

## Appendix to “How do the educated govern? Evidence from Spanish mayors”

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Chapter included in Noam Lupu and Jonas Pontusson (Eds.) *Unequal Democracies*.

### S1: Additional information about the Spanish context

Local elections in Spain are held simultaneously in all municipalities every four years. In 13 out of 17 regions, local and regional elections are held on the same day, and in 1999 they also coincided with European Parliament elections. Turnout rates in local elections have ranged between 63 and 70 percent, compared to a range between 69 and 80 percent in national elections, suggesting that local and regional elections are relevant for voters.

As mentioned in the main text, the electoral system and number of councilors depend on population size. Municipalities over 250 inhabitants use a proportional electoral rule with the D’Hondt method and closed lists. Because we only include municipalities with more than 1,000 inhabitants in our analysis, all observations use this electoral system. Municipalities with less than 250 inhabitants elect councilors using open lists. Table S1 presents the number of elected councilors by population size. All municipalities included in our analyses have 9 councilors or more, and hence are of sufficient size to estimate meaningful indicators of average characteristics of council members:

Table S1: Number of local councilors by population size

Population	Number of councilors
Up to 100 inhabitants	3
101 to 250	5
251 to 1,000	7
1,001 to 2,000	9
2,001 to 5,000	11
5,001 to 10,000	13
10,001 to 20,000	17
20,001 to 50,000	21
50,001 to 100,000	25
100,001 onwards	One more councilor for every 10,000 inhabitants adding one when the numbers are even

## S2 Additional description of data on local politicians

As described in the text, our dataset contains some information about the occupation of local council members, although it is too noisy and incomplete to be used in the paper. Table S2 describes the occupational background of council members in Spain by education level. Most councilors with high level of education have a background in professional occupation such as education, health, law or science. By contrast, most politicians with a low level of education work in industry or agriculture, and a remarkable number are pensioners. The case of directors and managers is interesting, because councilors with this occupational background vary widely in their educational level, with the sample being split quite equally in three parts.

Table S2: Occupational background by education level

	Primary	Secondary	Tertiary	Total
Qualified work in industry and construction	1,842	1,054	92	2,988
Directors and managers	2,089	2,239	1,793	6,121
Administrative employees	600	1,720	863	3,183
Public servants	289	629	805	1,723
Pensioners	1,623	486	310	2,419
Housework	963	433	145	1,541
Machine operators	876	363	40	1,279
Cultural professionals	12	23	103	138
Education professionals	43	258	3,175	3,476
Health professionals	14	66	1,177	1,257
Law professionals	10	49	1,173	1,232
Qualified workers in agriculture and fishing	3,183	1,152	188	4,523
Service workers	988	1,014	254	2,256
Non-skilled workers	998	312	56	1,366
Scientific professionals	36	167	1,513	1,716
Support technicians and professionals	47	360	225	632
Other	573	536	205	1,314
Unemployed	223	161	142	526
Missing	3,174	3,020	2,97	9,164

### S3 The education of citizens and politicians over time

Are politicians more highly educated than citizens in Spain? And has the difference increased over time? The dataset about the education of local politicians provided by the Ministry of Finance contains data for councilors elected between 1979 and 2007. This allows us to examine the evolution of the education of politicians since the start of the democratic period. The only source of information about citizens that covers the whole period is the Census, which is collected every ten years. Based on census data, (de la Fuente Moreno and Doménech, 2016) calculate the average years of education of the population aged 25 or older. Although the categories coded by the census and by our dataset are slightly different, the estimates of average education in both samples are comparable. We apply linear interpolation in order to fill the missing information between the election years for the politicians' series and between the census years for the citizens' series.

Figure S1 presents the average education years for both groups. Two conclusions can be drawn from this analysis. First, the education gap between both populations is substantial at about four years of education. Second, the gap is constant over time

Figure S1: The education of citizens and politicians 1979-2011



