

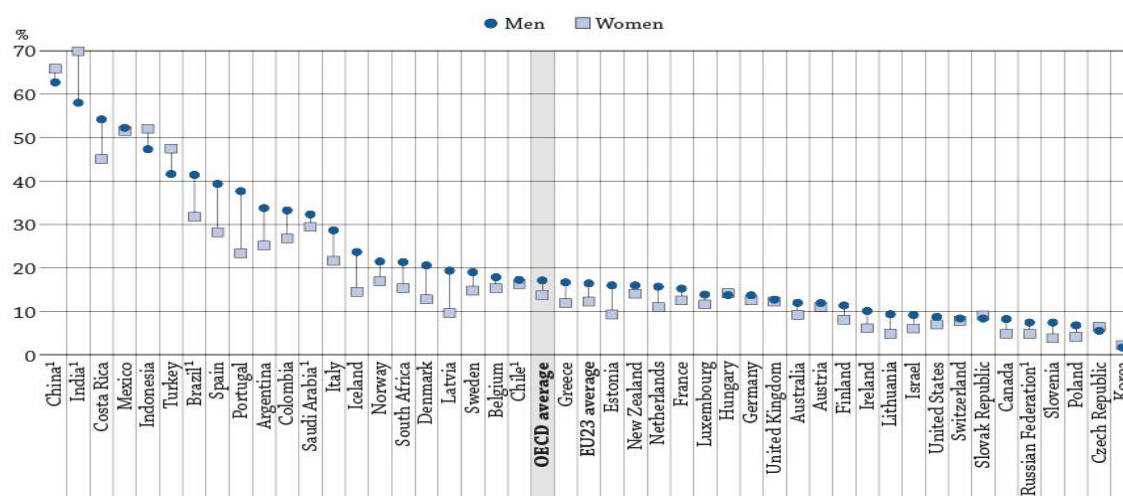
## EDUCATION AT A GLANCE 2018

*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.

### Turkey

- **A large share of young adults still have below upper secondary education in Turkey:** 44% of 25-34 year-olds, compared to 15% on average across OECD countries. **Women are less likely than men to attain upper secondary education**, but the trend reverses for tertiary education.
- **More adults are expected to graduate from vocational than general upper secondary programmes** in Turkey, the opposite trend to that found across OECD countries on average.
- **Participation in tertiary education has witnessed a sharp increase in recent years.** In particular, **short-cycle tertiary programmes are particularly prominent** and play an important role in the Turkish education landscape.
- Although participation in early childhood education and care (ECEC) has increased in the past decade, **participation rate among 3-5 year-olds is still low, partly due to low funding allocated at this level.** Three-year-olds have the lowest enrolment rates in this age group, with less than 10% of them attending an ECEC setting.
- **Turkey spends less per student on primary to tertiary educational institutions than any other country, although its spending is proportional to its wealth.**
- **Teachers in Turkey have one of the flattest salary scales across OECD countries.** At the top of their scale, they earn at most 27% more than when they started out, compared to 76-80% across OECD countries on average.

**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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## A large share of young adults still have below upper secondary education

- A large share of 25-34 year-olds, 44%, still had not attained upper secondary education in 2017, the second highest rate across OECD countries after Mexico and approximately three times the OECD average of 15%. Subnational variations are large too: the share of 25-34 year-olds without upper secondary education ranges from 33% in Ankara to more than double that, at 70%, in Van, Muş, Bitlis and Hakkari. However even the rate in Ankara is still higher than most subnational regions across Europe, with the exception of Spain and Italy. Educational attainment is expected to increase in the coming years as a new reform raising the number of compulsory school years from 8 to 12 was implemented in 2012.
- Turkey has been particularly effective at improving the educational attainment of its population: since 2007, the share of young adults without upper secondary education fell by 16 percentage points, the sharpest decline across OECD countries after Portugal, and the share of those with tertiary increased by almost the same.
- In contrast to most countries where men are more likely than women to have a lower educational attainment, women in Turkey are at a disadvantage compared to men: 47% of 25-34 year-old women have not attained upper secondary compared to 42% of men of the same age group (Figure 1).
- In lower secondary general programmes, 2% of enrolled students are repeaters in Turkey, a similar share to the OECD average. However, upper secondary education is more of a challenge: 6% of students are repeaters, compared to 4% on average across OECD countries. Girls are more likely than boys to repeat a grade at lower secondary level, making up 58% of all repeaters, the highest share across all OECD countries and in contrast to the trend in other OECD countries where boys are more likely to repeat a level.
- However the gender gap reverses at tertiary level: 52% of women are expected to graduate from a tertiary programme in their lifetime if current patterns continue, compared to 46% of men.
- The employment advantage for tertiary-educated women is significant compared to those with lower levels of education. In 2017, the employment rate for tertiary-educated women was 64%, compared to 35% for those with upper secondary education and 27% for those with below upper secondary. However even for tertiary-educated women, this falls short of the average across OECD countries, where 80% of tertiary-educated women were employed in 2017. The employment rate for tertiary-educated men is 22 percentage points higher than that of similarly-educated women in Turkey, and more than 50 percentage points higher for those with lower levels of educational attainment.
- The large variation in educational attainment brings about large differences in income. The income ratio between those in the top 10% and the bottom 10% by income, a measure of income inequality, is 5.6 for Turkey, compared to 4.4 on average across OECD countries. However, this level of inequality is lower than in countries such as Mexico or Costa Rica, which have a similar share of low-educated adults.

## More adults are expected to graduate from vocational rather than general upper secondary programmes

- First-time upper secondary graduation rates have increased significantly in the past decade. Whereas only 48% of adults were expected to graduate for the first time from this level in 2005, 75% can expect to reach this qualification in 2016, representing the strongest increase across OECD countries over this period. However first-time graduation from upper secondary is still more than 10 percentage points lower than the OECD average.
- Slightly more than half of upper secondary graduates (52%), will complete a vocational programme in Turkey compared to 41% on average across OECD countries. The largest share, 38%, will graduate from the fields of engineering, manufacturing and construction. However 21% will graduate from the fields of health and welfare almost double the OECD average of 12%.
- There is little difference (approximately 1 percentage point) between the first-time graduation rates from vocational programmes of students of all ages and those of students below the age of 25 in Turkey. Contrary to other countries where vocational programmes are also widely open to adults returning to education, vocational programmes in Turkey mostly cater to younger students: the average age at graduation is 3-4 years younger in Turkey than across the OECD countries on average and only 6% of students enrolled are above the typical age of 20.

- First-time graduation rates from vocational programmes in Turkey are higher than those from general programmes, the opposite picture to most OECD countries. While first-time graduation rates for vocational programmes are around the average across OECD countries, those from general programmes are much lower: Only 36% of individuals in Turkey can expect to graduate for the first time from a general programme, compared to 53% on average across OECD countries. This may be due to the poorer employment prospects for graduates from general programmes compared to vocational ones among adults with upper secondary as their highest attainment level (OECD, 2017).

### Participation in tertiary education has been increasing rapidly, although mostly through short-cycle programmes

- Tertiary attainment has been increasing fast in Turkey: the share of 25-34 year-olds with a tertiary degree increased by 17 percentage points between 2007 and 2017 in Turkey, compared to 10 percentage points on average across OECD countries.
- Upward educational mobility is more challenging in Turkey than in other OECD countries: 73% of adults whose parents have not attained upper secondary education will not attain that level themselves, compared to 36% on average across OECD countries. However almost one in two adults with at least one parent with upper secondary education will attain tertiary education, slightly above the OECD average.
- Short-cycle tertiary programmes are particularly prominent in the Turkish educational landscape and have contributed significantly to the expansion of tertiary education. Among first-time tertiary graduates, 42% completed a short-cycle tertiary programme and 56% a bachelor's programme or equivalent. In comparison, only 14% of first-time graduates on average across OECD countries graduate from short-cycle tertiary programmes, whereas 75% graduate from bachelor's or equivalent programmes.
- Tertiary institutions in Turkey more strongly support adult education and lifelong learning beyond initial schooling. Although the median age of new entrants to tertiary education in Turkey is similar to the OECD average of 20, the age distribution is one of the widest, with 60% of students between the ages of 18 and 26. Bachelor's programmes in particular seem to address the needs of older students: when only entrants under 25 are considered, the total first-time entry rate falls by 14 percentage points, compared to 8 percentage points on average across OECD countries.
- The expansion of tertiary education in Turkey has been facilitated by the lack of tuition fees for national students in public institutions. Nonetheless, 72% of tertiary students benefit from some form of public financial support through scholarships, loans or grants for living costs.
- International mobility is still low in Turkey. Only 1% of national students are enrolled abroad, half the OECD average. Similarly only 1% of all tertiary students are foreign in Turkey compared to 6% on average across OECD countries. However Turkey is becoming more attractive to international students. Since 2013, the number of international or foreign students increased by 62%, one of the higher rates across OECD countries.

### Turkey spends less per student than any other OECD country, although its expenditure is proportional to its wealth

- Turkey spends USD 4 652 per student on primary to tertiary institutions, less than half the OECD average of USD 10 391.<sup>1</sup> Secondary educational institutions are particularly underfunded, at USD 3 511 per student, approximately one-third the OECD average of USD 9 868. Eighty-five percent of total expenditure is spent on core educational services, a similar rate across OECD countries on average (Figure 2).
- In spite of low spending levels per student, Turkey's expenditure on educational institutions relative to its wealth is aligned with the OECD average: it spends 4.8% of gross domestic product (GDP) on primary to tertiary institutions in Turkey compared to 5.0% across OECD countries on average. The pattern is similar across education levels.

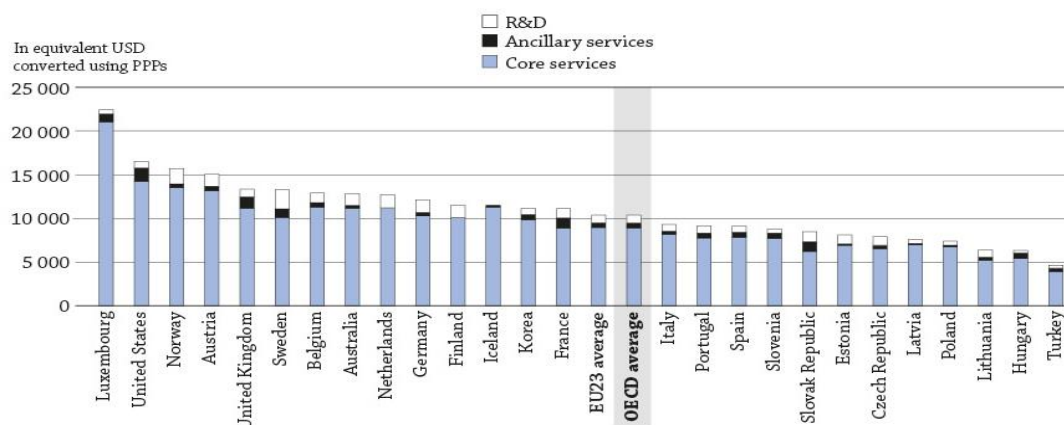
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<sup>1</sup> Values reported in equivalent US dollars (USD) have been converted using purchasing power parities (PPPs) for GDP.

- Capital expenditure makes up 14% of total costs across primary to tertiary institutions in Turkey as the country expands its educational infrastructure. Capital expenditure represents a particularly high share of total spending in tertiary education, 22%, almost double the OECD average of 12%.

**Figure 2. Total expenditure on educational institutions per student, by type of service (2015)**

In equivalent USD converted using PPPs, based on full-time equivalents, from primary to tertiary education



Countries are ranked in descending order of total expenditure per student on educational institutions.

Source: OECD / UIS / Eurostat (2018), Table C1.2. 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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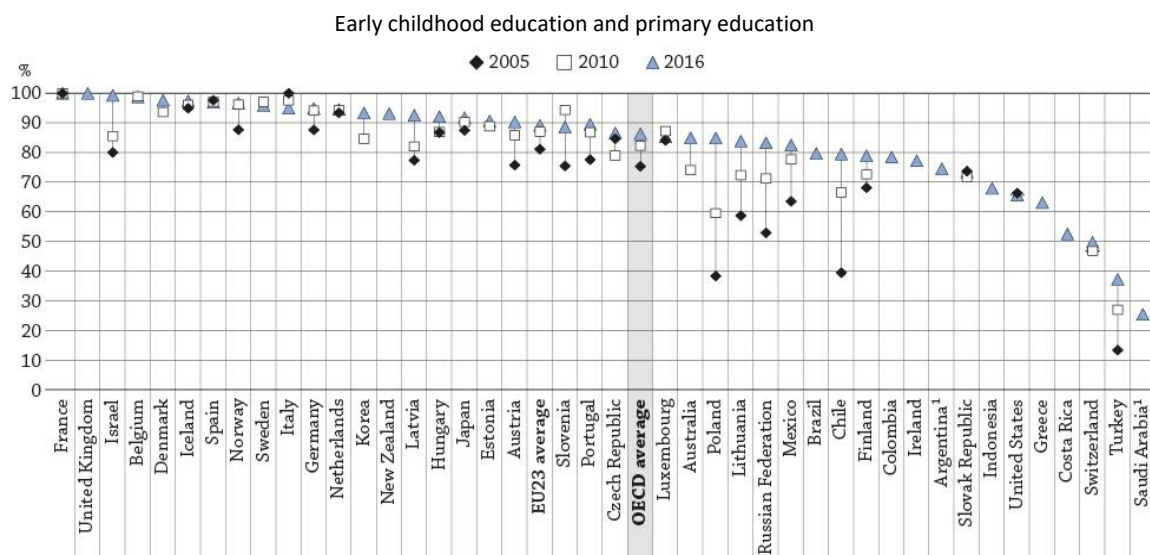
- Between 2011 and 2015, public expenditure on primary to tertiary institutions increased by 17%, one of the highest increases across OECD countries. However, GDP increased by 27% over the same period resulting in a decline in public spending as a share of GDP of 8%. In spite of increases in public spending, the share of public funds out of total spending on educational institutions decreased over the same period from 82% in 2011 to 79% in 2015, indicating that private spending increased faster still.
- Public sources provided 79% of the funding on primary to tertiary educational institutions in Turkey in 2015, compared to 83% on average across OECD countries. While the government funds a greater share of expenditure than the OECD average at tertiary level (75% compared to 67%), it funds less at primary to secondary levels (81% compared to 91%).

## Low investment in early childhood education has led to low levels of enrolment, although this has increased in the past decade

- In spite of the increasing recognition of the important role early childhood education plays in children's cognitive development, funding for early childhood education and care (ECEC) is particularly low in Turkey. Annual funding amounts to USD 3 591 per child, less than half the OECD average of USD 8 638. In contrast to the picture at higher levels of education, total investment as a share of national wealth is also very low, only 0.2% of GDP in 2015 compared to 0.8% on average across OECD countries. As a result, only 37% of 3-5 year-olds were enrolled in education in Turkey in 2016, compared to 86% on average across OECD countries (Figure 3).
- Among this age group, enrolment is highest among 5-year-olds, where it reached 70% in 2016, still more than 20 percentage points below the OECD average of 95%. Enrolment among 4-year-olds is less than half that, at 34%, and less than 10% of 3-year-olds are enrolled. In comparison, enrolment of 3- and 4-year-olds is 76% and 88% respectively on average across OECD countries.
- However enrolment has been on the rise compared to 2005 when just 13% of 3-5 year-olds were in education. Enrolment rates for 5-year-olds increased the most in this period, by 38 percentage points compared to 7 percentage points on average across OECD countries (Figure 3).
- There is no public provision of early childhood development programmes (ISCED 01) in Turkey. However 84% of children enrolled in pre-primary education attend public institutions, more than the OECD average of 68%. Despite the larger share of children enrolled in public settings, only 58% of all funds for pre-primary education are

publicly sourced, the lowest share across all OECD countries after Japan. However, in contrast to Japan, where private investment is shared between households, foundations and the business sector, most of the private funding in Turkey comes from households, although one-third of total spending is funded through public-to-private subsidies.

**Figure 3. 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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## Teachers' salaries have increased in recent years but pay is still low

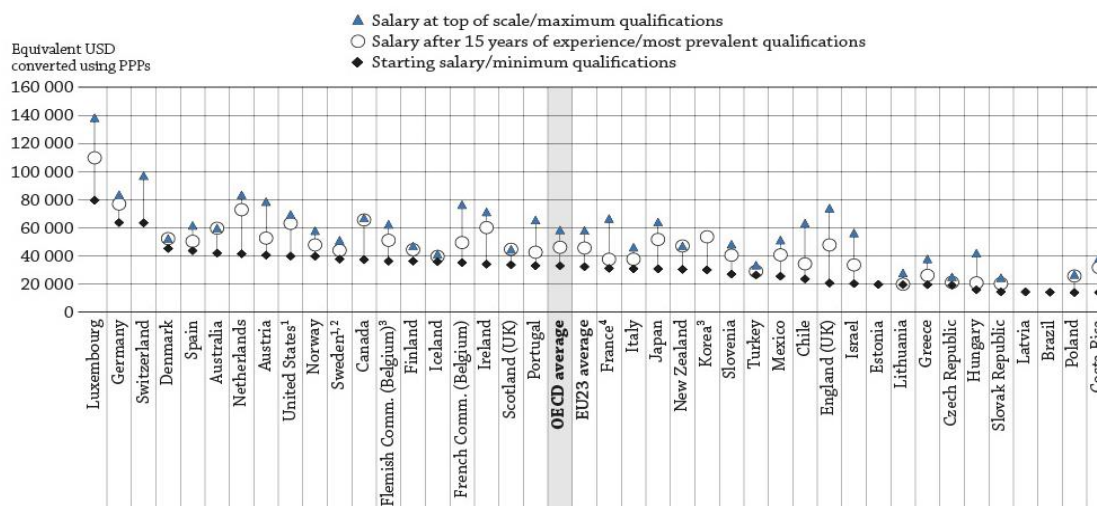
- Teachers' salaries have increased sharply in Turkey since 2000. In 2017, the salaries primary and secondary teachers were 20% and 13% higher than they were in 2000.
- In spite of these increases, teachers' salaries in Turkey remain low. Teachers' statutory salaries do not increase with the level of education taught, and pre-primary teachers earn the same as upper secondary ones. Salary progression with professional experience is also rather limited compared to other countries: the statutory salaries of teachers with the most prevalent qualifications are only 27% higher at the top of the scale than starting salaries, compared to 76-80% across OECD countries on average (Figure 4).
- Teachers earn 80% the earnings of similarly educated full-time workers, regardless of the level of education taught. While this is similar to other countries on average for pre-primary and primary teachers, it is lower than average for secondary teachers.
- While actual salaries of school heads are 25% higher than those of teachers at all levels of education, they are also less than half the OECD average at primary and secondary level in absolute terms. However their relative earnings are in line with those of other tertiary-educated full-time workers.
- In spite of these lower salaries, Turkey's teaching profession is more gender balanced than in most countries: 59% of primary and lower secondary teachers, and 51% of upper secondary teachers, are women in Turkey compared to 83%, 69% and 60% on average across OECD countries. Compared to other OECD countries, primary and secondary teachers in Turkey are also relatively young, with 24% of them under the age of 30, more than double the average across OECD countries.
- Turkey has the one of the largest differences in class sizes between public and private institutions, particularly at secondary level which may result in unequal learning outcomes. At lower secondary level, the average class size in public institutions is 24, compared with 17 in private institutions, compared to the OECD average of 23 and 21. The same pattern is observed at primary levels although the difference in class sizes are lower (by 4 students on average in Turkey compared to 2 student on average across OECD countries).



- Nevertheless, Turkey has seen a notable decline in average class size in primary education over the last decade. Between 2005 and 2016, average class sizes at primary level fell by 23%, the second largest decline across OECD countries with available data for the reference years after Korea.

**Figure 4. Lower secondary teachers' statutory salaries at different points in teachers' careers (2017)**

Annual statutory salaries of teachers in public institutions, in equivalent USD converted using PPPs



1. Actual base salaries.

2. Salaries at top of scale and minimum qualifications, instead of maximum qualifications.

3. Salaries at top of scale and most prevalent qualifications, instead of maximum qualifications.

4. Includes the average of fixed bonuses for overtime hours.

Countries and economies are ranked in descending order of starting salaries for lower secondary teachers with minimum qualifications.

Source: OECD (2018), Table D3.1a, Tables D3.1c and D3.6, available on line. 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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#### Note regarding data from Israel

The statistical data for Israel are supplied by and 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>.

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**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](http://www.oecd.org/education/education-at-a-glance-19991487.htm).

## Turkey - Country Note - Education at a Glance 2018: OECD Indicators

Updated data can be found on line at [OECD.Stat](https://data.oecd.org) as well as by following the [StatLinks](#)  under the tables and charts in the publication <http://dx.doi.org/10.1787/eag-data-en>.

Explore, compare and visualise more data and analysis using:  **Education GPS**  
<http://gpseducation.oecd.org/CountryProfile?primaryCountry=TUR&treshold=10&topic=EQ>.

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## Key Facts for Turkey in Education at a Glance 2018

Source	Main topics in <i>Education at a Glance</i>	Turkey		OECD average	
	Equity				
	Educational attainment of 25-34 year-olds by gender	2017			
		% Men	% Women	% Men	% Women
Table A1.2	Below upper secondary	42%	47%	17%	14%
	Upper secondary or post-secondary non-tertiary	27%	21%	46%	37%
	Tertiary	31%	32%	38%	50%
	Percentage of 15-29 year-olds NEETs by country of birth	2017			
Table A2.3	Native-born	**		13%	
	Foreign-born	**		18%	
	Employment rates of native- and foreign-born 25-64 year-olds, by educational attainment	2017			
		Native-born	Foreign-born	Native-born	Foreign-born
Table A3.4	Below upper secondary	**	**	56%	60%
	Upper secondary or post-secondary non-tertiary	**	**	76%	72%
	Tertiary	**	**	87%	79%
	Earnings of 25-64 women relative to men, by educational attainment	2016			
Table A4.3	Below upper secondary	67%		78%	
	Upper secondary or post-secondary non-tertiary	80%		78%	
	Tertiary	82%		74%	
	Share of girls among repeaters in secondary general programmes	2016			
Table B1.3	Lower secondary	58%		39%	
	Upper secondary	34%		42%	
	Percentage of women and men entering doctoral programmes by field of study	2016			
		% Men	% Women	% Men	% Women
Table B4.1	Natural sciences, mathematics and statistics	11%	17%	22%	20%
	Engineering, manufacturing and construction	28%	18%	22%	10%
	Health and welfare	5%	12%	12%	19%
	First-time tertiary graduates	2016			
Table B5.1	Share of female first-time tertiary graduates	51%		57%	
	Participation of 25-64 year-olds in formal and/or non-formal education	2012 <sup>1</sup>			
Table A7.1	Participation of native-born adults and foreign-born adults who arrived in the country by the age of 25	23%		49%	
	Participation of foreign-born adults who arrived in the country at 26 or older	**		48%	
	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	9%		76%	
	Share of children enrolled in pre-primary education (ISCED 02), by type of institution	2016			
Table B2.2	Public institutions	84%		68%	
	Private institutions	16%		32%	
	Expenditure on pre-primary level (ISCED 02)	2015			
Table B2.3a	Annual expenditure per child in USD (converted to PPPs)	**		USD 8 426	
	Vocational education and training (VET)				
	Percentage of upper secondary students enrolled in vocational education, by programme orientation	2016			
Table B1.3	All vocational programmes	48%		44%	
	Combined school- and work-based programmes	**		11%	
	Share of women among upper secondary graduates, by programme orientation	2016			
Figure B3.1	General programmes	52%		54%	
	Vocational programmes	50%		46%	
	Total expenditure on upper secondary educational institutions per full-time equivalent student, by programme orientation	2015			
Table C1.1	General programmes	USD 3 175		USD 8 981	
	Vocational programmes	USD 3 919		USD 10 831	
	Tertiary education				
	Share of international or foreign students, by education level <sup>2</sup>	2016			
Table B6.1	Bachelor's or equivalent	1%		4%	
	Master's or equivalent	4%		12%	
	Doctoral or equivalent	7%		26%	
	All tertiary levels of education	1%		6%	
	Share of first-time tertiary graduates by education level	2016			
Table B5.1	Short-cycle tertiary	42%		14%	
	Bachelor's or equivalent	56%		75%	
	Master's or equivalent	2%		10%	
	Employment rate of 25-64 year-olds, by educational attainment	2017			
Table A3.1	Short-cycle tertiary	66%		81%	
	Bachelor's or equivalent	77%		84%	
	Master's or equivalent	85%		88%	
	Doctoral or equivalent	93%		92%	
	All tertiary levels of education	75%		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	
	Bachelor's or equivalent	**		145	
	Master's, doctoral or equivalent	**		191	
	All tertiary levels of education	171		155	



## Turkey - Country Note - Education at a Glance 2018: OECD Indicators

Source	Main topics in <i>Education at a Glance</i>	Turkey		OECD 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 4 134		USD 8 539	
	Secondary	USD 3 511		USD 9 868	
	Tertiary (excluding R&D activities)	USD 7 018		USD 11 049	
	Total expenditure on primary to tertiary educational institutions	2015			
Table C2.1	As a percentage of GDP	4.8%		5.0%	
	Share of expenditure on tertiary educational institutions by source of funds <sup>3</sup>	2015			
Figure C3.1	Public expenditure	**		73%	
	Private expenditure	**		21%	
	Public to private transfers	**		6%	
	Total public expenditure on primary to tertiary education	2015			
Table C4.1	As a percentage of total government expenditure	11.9%		11.1%	
	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
Table D3.2a	Pre-primary	0.8	1.01	0.82	**
	Primary	0.8	1.01	0.86	1.21
	Lower secondary (general programmes)	0.8	1.01	0.91	1.34
	Upper secondary (general programmes)	0.8	1.01	0.96	1.42
	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
Table D3.1a	Pre-primary	USD 26 219	USD 28 835	USD 30 229	USD 40 436
	Primary	USD 26 219	USD 28 835	USD 31 919	USD 44 281
	Lower secondary (general programmes)	USD 26 219	USD 28 835	USD 33 126	USD 46 007
	Upper secondary (general programmes)	USD 26 219	USD 28 835	USD 34 534	USD 47 869
	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
Table D4.1	Pre-primary	1 080 hours	1 592 hours	1 029 hours	1 628 hours
	Primary	720 hours	1 592 hours	778 hours	1 620 hours
	Lower secondary (general programmes)	504 hours	1 592 hours	701 hours	1 642 hours
	Upper secondary (general programmes)	504 hours	1 592 hours	655 hours	1 638 hours
	Percentage of teachers who are 50 years old or over	2016			
Table D5.1	Primary to upper secondary	11%		35%	
	Share of female teachers, in public and private institutions	2016			
Table D5.2	Primary	59%		83%	
	Lower secondary	59%		69%	
	Upper secondary	51%		60%	
	Tertiary	43%		43%	
	Average class size by level of education	2016			
Table D2.1	Primary	21		21	
	Lower secondary	24		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>.



From:

## Education at a Glance 2018

OECD Indicators

Access the complete publication at:

<https://doi.org/10.1787/eag-2018-en>

### Please cite this chapter as:

OECD (2018), “Turkey”, in *Education at a Glance 2018: OECD Indicators*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/eag-2018-69-en>

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