

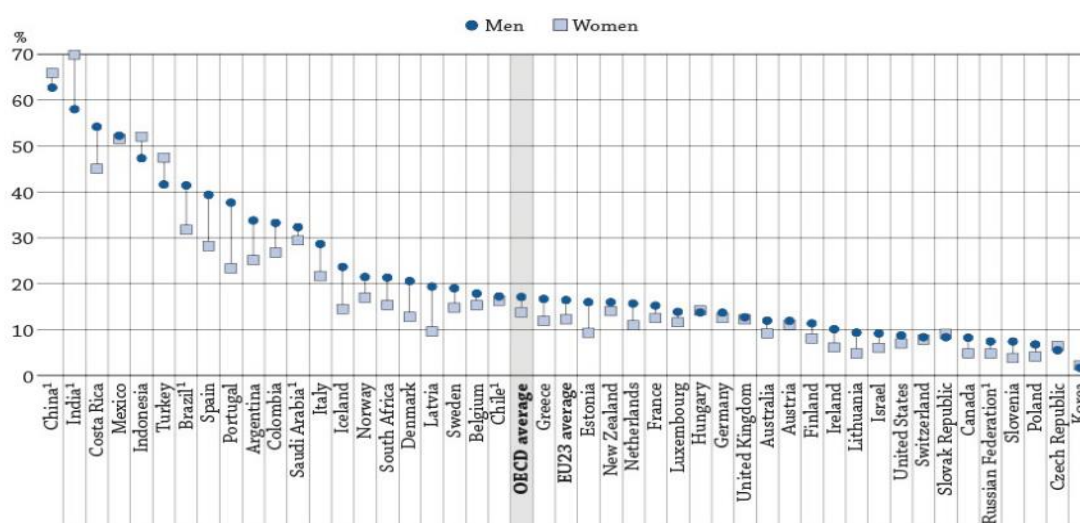
EDUCATION AT A GLANCE 2018

Education at a Glance: OECD Indicators is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in OECD and partner countries.

Spain

- In Spain, there is no upward intergenerational mobility in educational attainment for 55% of the children of low educated parents who have also not attained an upper secondary education. This is also reflected in the large percentage of young adults in Spain without an upper secondary education: 34% in Spain compared to 15% on average across OECD countries, in spite of significant increase by 25 percentage points in upper secondary first-time graduation rate between 2005 and 2016 (Spanish figure becoming closer to OECD figure: 81% and 87%, respectively).
- Spain leads in the area of early childhood education enrolment rates: 96% of 3-year-olds are in education compared to 76% on average across OECD countries. Spain also shows a high level of equality between regions with practically no variation in the enrolment rates of 3-year-olds from region to region.
- As in the majority of OECD countries, fields of study remain gender biased, and only 8% of graduates in upper secondary vocational programmes in engineering, manufacturing and construction are women (OECD average: 11%), while women represent the 77% of secondary graduates in health and welfare in Spain as on average for the OECD.
- Spain spends relatively less, as a share of gross domestic product (GDP), at all levels of education (in aggregate, 4%) than the OECD and EU23 averages of 4.5% and 4.2% respectively. Expenditure per student has also fallen between 2010 and 2015, by 11% for non-tertiary education and by 13% for tertiary; this is partly explained by the increase in the number of students at all levels of education for the same period.

Figure 1. Percentage of 25-34 year-olds without upper secondary education, by gender (2017)



1. Year of reference differs from 2017. Refer to the source table for more details.

Countries are ranked in descending order of the total percentage of 25-34 year-old men without upper secondary education.

Source: OECD (2018), Table A1.2. See Source section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

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- **Tertiary students in Spain pay relatively low tuition fees** (USD 1 800) for a bachelor's degree in public institutions, **but only half of the students receive scholarships or grants**: 47% of students in Spain at this level benefit from these financial aids. However, 27% of them received scholarships or grants covering more than just the tuition fees.

Gender offers less of an equity challenge in Spain than parents' educational attainment

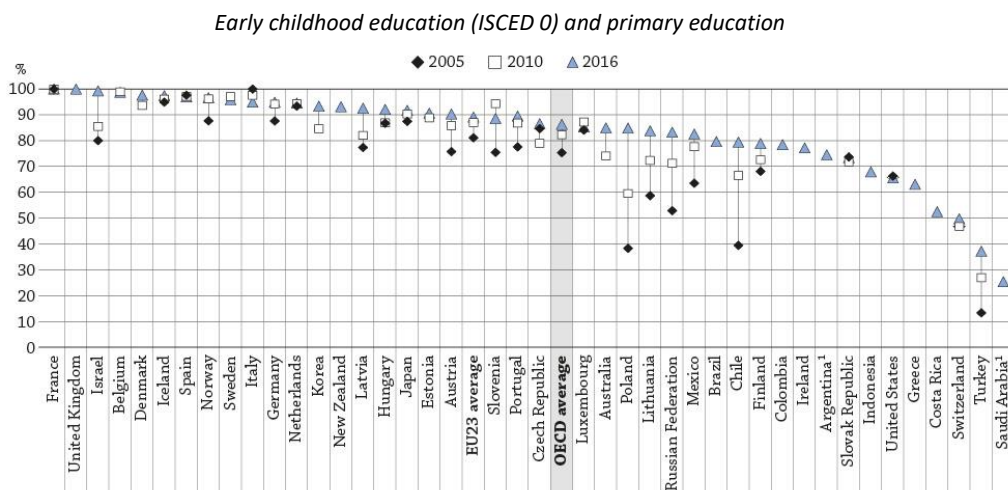
- Parents' educational attainment strongly influences the educational level of their children. Indeed, 55% of adults whose parents did not attain an upper secondary qualification did not achieve a higher education level either. Such an intergenerational "trap" is likely to lead to high levels of within-country income inequality. On the other hand, 24% of children of parents with below upper secondary education have achieved tertiary qualification (OECD average: 21%).
- In general, there is a positive association between the share of a country's population without an upper secondary education and income inequality within that country. Spain ranks high for both dimensions, with 43% of the population without upper secondary educational attainment and a ratio of 5.7 between the 90th and the 10th percentile of the income distribution (meaning that those in the top 10% of the income distribution have an income almost six times larger than those in the bottom 10%). Among EU countries with data available, the P90/P10 ratio is only higher in Lithuania.
- In Spain, 34% of young adults aged 25-34 do not have an upper secondary education, compared to an OECD average of 15%. As in most countries, men are more at risk than women of not attaining an upper secondary qualification. In Spain, this gender gap is large, 11 percentage points, the second highest of the OECD countries after Portugal, at 14 percentage points (Figure 1).
- Women are equally represented in vocational programmes at upper secondary level and make up 50% of graduates, compared to 46% on average across OECD countries. Women are slightly over-represented among the graduates of general upper secondary programmes, at 55% in Spain and at 54% on average across OECD countries. Nonetheless, fields of study remain gender biased. For example, only 8% of graduates in upper secondary vocational programmes in engineering, manufacturing and construction are women, below the OECD average of 11%. Women represent the 77% of secondary graduates in health and welfare in Spain, exactly the same as the OECD average.
- In Spain first-time entry rates to tertiary education below age 25 in 2016 are higher for women than for men: 71% for women and 58% for men (OECD average: 62% and 49%, respectively).
- The gender pay gap narrows with higher educational level. While 25-64 year-old women with below upper secondary education got paid an average of 78% of the earnings of men in 2016 (similar to the OECD average), the figure was 81% for tertiary-educated women (OECD average: 74%). Spain's gender pay gap for the tertiary educated is still the sixth lowest among OECD and partner countries, but it has slightly worsened since 2005, when women earned 83% of men's earnings, a trend almost unique among the OECD countries.
- Between 2007 and 2017, the employment rate of tertiary-educated young men and women fell both in Spain and on average across OECD countries, but less than for lower levels of education. In Spain, employment rates decreased by 10 percentage points for young men and 6 percentage points for young women, while the drop across OECD countries was 2 and 1 percentage points, respectively.

Participation in early childhood is nearly universal by the age of 3

- Spain has one of the highest enrolment rates in early childhood education and care (ECEC): 35% of children under the age of 3, 96% of 3- and 4-year-olds, and 98% 5-year-olds participated in an education programme in 2016, compared to 33%, 76%, 88% and 95% on average across OECD countries.
- Spain's high levels of enrolment among 3-5 year-olds in ECEC has remained fairly stable at around 97% between 2005 and 2016, while it rose from 76% to 86% on average across OECD countries (Figure 2). The number of children per teacher has also fallen by 12% between 2005 and 2016: although the number of children enrolled increased by 27%, the number of teachers has increased faster, by 44%.
- Children under age 3 of tertiary-educated mothers are more likely to participate in ECEC than those of less-educated mothers. In Spain, the difference in the enrolment rates of both groups is of 12 percentage points, slightly above the OECD average of 10 percentage points.

- Spain is one of the fourteen countries for which there are available data about regional variation in the enrolment of young children in ECEC settings. The coefficient of variation of the enrolment rate for 3-year-olds between regions in Spain is 0.04, equal to the figure for South Korea and above only Ireland and Sweden (both equal to 0.01).

Figure 2. Change in enrolment rates of children aged 3 to 5 years (2005, 2010 and 2016)



1. Year of reference 2015 instead of 2016.

Countries are ranked in descending order of the enrolment rates of 3-5 year-olds in 2016.

Source: OECD (2018), Tables B2.1a and b. See Source section at the end of this indicator for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

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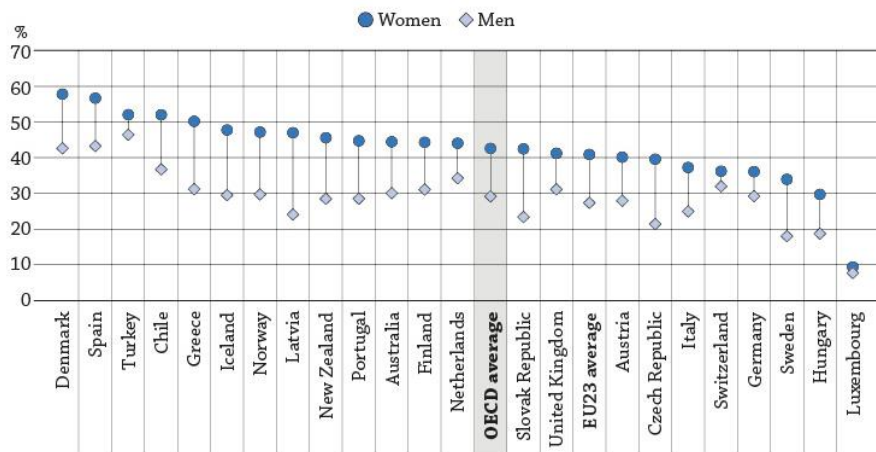
Transition between educational levels still has its challenges, particularly for men

- Spain has the largest number of repeaters at lower secondary level in general programmes across all OECD countries, at 11%, compared to 2% on average across OECD countries. Most of them (60%) are boys. Such a high share of repeaters has significant costs, given that the expenditure per lower secondary student equalled USD 8 800 in 2015 in Spain.¹
- Enrolment rates are very high among 15-17 year-olds, when teenagers transition from lower secondary to upper secondary education, similar to the OECD average: 96% of both 15 and 16-year-olds, and 89% of 17-year-olds are enrolled in education compared to 97%, 95% and 90% on average across OECD countries. Enrolment rates remain high as students transition to tertiary education: 37% of 18-year-olds, 47% of 19-year-olds, and 49% of 20-year-olds are enrolled in tertiary education in Spain compared to 18%, 34% and 39%, respectively on average across OECD countries.
- Upper secondary first-time graduation rates in Spain have greatly increased among OECD countries in the last decade, gaining 25 percentage points between 2005 and 2016 compared to an increase of 7 percentage points on average across OECD countries. However, first-time upper secondary graduation rates remain lower than the OECD average: if current graduation situation continue, 81% of individuals in Spain are expected to graduate for the first time from upper secondary education compared to 87% on average across OECD countries.
- Spain's first-time entry rate into tertiary education was 73% in 2016, higher than the OECD average (66%). Women make up 53% of first-time tertiary entrants (OECD average: 54%). First-time entrants to tertiary education are on average 21 years old in Spain, compared to 22 on average across OECD and EU23 countries. In general, the age distribution of new entrants into tertiary education is wide. In Spain the oldest 20% of new entrants aged 23 on average in 2016 (OECD average: 23), being 5 years older than the median age of 18 (OECD average: 19).
- The first-time tertiary graduation rate in Spain was 58% in 2016, well above the OECD average of 49% and the EU23 average of 44%. Tertiary graduates in Spain tend to be younger than on average across OECD countries.

¹ Values reported in equivalent US dollars (USD) have been converted using purchasing power parities (PPPs) for GDP.

Indeed, 50% of the national population (i.e. excluding international students) are expected to graduate from tertiary education before the age of 30, the highest rates across OECD countries together with Denmark. In addition, the majority of them are also expected to be women: women represent 57% of first-time tertiary national graduates below the age 30, the second highest percentage among OECD countries, and 14 percentage points higher than for men (OECD average: 43% and 29%, respectively (Figure 3).

Figure 3. First-time tertiary graduation rates for national students younger than 30, by gender (2016)



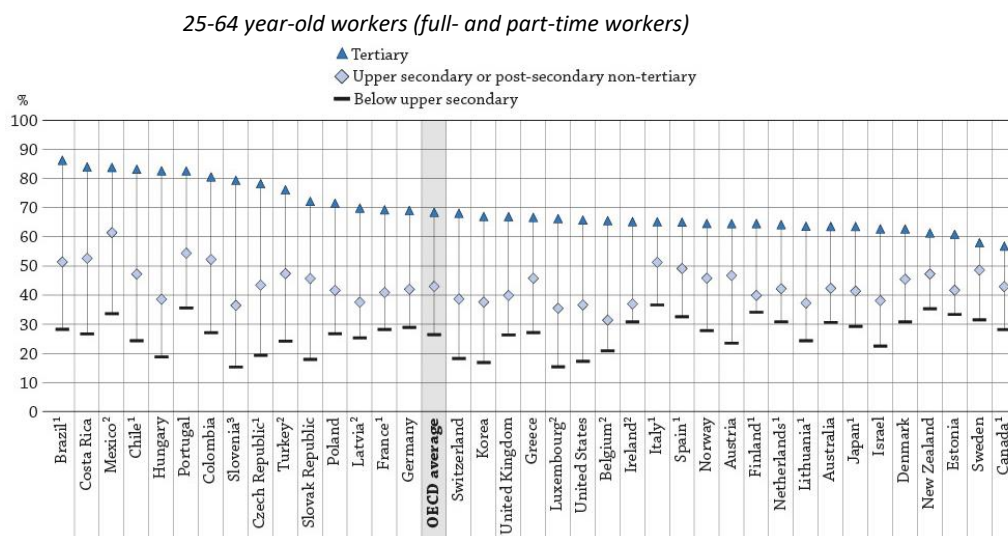
Countries are ranked in descending order of first-time graduation rates for women.

Source: OECD / UIS / Eurostat (2018), Education at a Glance Database, <http://stats.oecd.org/>. See Source section at the end of this indicator for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

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Highly qualified adults have been more sheltered from falling employment and perform better in the labour market

- In Spain, employment opportunities increase with educational attainment. Although the employment rate of tertiary-educated adults is below the OECD average (77% compared with 84%), it is still significantly higher than the employment rate of those who have not obtained an upper secondary qualification (61%). Between 2007 and 2017, employment rates fell for all working-age adults in Spain, but less for those with higher education: the decline was of 13 percentage points for those without an upper secondary education, 10 percentage points for those with upper secondary education and 8 percentage points for the tertiary educated.
- In Spain, as across OECD and partner countries, the likelihood of earning more than the median increases with educational attainment: 65% of tertiary-educated adults earn more than the median of all employed adults, including both full-time and part-time earners, while only 33% of adults without upper secondary education do so (OECD average: 68% and 26%, respectively) (Figure 4).
- An above-average share of 18-24 year-olds were neither in employment nor in education or training (NEET) in Spain in 2017: 20.9% in Spain compared with an OECD average of 14.5%. Moreover, in Spain, as in Greece and Portugal, less than half of both female (41%) and male (31%) NEETs are inactive. This implies that most NEETs are actively looking for a job and therefore fall into the category of unemployed NEETs.

Figure 4. Percentage of adults earning more than the median, by educational attainment (2016)


1. Year of reference differs from 2016. Refer to the source table for details.

2. Earnings net of income tax.

3. Data refer to full-time, full-year earners only.

Countries are ranked in descending order of the percentage of 25-64 year-olds with tertiary education earning more than the median.

Source: OECD (2018), Table A4.2. See Source section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

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Expenditure decreased at all levels of education, in spite of increasing enrolment rates

- Public expenditure on primary to tertiary educational institutions amounted to 3.5% of GDP in Spain, below both the OECD (4.1%) and EU23 (4%) averages. Private funding of education amounts to 0.8% of GDP, exactly the same as the OECD average and more than the EU23 average (0.5%). Thus, when considering both public and private funders, Spain spends relatively less, as a share of GDP, on primary, secondary and post-secondary non-tertiary education (3.1%, excluding post-secondary non-tertiary education which doesn't exist in Spain), and also less on tertiary education (1.3%) than on average across OECD (3.5% and 1.5%, respectively) and EU23 (3.3% and 1.3%, respectively) countries.
- For both levels, public expenditure is below the OECD and EU23 averages while the private share of expenditure is similar or slightly higher. Government expenditure on non-tertiary education amounts to 2.7% of Spanish GDP (OECD and EU23 averages: 3.2% and 3%, respectively), and private funding to 0.4% of GDP (OECD and EU23 averages: 0.3% and 0.2%, respectively). Government funding for tertiary education amounts to 0.8% of GDP (OECD and EU23 averages: both 1%), while private funding amounts to 0.4%, in between the OECD (0.5%) and the EU23 (0.3%) averages.
- The tuition fees charged by public institutions in Spain for national full-time students (bachelor's or equivalent programmes) are considered moderate. On average, they amounted to USD 1 800 per year in 2015/16. Less than half (47%) of national full-time undergraduate students in Spain did receive some kind of financial support of tuition fees in 2015/16. However, 27% of them received scholarships or grants that were for more than the tuition fees (the third highest percentage among the OECD countries with available data, after Denmark and Finland), and 6% and 15%, respectively benefited from a total or partial coverage.
- Between 2010 and 2015, not only did total expenditure fall, but there was also an increase in the number of students at all levels of education, therefore, expenditure per student fell both for primary to upper secondary and tertiary educational institutions. In 2015, expenditure per student on non-tertiary educational institutions was only the 89% of the 2010 amount, while it increased by 5% across OECD countries on average over the same period. For tertiary educational institutions, it was 87% of the 2010 level, against an OECD average increase of 12%.

Teachers' salaries in Spain start high but grow slowly as their careers progress

- The number of children per teacher in pre-primary education has decreased by 12% between 2005 and 2016 in Spain. In 2016 there were 13 children for every teaching staff member in early childhood education and care (ISCED 0), the same as the OECD average.
- In Spain, as in all other countries with available data, staff compensation makes up the largest share of current expenditure, and the shares in Spain are above the OECD average: 81% for non-tertiary education (OECD average: 78%) and 74% for tertiary education (OECD average: 68%). In particular, teachers' compensation accounts for 71% and 53% of all current expenditure of non-tertiary and tertiary educational institutions. These percentages are above the OECD averages of 63% and 42%, respectively.
- Statutory teachers' salaries at secondary level start high but progress slowly with increasing professional experience in Spain. Secondary teachers start out on a salary of USD 43 600, higher than the average across OECD countries (USD 33 100 for lower secondary teachers and USD 34 500 for upper secondary ones). However after 15 years of experience, secondary teachers' salaries rise only by 15% compared to 39% on average across OECD countries, but at USD 50 300, they are still above the OECD average (USD 46 000 for lower secondary level and USD 48 900 for upper secondary level). In addition, teachers' salaries fell overall in Spain between 2005 and 2017, with secondary teachers experiencing the greatest decline (5%).
- The teaching profession is strongly dominated by women in Spain, who make up 64% of all teachers at all levels combined, although this is less than across OECD countries on average where they make up 70%. The largest proportions of female teachers are concentrated in the earlier years of schooling, and the share shrinks at each successive level of education. Indeed, while women make up 93% of the teaching staff in pre-primary education in Spain (OECD average: 97%), they make up only 43% at the tertiary level, the same as the OECD average.
- Compulsory instruction time for primary education in Spain is essentially the same in Spain and on average across the OECD countries (792 hours per year compared to 793, respectively). At lower secondary level, hours per year are longer in Spain (1 054 hours per year) than the OECD average (910 hours per year). In Spain students have greater access to a flexible curriculum (i.e. compulsory flexible subjects chosen by schools, in contrast to compulsory subjects): these make up 20% of their compulsory instruction time at primary level (OECD average: 5%), and 23% in general lower secondary education (OECD average: 7%).

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Note regarding data from Israel


The statistical data for Israel are supplied by and are under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

Lithuania was not an OECD member at the time of preparation of Education at a Glance and is therefore not included in the zone aggregates mentioned in the publication. However this country note, produced at a later stage, includes updated figures for the OECD and EU averages including Lithuania and therefore may differ from the figures mentioned in Education at a Glance.

References

OECD (2018), *Education at a Glance 2018: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2018-en>.
OECD/NCES (2018), *Education at a Glance Subnational Supplement*, OECD/National Center for Education Statistics, Paris and Washington, DC, <https://nces.ed.gov/surveys/annualreports/oecd/>.

For more information on Education at a Glance 2018 and to access the full set of Indicators, visit www.oecd.org/education/education-at-a-glance-19991487.htm.

Updated data can be found on line at <http://dx.doi.org/10.1787/eag-data-en> and by following the **StatLinks**  under the tables and charts in the publication.

Explore, compare and visualise more data and analysis using:  **EducationGPS**
<http://gpseducation.oecd.org/CountryProfile?primaryCountry=ESP&treshold=10&topic=EO>.

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Key Facts for Spain in Education at a Glance 2018

Source	Main topics in <i>Education at a Glance</i>	Spain		OECD average		EU23 average	
	Equity						
	Educational attainment of 25-34 year-olds by gender	2017					
Table A1.2		% Men	% Women	% Men	% Women	% Men	% Women
	Below upper secondary	39%	28%	17%	14%	16%	12%
	Upper secondary or post-secondary non-tertiary	24%	23%	46%	37%	48%	39%
	Tertiary	36%	49%	38%	50%	36%	49%
	Percentage of 15-29 year-olds NEETs by country of birth	2017					
Table A2.3	Native-born	18%		13%		12%	
	Foreign-born	30%		18%		19%	
	Employment rates of native- and foreign-born 25-64 year-olds, by educational attainment	2017					
Table A3.4		Native-born	Foreign-born	Native-born	Foreign-born	Native-born	Foreign-born
	Below upper secondary	55%	58%	56%	60%	55%	57%
	Upper secondary or post-secondary non-tertiary	71%	68%	76%	72%	76%	71%
	Tertiary	82%	71%	87%	79%	87%	78%
	Earnings of 25-64 women relative to men, by educational attainment	2016					
Table A4.3	Below upper secondary	78%		78%		79%	
	Upper secondary or post-secondary non-tertiary	78%		78%		79%	
	Tertiary	81%		74%		75%	
	Share of girls among repeaters in secondary general programmes	2016					
Table B1.3	Lower secondary	40%		39%		38%	
	Upper secondary	**		42%		42%	
	Percentage of women and men entering doctoral programmes by field of study	2016					
Table B4.1		% Men	% Women	% Men	% Women	% Men	% Women
	Natural sciences, mathematics and statistics	16%	16%	22%	20%	20%	19%
	Engineering, manufacturing and construction	17%	8%	22%	10%	23%	11%
	Health and welfare	13%	23%	12%	19%	11%	18%
	First-time tertiary graduates	2016					
Table B5.1	Share of female first-time tertiary graduates	55%		57%		58%	
	Participation of 25-64 year-olds in formal and/or non-formal education	2012 ¹					
Table A7.1	Participation of native-born adults and foreign-born adults who arrived in the country by the age of 25	47%		49%		n.a.	
	Participation of foreign-born adults who arrived in the country at 26 or older	42%		48%		n.a.	
	Early childhood education and care (ECEC)						
	Enrolment rates in ECEC at age 3	2016					
Table B2.1a	ECEC services (ISCED 0) and other registered ECEC services	96%		76%		82%	
	Share of children enrolled in pre-primary education (ISCED 02), by type of institution	2016					
Table B2.2	Public institutions	68%		68%		75%	
	Private institutions	32%		32%		25%	
	Expenditure on pre-primary level (ISCED 02)	2015					
Table B2.3a	Annual expenditure per child in USD (converted to PPPs)	USD 6 596		USD 8 426		USD 8 163	
	Vocational education and training (VET)						
	Percentage of upper secondary students enrolled in vocational education, by programme orientation	2016					
Table B1.3	All vocational programmes	35%		44%		47%	
	Combined school- and work-based programmes	1%		11%		11%	
	Share of women among upper secondary graduates, by programme orientation	2016					
Figure B3.1	General programmes	55%		54%		55%	
	Vocational programmes	50%		46%		45%	
	Total expenditure on upper secondary educational institutions per full-time equivalent student, by programme orientation	2015					
Table C1.1	General programmes	USD 8 716		USD 8 981		USD 9 235	
	Vocational programmes	USD 10 408		USD 10 831		USD 11 115	
	Tertiary education						
	Share of international or foreign students, by education level ²	2016					
Table B6.1	Bachelor's or equivalent	1%		4%		6%	
	Master's or equivalent	8%		12%		13%	
	Doctoral or equivalent	15%		26%		23%	
	All tertiary levels of education	3%		6%		9%	
	Share of first-time tertiary graduates by education level	2016					
Table B5.1	Short-cycle tertiary	34%		14%		10%	
	Bachelor's or equivalent	49%		75%		76%	
	Master's or equivalent	17%		10%		14%	
	Employment rate of 25-64 year-olds, by educational attainment	2017					
Table A3.1	Short-cycle tertiary	79%		81%		82%	
	Bachelor's or equivalent	79%		84%		83%	
	Master's or equivalent	84%		88%		88%	
	Doctoral or equivalent	90%		92%		92%	
	All tertiary levels of education	81%		85%		85%	
	Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)	2016					
Table A4.1	Short-cycle tertiary	**		123		125	
	Bachelor's or equivalent	**		145		137	
	Master's, doctoral or equivalent	**		191		175	
	All tertiary levels of education	151		155		152	

Spain - Country Note - Education at a Glance 2018: OECD Indicator

Source	Main topics in <i>Education at a Glance</i>	Spain		OECD average		EU23 average	
	Financial resources invested in education						
	Total expenditure on educational institutions per full-time equivalent student, by level of education (in equivalent USD, using PPPs)	2015					
Table C1.1	Primary	USD 7 320		USD 8 539		USD 8 512	
	Secondary	USD 9 020		USD 9 868		USD 9 882	
	Tertiary (excluding R&D activities)	USD 9 328		USD 11 049		USD 10 919	
	Total expenditure on primary to tertiary educational institutions	2015					
Table C2.1	As a percentage of GDP	4.4%		5.0%		4.6%	
	Share of expenditure on tertiary educational institutions by source of funds ³	2015					
Figure C3.1	Public expenditure	68%		73%		76%	
	Private expenditure	29%		21%		19%	
	Public to private transfers	2%		6%		4%	
	Total public expenditure on primary to tertiary education	2015					
Table C4.1	As a percentage of total government expenditure	8.4%		11.1%		9.6%	
	Teachers, the learning environment and the organisation of schools						
	Actual salaries of teachers and school heads in public institutions relative to earnings of full-time, full-year workers with tertiary education	2016					
		Teachers	School heads	Teachers	School heads	Teachers	School heads
Table D3.2a	Pre-primary	**	**	0.82	**	0.83	1.1
	Primary	**	**	0.86	1.21	0.88	1.21
	Lower secondary (general programmes)	**	**	0.91	1.34	0.93	1.37
	Upper secondary (general programmes)	**	**	0.96	1.42	1	1.45
	Annual statutory salaries of teachers in public institutions, based on most prevalent qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)	2017					
		Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience
Table D3.1a	Pre-primary	USD 38 987	USD 45 069	USD 30 229	USD 40 436	USD 29 096	USD 39 371
	Primary	USD 38 987	USD 45 069	USD 31 919	USD 44 281	USD 31 206	USD 43 486
	Lower secondary (general programmes)	USD 43 565	USD 50 257	USD 33 126	USD 46 007	USD 32 495	USD 45 472
	Upper secondary (general programmes)	USD 43 565	USD 50 257	USD 34 534	USD 47 869	USD 33 205	USD 47 615
	Organisation of teachers' working time in public institutions over the school year	2017					
		Net teaching time	Total statutory working time	Net teaching time	Total statutory working time	Net teaching time	Total statutory working time
Table D4.1	Pre-primary	880 hours	1 425 hours	1 029 hours	1 628 hours	1 068 hours	1 569 hours
	Primary	880 hours	1 425 hours	778 hours	1 620 hours	754 hours	1 553 hours
	Lower secondary (general programmes)	713 hours	1 425 hours	701 hours	1 642 hours	665 hours	1 585 hours
	Upper secondary (general programmes)	693 hours	1 425 hours	655 hours	1 638 hours	633 hours	1 572 hours
	Percentage of teachers who are 50 years old or over	2016					
Table D5.1	Primary to upper secondary	35%		35%		38%	
	Share of female teachers, in public and private institutions	2016					
Table D5.2	Primary	76%		83%		86%	
	Lower secondary	60%		69%		71%	
	Upper secondary	55%		60%		63%	
	Tertiary	43%		43%		44%	
	Average class size by level of education	2016					
Table D2.1	Primary	22		21		21	
	Lower secondary	26		23		23	

The reference year is the year cited or the latest year for which data are available.

1. OECD average includes some countries with 2015 data.

2. For some countries, data on foreign students are provided instead of international students.

3. International expenditure is aggregated with public expenditure

** Please refer to the source table for details on these data.

Cut-off date for the data: 18 July 2018. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>.



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