry of Education

# National R&D&i Plan. Human Resources Recruitment. 2009 Call

Geographical distribution of grants under the national programme of human resources recruitment awarded to universities



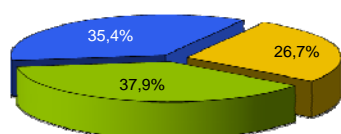
Source: Information extracted in September 2010 from the dynamic databases of the Sub Directorate General of Researcher Training and Recruitment. Directorate General of Research and Management of the National Research and Development Plan **Ministry of Science and Innovation**

# National R&D&i Plan. Human Resources Recruitment. 2009 Call

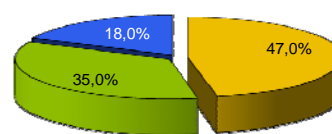
## Central Government grants under the national programme of human resources recruitment (1)

	Ramón y Cajal	Juan de la Cierva	Support Technicians
<b>TOTAL</b>			
<b>No. awarded</b>	<b>248</b>	<b>350</b>	<b>311</b>
<b>Amount (€ thousands)</b>	<b>47.735,0</b>	<b>35.343,0</b>	<b>17.039,0</b>
<b>Universities</b>			
<b>No. awarded</b>	132	187	175
<b>Amount (€ thousands)</b>	25.407,4	18.883,3	9.712,1
<b>University foundations</b>			
<b>No. awarded</b>	-	1	2
<b>Amount (€ thousands)</b>	-	101,0	94,5
<b>CSIC</b>			
<b>No. awarded</b>	55	92	48
<b>Amount (€ thousands)</b>	10.586,4	9.290,2	2.525,0
<b>Other</b>			
<b>No. awarded</b>	61	70	86
<b>Amount (€ thousands)</b>	11.741,3	7.068,6	4.707,4

Distribution of grants under the national recruitment programme awarded to universities

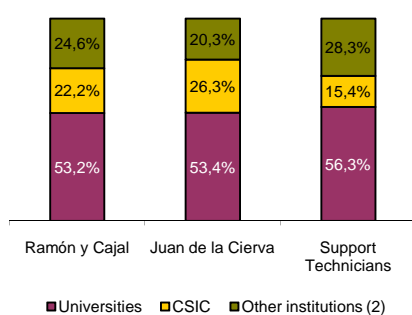


Distribution of grant amounts under the national recruitment programme awarded to universities



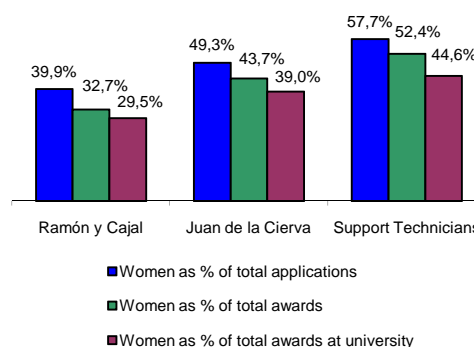
■ Ramón y Cajal ■ Juan de la Cierva ■ Support Technicians

Distribution of grants under the national recruitment programme by institution type and programme



■ Universities ■ CSIC ■ Other institutions (2)

Women researchers in recruitment programmes



■ Women as % of total applications  
 ■ Women as % of total awards  
 ■ Women as % of total awards at university

(1) Only includes national human resources recruitment grants awarded to universities in 2009.

(2) Includes university foundations

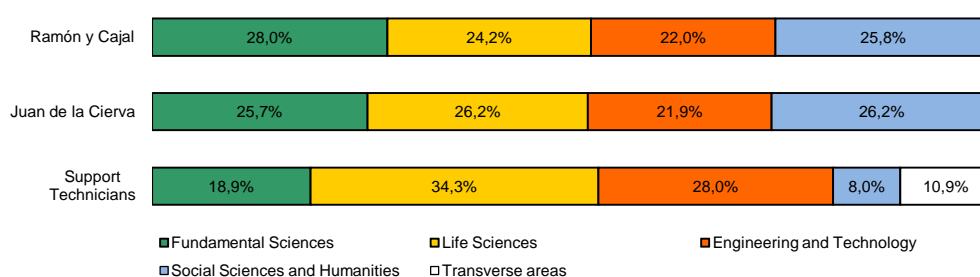
Source: Information extracted in September 2010 from the dynamic databases of the Sub Directorate General of Researcher Training and Recruitment. Directorate General of Research and Management of the National Research and Development Plan **Ministry of Science and Innovation**

## National R&D&i Plan. Human Resources Recruitment. 2009 Call

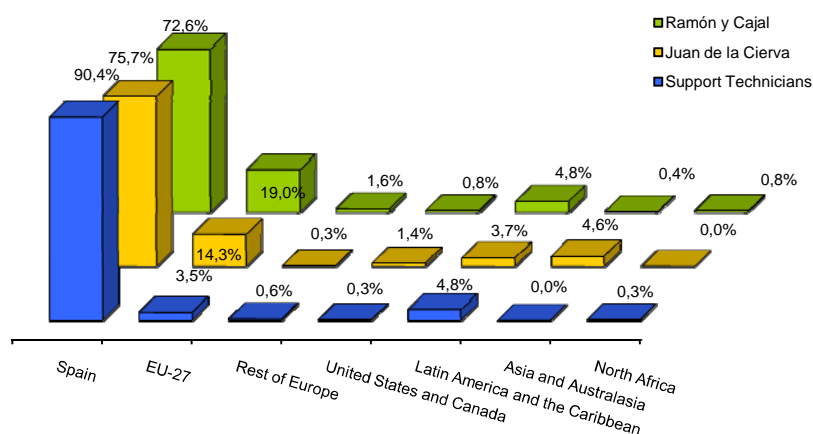
National human resources recruitment grants awarded to universities, by field of education<sup>(1)</sup>

Field of education	Ramón y Cajal		Juan de la Cierva		Support Technicians	
	Total	% women	Total	% women	Total	% women
Fundamental Sciences	37	18,9	48	31,3	33	36,4
Life Sciences	32	31,3	49	53,1	60	60,0
Engineering and Technology	29	34,5	41	26,8	49	28,6
Social Sciences and Humanities	34	35,3	49	42,9	14	42,9
Transverse areas <sup>(2)</sup>	-	-	-	-	19	52,6
<b>Total</b>	<b>132</b>	<b>29,5</b>	<b>187</b>	<b>39,0</b>	<b>175</b>	<b>44,6</b>

Distribution of national HR recruitment grant amounts awarded to universities, by field of education.



Distribution of grants under the national HR recruitment programme by beneficiary's country of origin



(1) Only includes national human resources recruitment grants awarded to universities in 2009.

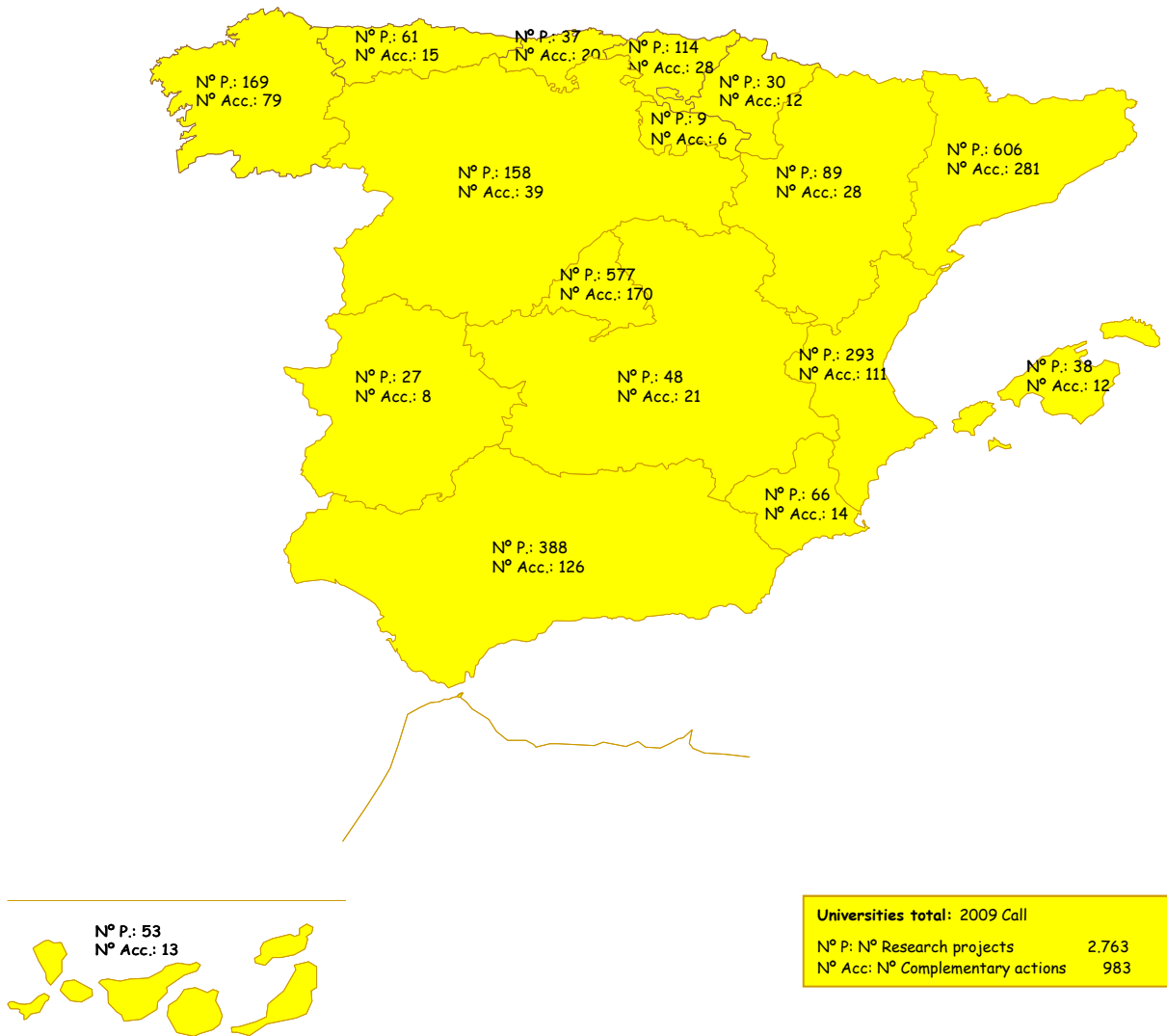
(2) Transfer specialists and support technicians for technology-based enterprise creation.

Source: Information extracted in September 2010 from the dynamic databases of the Sub Directorate General of Researcher Training and Recruitment. Directorate General of Research and Management of the National Research and Development Plan **Ministry of Science and Innovation**



# National R&D&i Plan. Research and development proyecj. 2009 Call

Geographical distribution of grants under the national programme of non-oriented fundamental research and supplemental actions awarded to universities

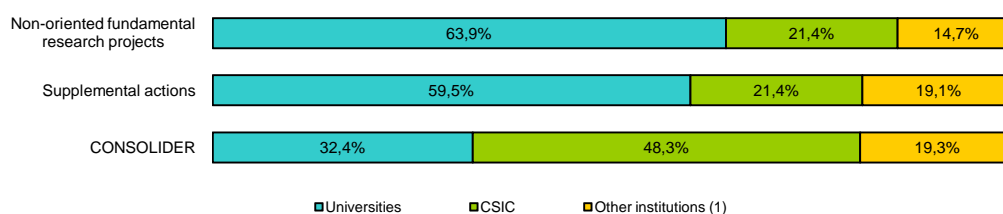


# National R&D&i Plan. Research and development Projects. 2009 Call

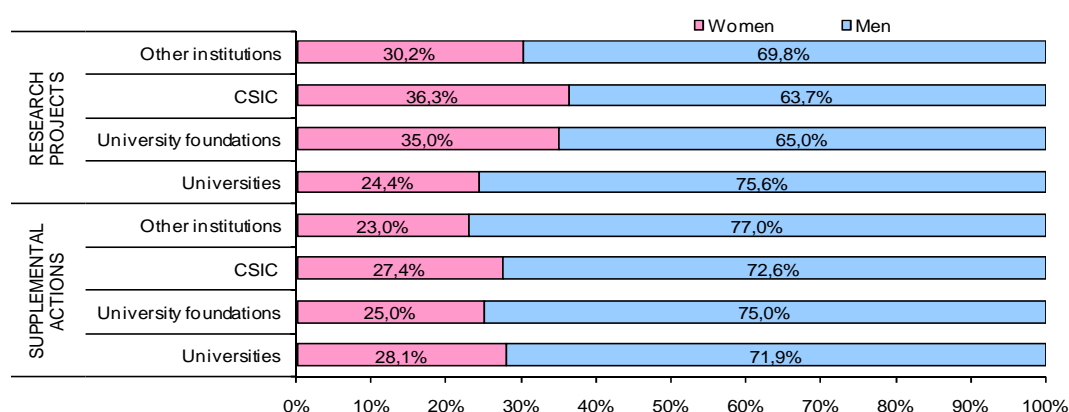
## Central Government grants under the national programme of fundamental research

	Non-oriented fundamental research projects	Supplemental actions	Consolider
<b>TOTAL</b>			
<b>No. awarded</b>	3.731	1.443	13
<b>Amount awarded (€ thousands)</b>	429.781,5	23.740,0	46.000,0
<b>Universities</b>			
<b>No. awarded</b>	2.763	983	5
<b>Amount awarded (€ thousands)</b>	274.834,9	14.127,1	14.900,0
<b>University foundations</b>			
<b>No. awarded</b>	20	16	0
<b>Amount awarded (€ thousands)</b>	1.247,2	77,3	0,0
<b>CSIC</b>			
<b>No. awarded</b>	557	175	6
<b>Amount awarded (€ thousands)</b>	91.891,5	5.089,4	22.200,0
<b>Other</b>			
<b>No. awarded</b>	391	269	2
<b>Amount awarded (€ thousands)</b>	61.807,9	4.446,2	8.900,0

## Distribution of national fundamental research grant amounts by institution type



## Distribution by sex and institution type of principal investigators in receipt of national fundamental research grants



(1) Includes university foundations

Source: Information extracted in September 2010 from the dynamic databases of the Sub Directorate General of Research Projects. Directorate General of Research and Management of the National Research and Development Plan **Ministry of Science and Innovation**

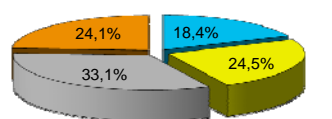
# National R&D&i Plan. Research and development Projects. 2009 Call

## Central Government grants under the national programme of fundamental research by management area

Management areas	Non-oriented fundamental research projects		Supplemental actions	
	Awarded	universities	Awarded	universities
Social Sciences and Humanities	1.099	985	590	501
Life Sciences and Agri-food	876	462	121	52
Production and Communication Technologies	930	726	483	283
Environment and Natural Resources	826	590	249	147
<b>Total</b>	<b>3.731</b>	<b>2.763</b>	<b>1.443</b>	<b>983</b>

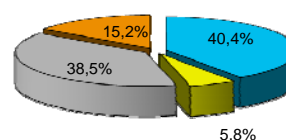
## Distribution of national fundamental research grant amounts awarded to universities, by management area

Non-oriented fundamental research projects



■ Social Sciences and Humanities  
■ Production and Communication Technologies

Supplemental actions



■ Life Sciences and Agri-food  
■ Environment and Natural Resources

## Distribution by sex of principal investigators in receipt of national fundamental research grant amounts awarded to universities, by management area

		Women	Men
Research projects	Social Sciences and Humanities	30,2%	69,8%
	Life Sciences and Agri-food	29,2%	70,8%
	Production and Communication Technologies	14,7%	85,3%
	Environment and Natural Resources	22,9%	77,1%
Supplemental actions	Social Sciences and Humanities	36,9%	63,1%
	Life Sciences and Agri-food	30,8%	69,2%
	Production and Communication Technologies	17,3%	82,7%
	Environment and Natural Resources	17,7%	82,3%

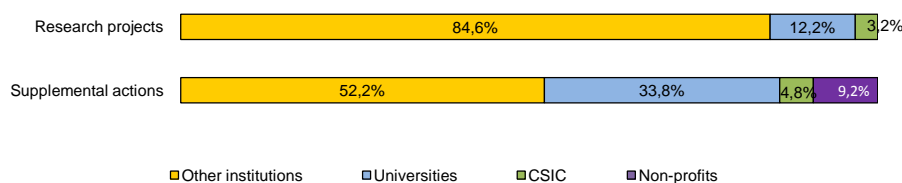
Source: Information extracted in September 2010 from the dynamic databases of the Sub Directorate General of Research Projects. Directorate General of Research and Management of the National Research and Development Plan **Ministry of Science and Innovation**

## National R&D&i Plan. Research and development Projects. 2009 Call

Central Government (INIA) grants under the national programme of fundamental research oriented to agricultural resources and technologies in partnership with the autonomous community, and supplemental actions

	Research projects	Supplemental actions
<b>TOTAL</b>		
<b>No. awarded</b>	153	36
<b>Amount awarded (€ thousands)</b>	13.389,4	270,6
<b>Universities</b>		
<b>No. awarded</b>	27	13
<b>Amount awarded (€ thousands)</b>	1.635,7	91,4
<b>Non-profits</b>		
<b>No. awarded</b>	0	3
<b>Amount awarded (€ thousands)</b>	0,0	25,0
<b>CSIC</b>		
<b>No. awarded</b>	8	2
<b>Amount awarded (€ thousands)</b>	429,3	13,0
<b>Other</b>		
<b>No. awarded</b>	118	18
<b>Amount awarded (€ thousands)</b>	11.324,4	141,2

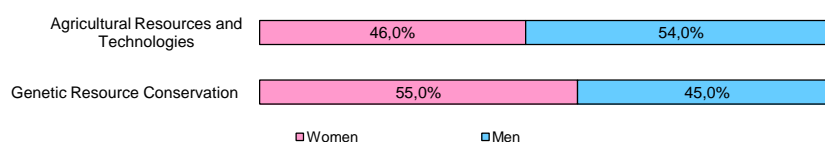
### Distribution of INIA national oriented fundamental research grant amounts by institution type



### INIA national oriented fundamental research grants by programme type

Awards process	Research projects		Supplemental actions	
	Awarded	universities	Awarded	universities
Agricultural Resources and Technologies	113	18	-	-
Genetic Resource Conservation	40	9	-	-
<b>Total</b>	<b>153</b>	<b>27</b>	<b>36</b>	<b>13</b>

### Distribution by sex and program type of principal investigators in receipt of INIA national oriented fundamental research grants



Source: Sub Directorate General of Program Planning and Coordination. Directorate General of the INIA. Ministry of Science and Innovation

In 2009, total domestic expenditure on research and development came to €14,581.7 million (0.8% less than the previous year), or 1.38% of GDP.

The main sources of funding are: public authorities, with €6,868,628 thousand million (2.5% more than in the previous year), or 47.1% as against 45.6% the previous year; the private sector with €6,322,578 million (4.3% less than the previous year), or 43.3% of total funding, as against 45% the previous year. Public funding increased while private funding was in retreat.

As to execution percentages, the enterprise sector executed 51.9%, or €7,567,596 million; the higher education sector executed 37.8%, or €4,058,359 million, 91.9% of which was accounted for by public universities, 5.7% by private universities, and 2.4% by other institutions; and public authorities executed 20.1%, or €2,926,733 million.

From 2001 to 2009, total domestic expenditure on research and development grew from 0.95% to 1.38% of GDP. Madrid and País Vasco were the autonomous communities having the highest expenditure as a proportion of GDP, at 2.06% in both Regions. However, in comparison with 2001, we see that whereas the figure for Madrid grew by only 0.39 points (at a lesser rate than the national average), in País Vasco it grew by 0.7 points. In Cataluña, research and government expenditure stood at 1.68% of GDP as against 1.1% in 2001. The autonomous communities experiencing the largest increase in total domestic expenditure on research and development with respect to GDP was Navarra, which saw a rise of 0.97 points.

In 2009, people employed in research and development in FTE terms stood at 220,777 (2.4% more than the previous year), of whom 39.9% were women, almost eight tenths of a point more than in 2008.

In higher education, staff dedicated to research and development (in FTE terms) was 81,203 (2% more than the previous year), of whom 91.8% were employed at public universities, 6.1% at private universities and 2% at other institutions.

The number of dedicated researchers in FTE terms was 62,175, of whom 91.6% were at public universities, 6.6% at private universities and 1.9% at other institutions.

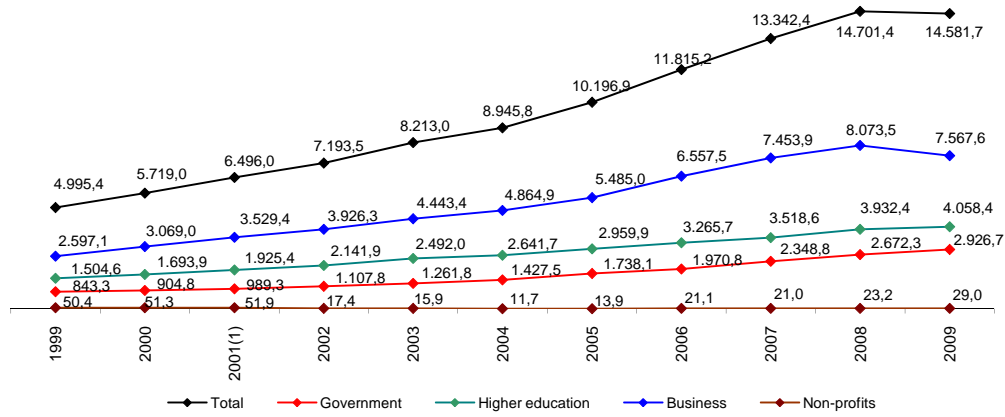
In the higher education sector, the autonomous community having the most staff dedicated to research and development in FTE terms was Cataluña, with 14,634.1 people, followed by Madrid, with 14,366.4, and Andalucía, with 11,679.1; these are the autonomous communities with the largest university systems by volume.

# R&D expenditure. Year 2009

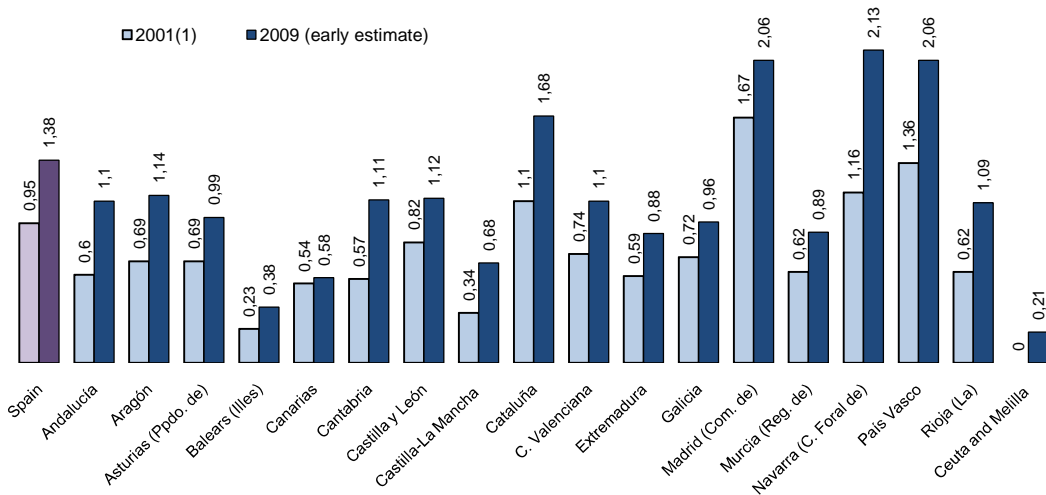
Aggregate domestic R&D expenditure by sector of execution and source of funds (€ thousands)

Execution sector	Source of funds					
	Total	Government	Higher	Business	Non-profits	Foreign
Total	14.581.676	6.868.628	503.260	6.322.578	91.244	795.966
Business	7.567.596	1.296.788	2.267	5.772.845	18.612	477.085
Higher education	4.058.359	3.011.546	491.928	324.133	42.519	188.234
Government	2.926.733	2.552.011	8.385	216.596	20.186	129.555
Non-profits	28.988	8.283	681	9.004	9.927	1.092

Evolution of domestic R&D expenditure by sector of execution (€ thousands)



Distribution of aggregate domestic R&D expenditure in relation to regional GDP by field of education (%) 2001 and 2009



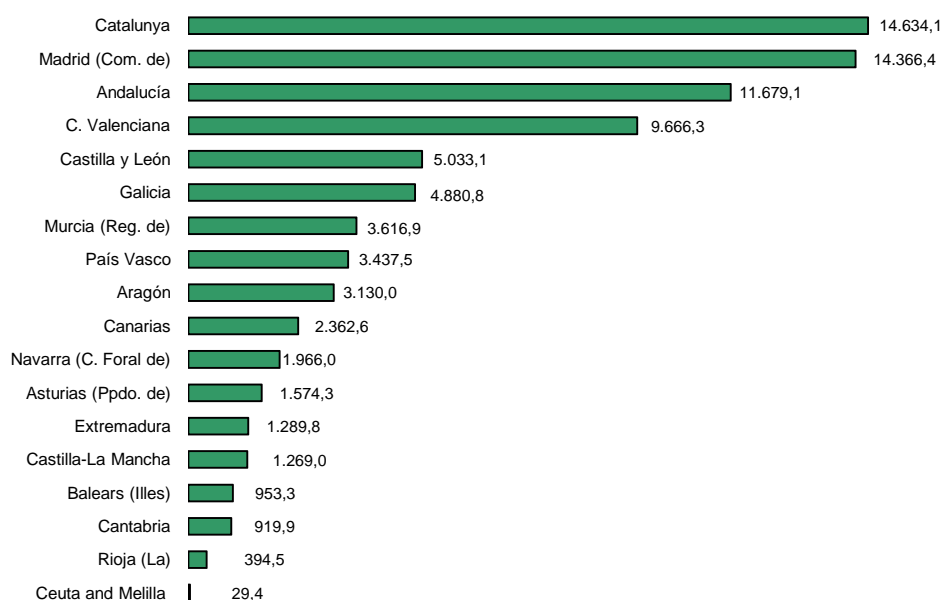
(1) The timeseries breaks off in 2001 due to a methodological change (includes continuing and occasional R&D).

Source: Statistics on R&D activities in 2009. Final results. INE(Spain's National Statistical Institute)

## FTE staff employed in R&D <sup>(1)</sup> by execution sector, occupation and sex

	Total		Researchers	
	Total	Women	Total	Women
<b>Total</b>	<b>220.777</b>	<b>88.247</b>	<b>133.803</b>	<b>51.526</b>
Government	45.353	23.351	24.165	11.592
Higher education	81.203	35.754	63.175	26.011
Business	93.699	28.852	46.153	13.775
Non-profits	522	290	311	147

## Total R&D staff in higher education by autonomous community (FTE)



## Main R&D variables in higher education

	Total	Public universities	Private universities	Other institutions
R&D units	143	49	25	69
R&D staff (FTE)	81.203	74.578	4.977	1.648
Women engaging in R&D (FTE)	35.754	32.546	2.423	785
Total R&D researchers (FTE)	63.175	57.847	4.156	1.172
Women researchers engaging in R&D (FTE)	26.011	23.594	1.890	527
Domestic R&D expenditure (€ thousands)	4.058.359	3.729.806	231.154	97.399

(1) FTE: Full-Time Equivalent

Source: Statistics on R&D activities in 2009. Final results. INE (Spain's National Statistical Institute)

## Research and development results

Over the period 1998-2008, scientific output doubled, i.e., an increase was achieved from 25,560 publications in 1998 to 52,596 publications in 2008. The percentage of publications involving international cooperation also rose over recent years, and by 2008 stood at 41.59% of all papers.

Spanish scientific output has also acquired an increasing share of total output at the Western European and worldwide levels, reaching 9.77% and 2.73% respectively by 2008.

Broken down by field of education, we find that Spain's scientific output is strongest in Health; the most highly represented field is medicine, with 21.2%.

Universities' scientific output totalled 30,263 publications in 2009 as compared to 15,451 publications in 2000, i.e., 95.9% more. 96.5% of publications in 2009 were produced by public universities, versus 3.5% by private universities.

The number of patents processed by the Spanish patents and trademarks office (Oficina Española de Patentes y Marcas) in response to applications filed by universities has grown strongly. From 2004 to 2009, the figure has more than doubled, increasing from 379 to 771. However, looking at patent applications filed with the European Patent Office by the higher education sector, we find that Spain's position is very modest – 0.18 per million population – whereas Belgium scores 6.5 patent applications filed by universities per million population and Denmark scores 4.56.

The number of innovative enterprises has grown in recent years, experiencing an increase of 30.5% from 2002 to 2008. However, over this past year there has been a 10% decline with respect to 2007. In percentage terms, the proportion of innovative enterprises in Spain has returned to the level of 2002 (20.81%). Nevertheless, total expenditure on innovation increased in 2008 year on year by 10.1% (having grown 79.6% since 2002). A further key datum is the intensity of innovation, which increased again this year to reach 0.95.

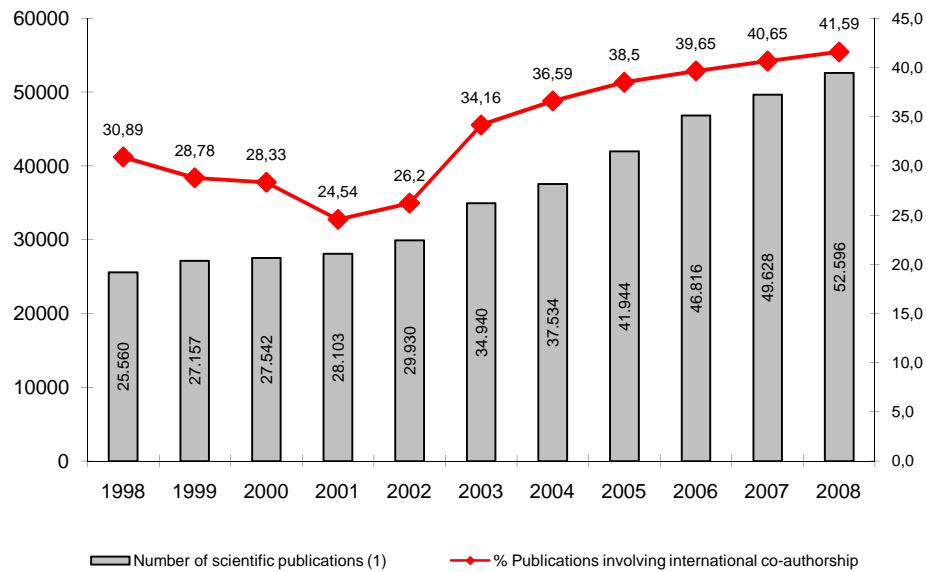
The number of innovative enterprises undertaking research and development, despite the drop in the number of innovative enterprises as a whole, rose in 2008 to 12,997, 4.9% more than in the previous year and more than double the figure in 2002.

Despite these favourable signs, the trade balance in high technology continues to worsen; the Spanish economy is increasingly dependent on other countries for high technology products.

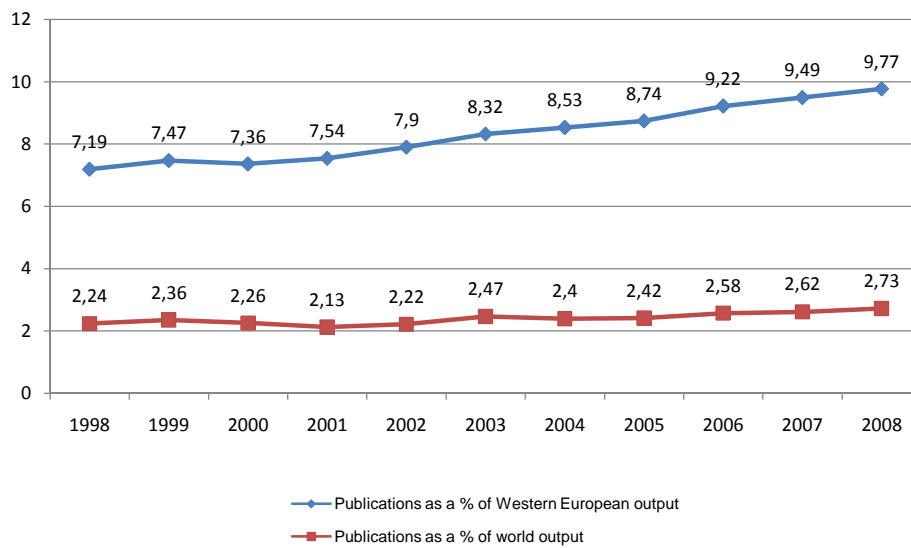


## R&D Results: Scientific output

### Scientific output (1998-2008)



### Scientific output with respect to Western European and world output

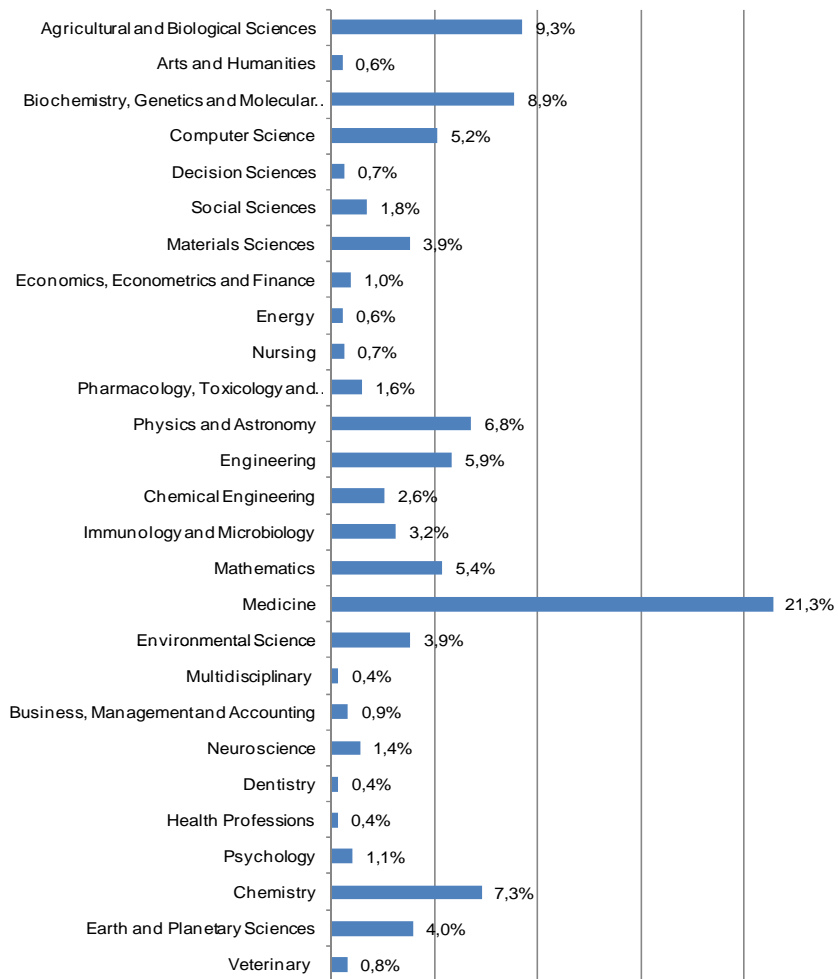


(1) Number of papers produced at Spanish institutions where at least one author is a member of the host institution

Source: SJR - SCImago Journal&Country Rank. SCImago (extracted 11 November 2010)

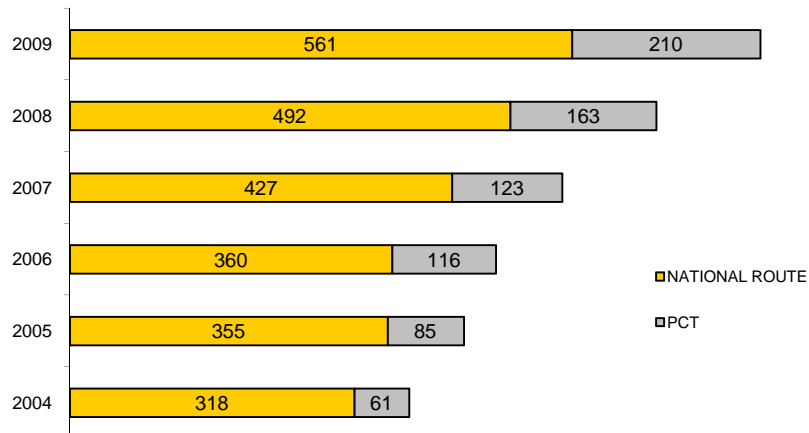
## R&D Results: Scientific output

### Publications by area. Year 2008

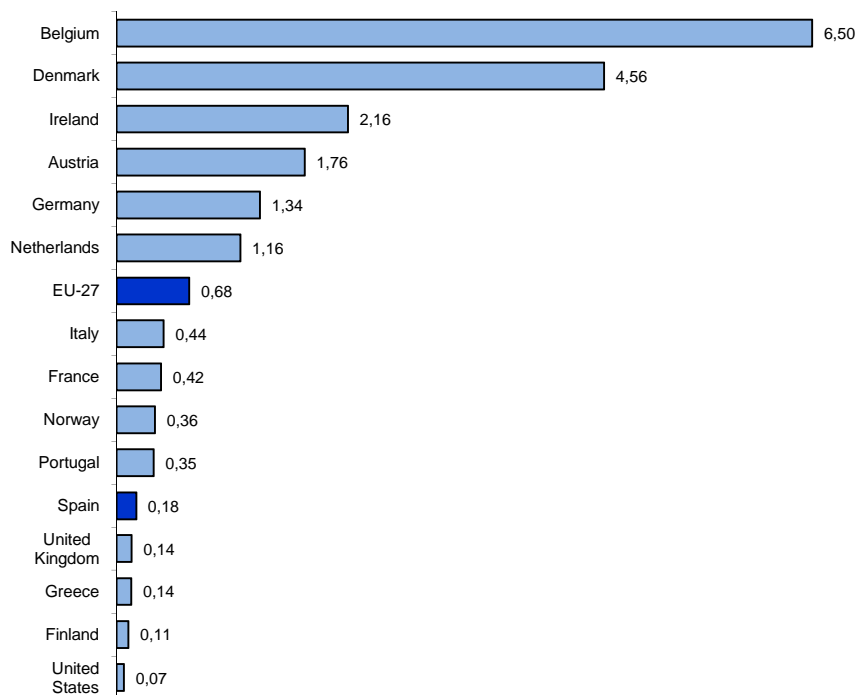


Source: SJR - SCImago Journal & Country Rank SCImago (extracted 11 November 2010)

## Evolution of universities' patent applications to the Spanish patents and trademarks office<sup>(1)</sup> (2004-2009)



## Patent applications to the European Patent Office filed by the higher education sector, per million population 2007<sup>(2)</sup>



(1) Source: Oficina Española de Patentes y Marcas (Spanish patents and trademarks office)

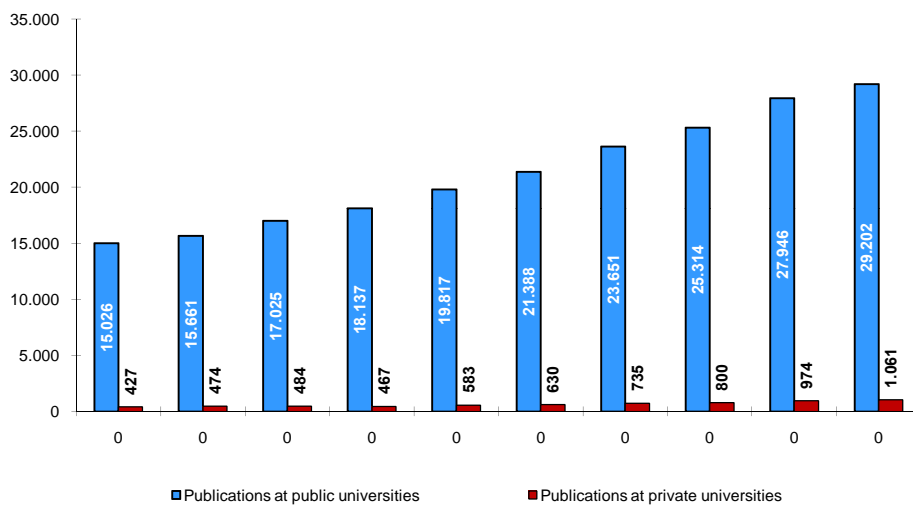
(2) Source: Eurostat

# R&D Results: Scientific output and patents in the university

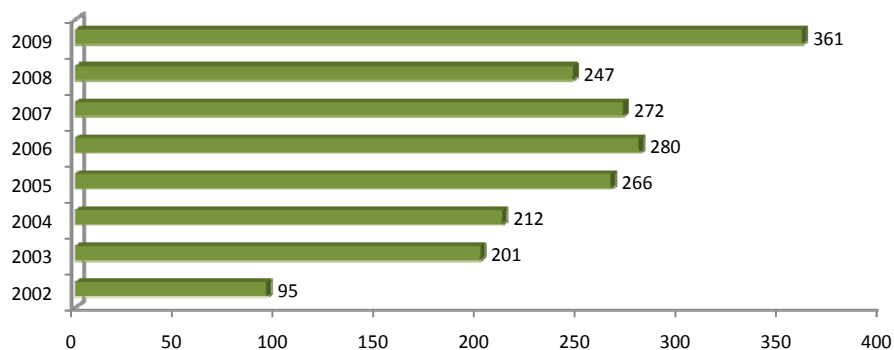
## Scientific output by university type



## Scientific publications at universities



## Patents granted at public universities



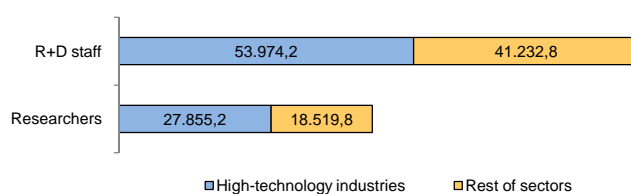
Source: IUNE Observatory Alianza 4U

# Technological innovation indicators

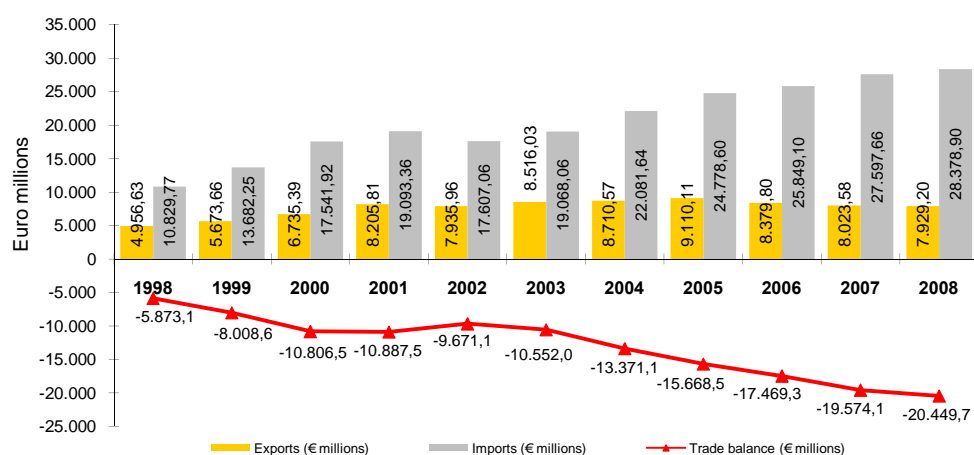
## Key indicators of technological innovation in Spanish business. 2002-2008<sup>(1)</sup>

	Total innovative enterprises	% innovative enterprises	Total expenditure on innovation (€ millions)	Innovation intensity <sup>(2)</sup>	Innovative enterprises undertaking R+D	% innovative enterprises undertaking R+D	% turnover in new and improved products
2002	32.339	20,64	11.089,50	0,83	5.526	18,98	8,60
2003	31.711	19,36	11.198,50	0,85	7.535	31,76	7,88
2004	51.316	29,74	12.490,80	0,82	8.958	24,56	11,95
2005	47.529	27,00	13.635,90	0,83	9.738	32,72	15,55
2006	49.415	25,33	16.533,40	0,88	11.198	35,59	13,26
2007	46.877	23,50	18.094,60	0,89	12.386	40,19	13,47
2008	42.206	20,81	19.918,95	0,95	12.997	35,92	12,69

## FTE business employees engaging in R&D high-technology industries 2008



## Foreign trade in high-technology products (1998-2008)



(1) Crop and livestock farming, hunting, silviculture and fishing included from 2006 onwards.

(2) Innovation expenditure as a proportion of turnover

Source: INE survey of technological innovation at enterprises

Source: High-technology indicators (based on data provided by AEAT, the Spanish national tax authority) INE

## International perspective

These graphs show Spain's situation with respect to its peers in terms of key variables for the Spanish University System. Spain's two major weaknesses are seen to be that university unemployment is far above that of other countries, while the percentage of publications per capita is below the average for the EU and other countries. Join segment's here? Spain is also far behind in terms of knowledge-intensive employees.

The level of educational attainment among the adult population aged 25 to 64 has risen over the period 1998-2008. The proportion of the population that had completed basic education alone dropped from 67% to 49%; the population that had completed secondary and post-secondary non-tertiary education rose from 13% to 22%; and the population that had progressed to tertiary education grew from 20% to 29%. When compared to the rest of OECD countries Spain is seen to have a far greater proportion of people who have completed basic education only (49% in Spain compared to 29% in the OECD), while the population completing tertiary education is very slightly higher than the average (29% in Spain versus 28% in the OECD as a whole). However, the proportion of the population completing secondary and non-tertiary post-secondary education is far below the OECD average (Spain 52%, OECD 44%). The education and training structure of the Spanish population clearly differs from that prevailing in other countries; though well-placed as to the population completing tertiary education, Spain suffers a gap at the boundary between basic and secondary education.

Public expenditure on higher education institutions as a proportion of GDP is below the OECD average – Spain spends 1.1% of GDP, whereas the OECD average is 1.5%. Expenditure per student in relation to GDP per capita in 2007 was on a par with the OECD average: 39.9 in Spain as against 40 across the OECD. Spain has strongly improved this indicator over the past few years.

Expenditure per student at higher education institutions, for all services, rose 37% in the period 2000-2007, whereas the OECD average grew only 14% and the EU(19) average rose 17%.

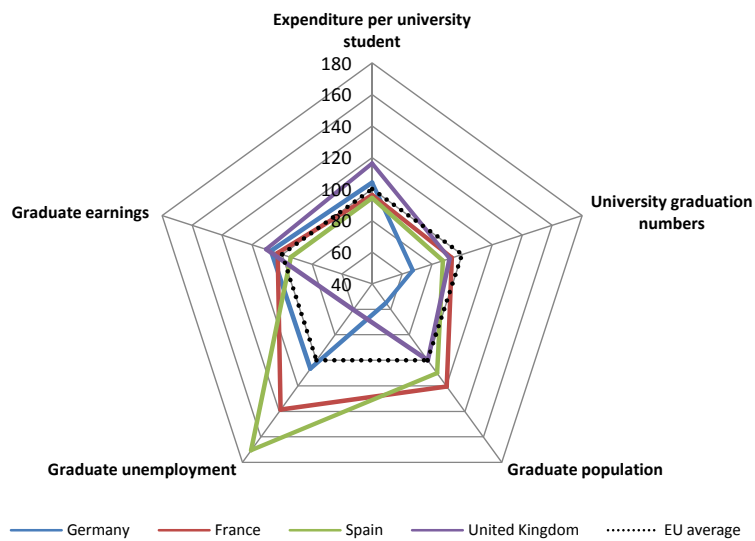
The latest available data – 2007 – shows that annual expenditure per student on institutions of higher education in Spain comes to US\$12,548, as against US\$12,907 across the OECD and US\$12,084 in the EU(19), placing Spain in a similar position to that of its neighboring countries, and even somewhat above the EU(19) average.

In 2008, expenditure on research and development as a proportion of GDP by sector in Spain was below the EU(27) average – 1.4% versus 1.9%, respectively. Expenditure by enterprises in Spain stands at 0.7% of GDP (the EU(27) average is 1.2%), whereas expenditure by institutions of higher education is 0.4% (equal to the EU(27) average), and expenditure by government is 0.2%, one tenth of a point more than the EU(27) average.

Spain's position in terms of research and development employees per thousand employed population is also modest. Here, enterprises have 4.7 employees per thousand employed, whereas the higher education sector has 3.9 employees and government has 2 employees per thousand employed. These results fall far below the average for the rest of countries.

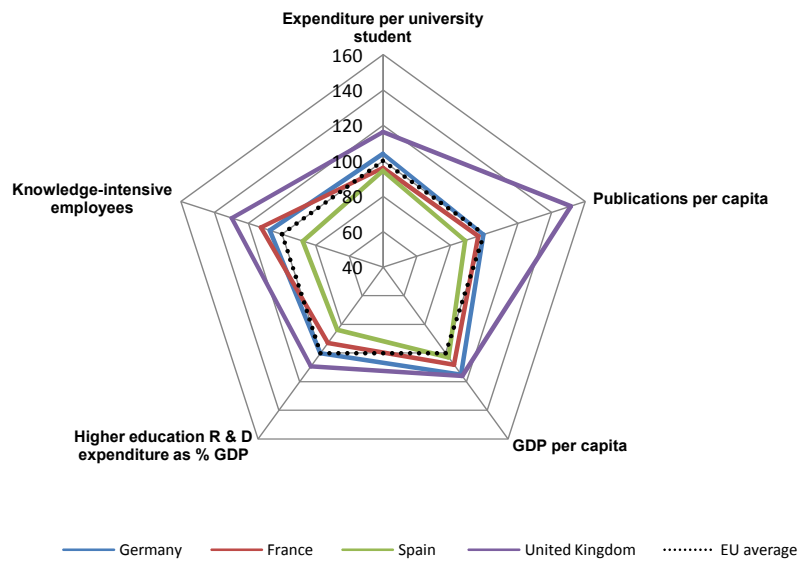
## State of the university system in Spain as compared to various EU countries. 2008

Index value of 100 reflects EU average



## State of research in Spain as compared to various EU countries. 2008

Index value of 100 reflects EU average



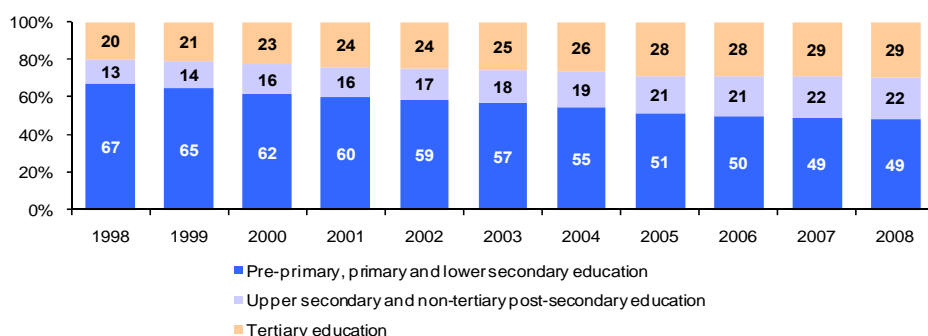
(1) Graduate earnings: Earnings of graduates aged 25-34 in relation to earnings of persons aged 25-34 completing non-tertiary post-secondary education (= 100)

(2) Knowledge-intensive employees: Highly qualified jobs in the service sector (by Eurostat definition) % of total employees

Sources: Eurostat, OECD, SCIm

## International perspective. Human capital stock indicators

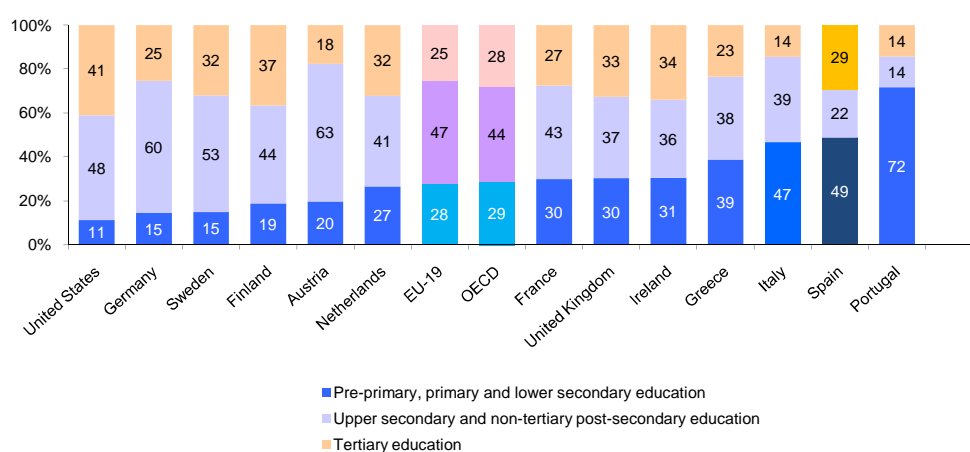
### Evolution of educational level of population aged 25 to 64 in Spain



### Evolution of proportion of the population completing higher education

	Population aged 24 to 64								Population aged 24 to 34							
	1998	2000	2002	2005	2006	2007	2008	1998	2000	2002	2005	2006	2007	2008		
Germany		23	23	23	25	24	24	25	22	22	22	22	22	23	24	
Canada		38	40	43	46	47	48	49	45	48	51	54	55	56	56	
Spain		20	23	24	28	28	29	29	32	34	37	40	39	39	39	
United States		35	36	38	38	39	40	41	36	38	39	39	39	40	42	
Finland		30	32	33	35	35	36	37	36	38	39	38	38	39	38	
France		21	22	24	25	26	27	27	30	32	36	39	41	41	41	
Greece		17	18	19	21	22	23	23	24	24	24	25	27	28	28	
Ireland		21	19	25	29	31	32	34	29	30	36	41	42	44	45	
Portugal		8	9	9	13	13	14	14	12	13	15	19	20	21	23	
United Kingdom		24	26	27	30	31	32	33	26	29	31	35	37	37	38	
OECD average		21	22	23	26	27	27	28	25	26	28	32	33	34	35	

### Educational level of population aged 25 to 64 by country 2008

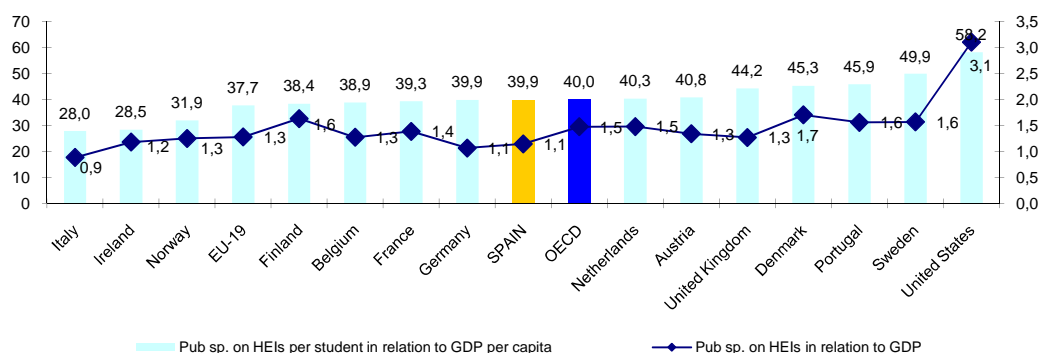


Source: Education at a Glance 2010. OECD



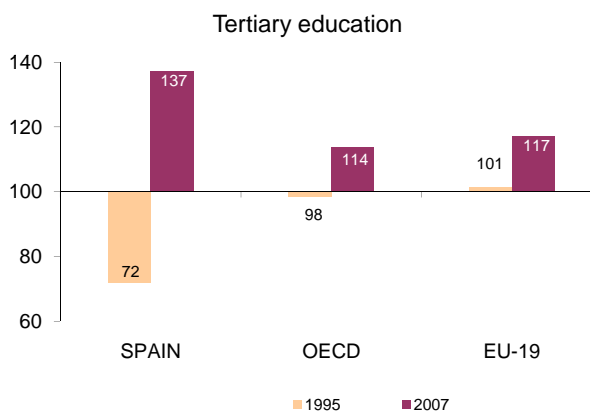
## International perspective. Expenditure indicators

Public expenditure on HEIs in relation to GDP and expenditure per student in relation to GDP per capita. Year 2007

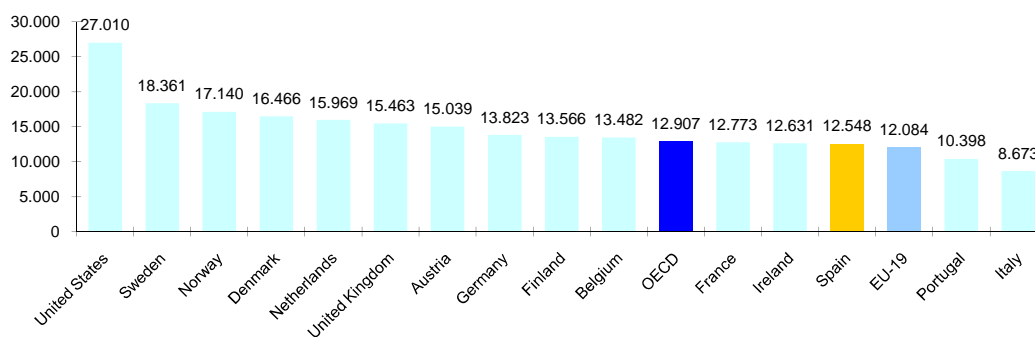


Change in expenditure on HEIs per student for all services (GDP deflator 2000=100, constant prices for 2007)

	Variation index	
	1995	2007
Germany	91	102
Austria	107	136
Belgium	-	105
Denmark	95	120
SPAIN	72	137
United States	77	112
Finland	101	114
France	-	112
Ireland	66	94
Italy	80	100
Norway	106	101
Netherlands	99	98
Portugal	96	158
United Kingdom	109	161
Sweden	98	103
EU-19	101	117
OECD	98	114



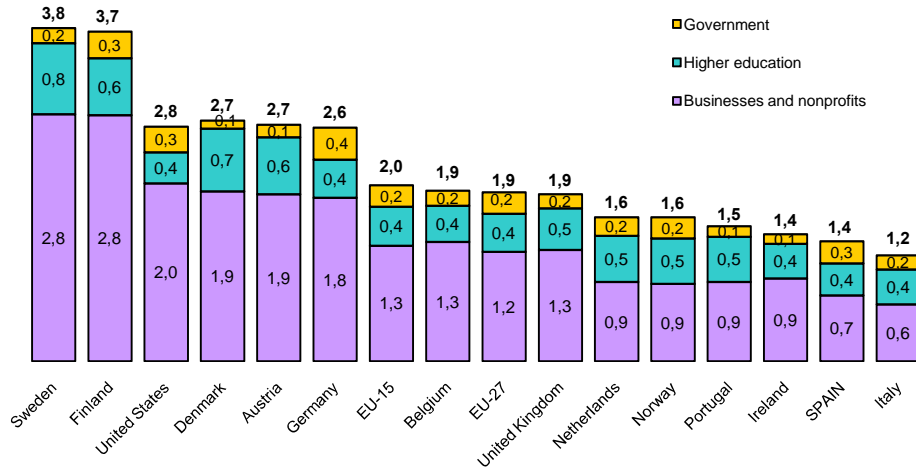
Annual expenditure on HEIs per student for all services. Year 2007



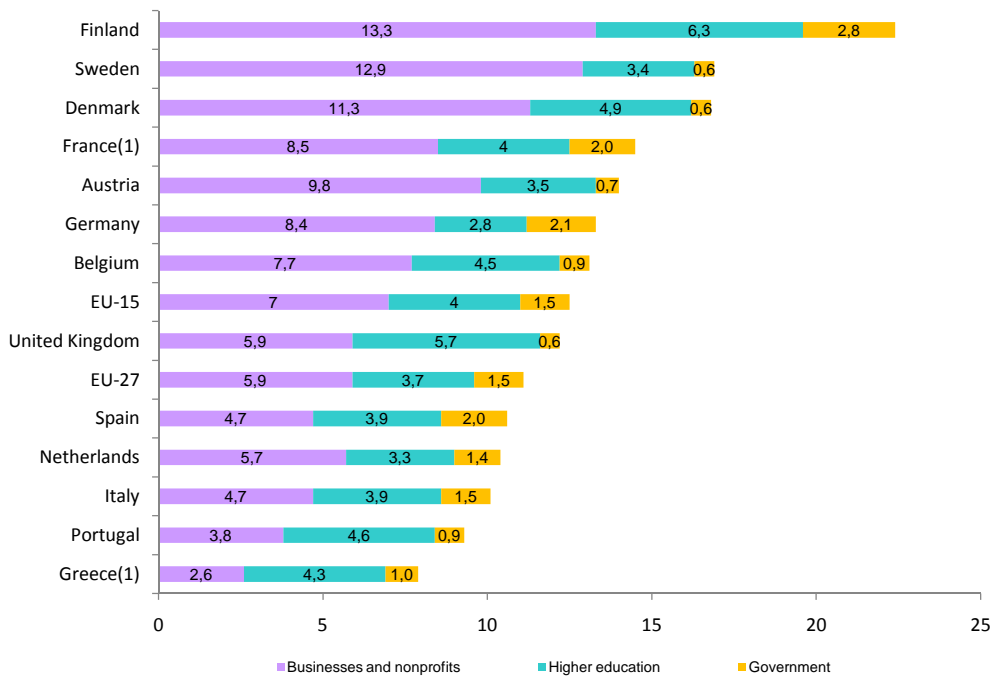
Source: Education at a Glance 2010. OECD

## International perspective. R&D

Expenditure on R&D in relation to GDP by field of action. Year 2008

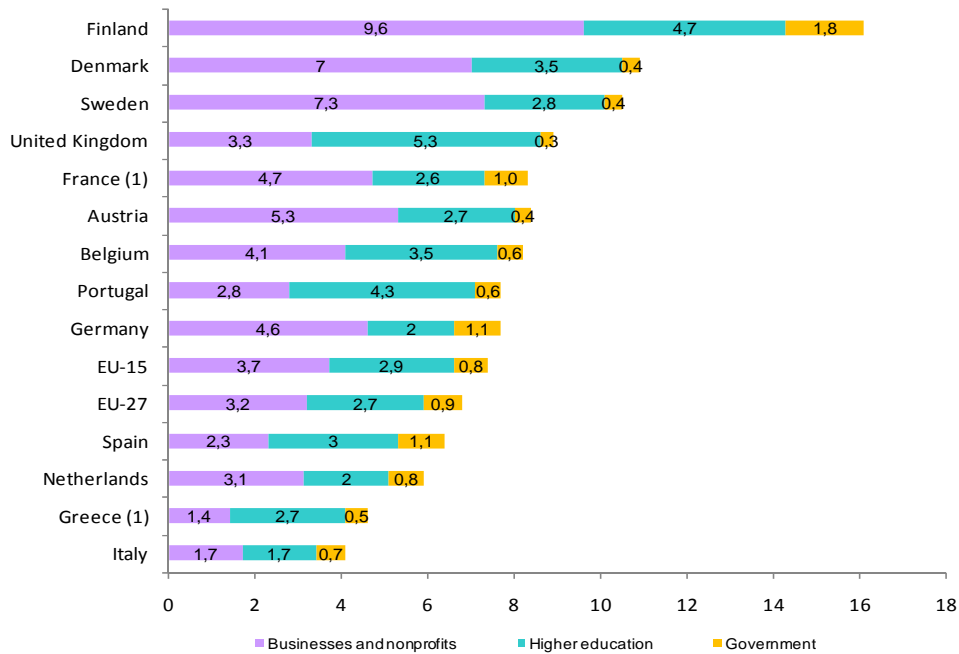


R&D employees per thousand employed population, by sector. Year 2008

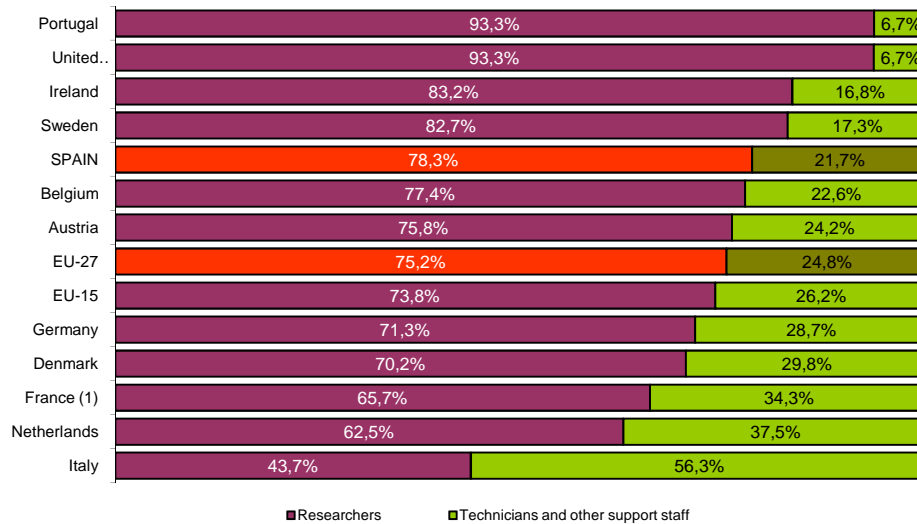


Source: Education at a Glance 2010. OECD

R&D researchers per thousand employed population, by sector. Year 2008



Distribution of R&D staff in the higher education sector. Year 2008



(1) 2007 data

Source: Eurostat



# International Campus of Excellence



International Campus of Excellence (CEI)

2009 and 2010 awards processes

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**Andalucía TECH**

**Participating institutions:**

Universidad de Sevilla  
Universidad de Málaga

**Campus ENERGÍA UPC: Energía para La Excelencia**

**Participating institutions:**

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<http://www.udc.es>

**Universidad de Alcalá**

Plaza de San Diego, s/n  
28801 Alcalá de Henares (Madrid)  
Teléfono: 918 854 000  
Fax: 918 854 095  
<http://www.uah.es>

**Universidad de Alicante**

Carretera de San Vicente del Raspeig, s/n  
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Teléfono: 965 903 400  
Fax: 965 903 464  
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Carretera Sacramento, s/n  
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Teléfono: 950 015 000  
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Plaça Cívica. Campus de Bellaterra  
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Fax: 935 812 595  
<http://www.uab.es>

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Carretera de Colmenar, Km. 15  
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Teléfono: 914 975 100  
Fax: 914 974 102  
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Fax: 934 035 404  
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Teléfono: 947 258 700  
Fax: 947 258 744  
<http://www.ubu.es>

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Teléfono: 956 015 000  
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Fax: 942 201 103  
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Fax: 913 943 497  
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Avda. Medina Azahara, 5  
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Fax: 957 218 222  
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Fax: 924 272 983  
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Fax: 972 418 031  
<http://www.udg.es>

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Fax: 958 243 066  
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Calle Doctor Cantero Cuadrado, 6  
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Fax: 959 218 189  
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Ctra. de Valldemossa, Km. 7,5  
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Teléfono: 971 172 939  
Fax: 971 172 064  
<http://www.uib.es>

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Fax: 953 212 239  
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Fax: 964 729 016  
<http://www.uji.es>

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Fax: 922 259 628  
<http://www.ull.es>

**Universidad de La Rioja**

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Teléfono: 941 299 100  
Fax: 941 299 208  
<http://www.unirioja.es>

**Universidad de Las Palmas de Gran Canaria**

Calle Juan de Quesada, 30  
35001 Las Palmas de Gran Canaria (Las Palmas)  
Teléfono: 928 451 000  
Fax: 928 451 022  
<http://www.ulpgc.es>

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24004 León  
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Fax: 987 291 614  
<http://www.unileon.es>

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Plaça de Víctor Siurana, 1  
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Fax: 952 132 680  
<http://www.uma.es>

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03202 Elche (Alicante)  
Teléfono: 966 658 500  
Fax: 966 658 632  
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**Universidad de Murcia**

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30003 Murcia  
Teléfono: 968 363 000  
Fax: 968 363 603  
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Carretera de Utrera, Km. 1  
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Fax: 944 647 446  
<http://www.ehu.es>

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<http://www.upv.es>

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Fax: 935 422 002  
<http://www.upf.es>

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<http://www.unavarra.es>

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Fax: 986 813 633  
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Fax: 932 541 673  
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Fax: 943 712 193  
<http://www.mondragon.edu>



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Fax: 948 425 619  
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Fax: 923 277 103  
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Fax: 915 360 660  
<http://www.uspceu.com>

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Fax: 902 006 659  
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Fax: 938 891 063  
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Fax: 932 532 330  
<http://www.uoc.es>

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Fax: 954 462 288  
<http://www.unia.es>

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