

## COUNTRY NOTE



### *Education at a Glance: OECD Indicators 2012*

## GERMANY

**Under embargo until 11 September, at 11:00 am Paris time**

Questions can be directed to:

Andreas Schleicher, Advisor to the Secretary-General on Education Policy, Deputy Director for Education

Email: [Andreas.Schleicher@OECD.org](mailto:Andreas.Schleicher@OECD.org)

Telephone: +33607385464

Please visit our website: [www.oecd.org/edu/eag2012](http://www.oecd.org/edu/eag2012) <http://dx.doi.org/10.1787/eag-2012-en>

### KEY FINDINGS

- Germany's early childhood education system is fairly well-developed: 96% of four-year-olds are enrolled in early childhood education programmes, and 89% of three-year-olds are. These levels are well above the respective OECD averages of 79% and 66%.
- Germany's entry and graduation rates for tertiary-type A (largely theory-based) education are on the rise, but are still below the OECD average. An estimated 42% of young people in Germany are expected to enter tertiary-type A programmes in their lifetime (OECD average: 62%), and an estimated 30% of young people are expected to graduate from them (OECD average: 39%). Moreover, an estimated 21% of young people in Germany are expected to enter tertiary-type B (vocationally oriented) programmes (OECD average: 17%), and an estimated 14% are expected to graduate from them (OECD average: 10%).
- In Germany, 20% of young adults achieve a higher level of education than their parents, which is far below the OECD average of 37%; meanwhile, 22% achieve a lower level, which is higher than the OECD average of 13%.
- Some 12.0% of 15-29 year-olds in Germany are not in education, employment or training (NEET) –less than the OECD average of 15.8%. Germany is one of only a few countries in which the NEET population declined or remained stable during the global recession and it is the only country in which the unemployment rate has declined in every educational attainment level.
- Taking into account spending from public and private sources, Germany spends 5.3% of its GDP on all levels of education combined – an increase from 2005 levels (5.0%) but below the OECD average (6.2%). Similarly, Germany devotes 10.5% of its total public spending on education – up from 2005 levels (9.8%), but below the OECD average (13.0%).

*Germany's pre-school education is fairly well-developed.*

Germany's early childhood education system is more extensive than that in many OECD countries. Some 96% of the country's four-year-olds are enrolled in early childhood education programmes, and 89% of three-year-olds are. These levels are well above the respective OECD averages of 79% and 66% (Table C2.1). Germany also has a lower-than-average ratio of pupils to teaching staff in early childhood programmes: 12.6 pupils per teacher compared with the OECD average of 14.4 pupils per teacher. When teachers' aides are factored in, the ratio becomes even more favourable: 9.9 students per teaching staff compared with the OECD average of 12.3 students (Table C2.2).

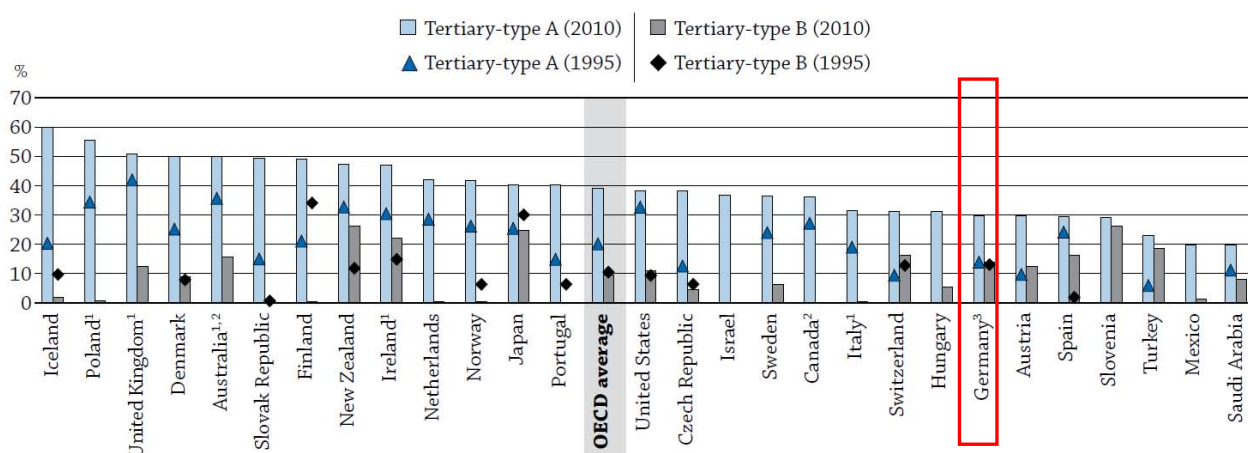
*An above-average share of the money for this comes from households.*

As a percentage of GDP, Germany spends more on early childhood education than the OECD average (Germany: 0.6%; OECD: 0.5%). The share of this expenditure that comes from public sources (70.2%) is lower than the OECD average (81.7%). One notable difference between Germany's early childhood system and those in other countries – particularly in Europe – is that a relatively small proportion of pupils attends programmes in public institutions. In Germany, 35.2% of pupils attend public programmes (OECD average: 62.7%), while 64.8% of pupils attend programmes in government-dependent private institutions (OECD average: 21.5%) (Table C2.2). Most of these private programmes are delivered by religious institutions.

*Tertiary-level entry and graduation rates are increasing in Germany...*

Germany is making progress in increasing entry rates into higher (tertiary) education. An estimated 42% of young people in Germany are expected to enter tertiary-type A programmes (longer, more academically-oriented programmes) in their lifetime, up from 26% in 1995 (OECD average: 62% in 2010; 37% in 1995). At the same time, since the growth rate in Germany does not exceed the average growth rate across OECD countries, the relative position of Germany remains unchanged. An estimated 21% of young people in Germany are expected to enter tertiary-type B (shorter, more vocationally-oriented) programmes, up from 15% in 1995 (OECD averages: 17% in 2010, 17% in 1995) (Table C3.3).

Tertiary graduation rates are increasing too. An estimated 30% of young people in Germany are expected to graduate from tertiary-type A programmes in their lifetime, up from 14% in 1995 (OECD averages: 39% in 2010; 20% in 1995). Since most countries have seen faster growth than Germany, Germany's relative ranking on the indicator of tertiary-type A graduates has dropped from 15th in 1995 to 20th in 2010. The percentage of young people expected to graduate from tertiary-type B programmes is 14% -- a modest increase over the 1995 level of 13%, and above the OECD average (OECD averages: 10% in 2010; 11% in 1995) (Table A3.2).

**Chart A3.2. First-time graduation rates in tertiary-type A and B education (1995 and 2010)**

1. Year of reference 2000 instead of 1995.

2. Year of reference 2009 instead of 2010.

3. Break in the series between 2008 and 2009 due to a partial reallocation of vocational programmes into ISCED 2 and ISCED 5B.

Countries are ranked in descending order of first-time graduation rates in tertiary-type A education in 2010.

Source: OECD. Saudi Arabia: Observatory on Higher Education. Table A3.2. See Annex 3 for notes ([www.oecd.org/edu/eag2012](http://www.oecd.org/edu/eag2012)).

StatLink <http://dx.doi.org/10.1787/888932661706>

### ... but Germany still risks falling further behind other countries in tertiary attainment.

Germany may fall further behind other OECD countries in educational attainment because other countries are increasing their higher education entry and graduation rates at a faster pace. Germany is one of a handful of countries in which the percentage of 25-34 year-olds with a tertiary attainment (26%; OECD average: 38%) is almost the same as the percentage of 55-64 year-olds with a tertiary education (25%; OECD average: 23%). Israel and the United States are in a similar situation, although in both cases, overall attainment levels are much higher (Table A1.3a). It should be noted though, that many 25-34 year-olds in Germany have not yet completed their studies. Germany's educational attainment structure is characterised by low tertiary attainment rates, but comparatively high upper secondary attainment rates. Some 86% of 25-64 year-olds in Germany have attained at least upper secondary education – one of the highest proportions among OECD countries (the OECD average is 74%). If current tertiary attainment rates among 25-34 year-olds are maintained, the proportion of adults in Ireland, Japan and Korea, among other countries, who have a tertiary education will surpass that of other OECD countries, while the proportion in Austria, Brazil and Germany (among other countries) will fall further behind (Chart A1.3).

### In most OECD countries, intergenerational upward mobility in education is more common than downward mobility. Germany is one of the few exceptions to this trend.

In most OECD countries, intergenerational upward mobility in education is more common than downward mobility – in other words, the percentage of young adults who achieve a higher level of education than their parents is greater than the percentage that achieves a lower level. However, this is not the case in Germany, where 20% of 25-34 year-old non-students have attained a higher level of education than their parents, and 22% of people in this group have attained a lower level (OECD average: 37% upward mobility, 13% downward mobility). Estonia and Iceland are the only other OECD countries in which intergenerational downward mobility in education is more prevalent than upward mobility (Table A6.3).

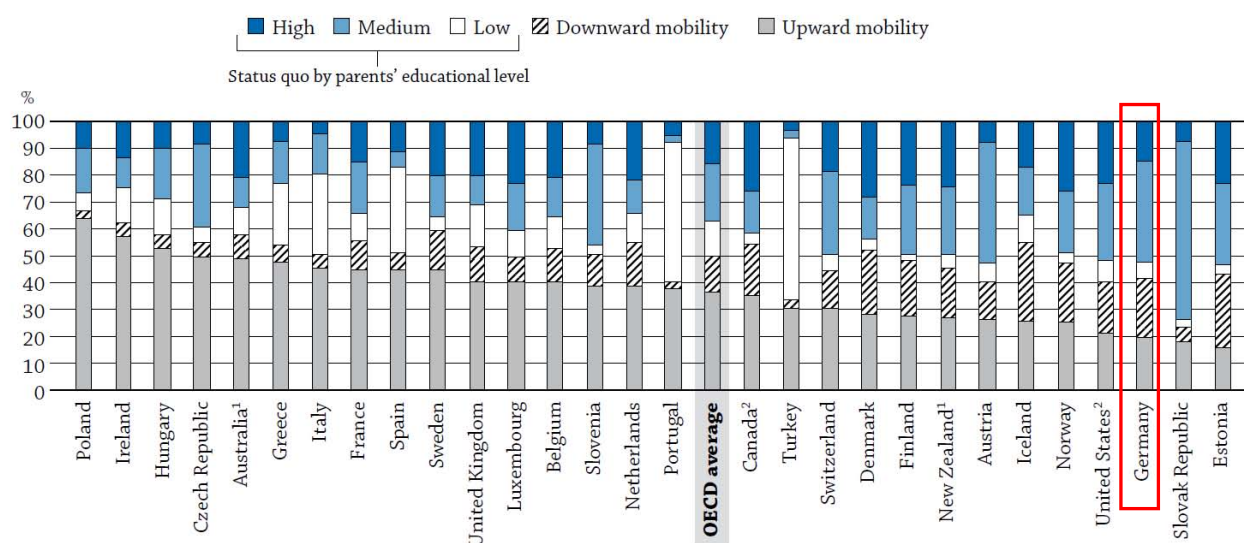
In Germany, 59% of young adults have achieved the same level of education as their parents: 15%, a high level of education (tertiary education); 37%, a medium level of education (upper secondary or post-

## GERMANY – Country Note – Education at a Glance 2012: OECD Indicators

secondary non-tertiary education); and 6%, a low level of education (below upper secondary). In contrast, across all OECD countries, 50% of young adults reach the same level of education as their parents: 16%, a high level of education; 21%, a medium level; and 13%, a low level. To some degree, the prevalence of people in Germany who achieve no more than a medium level of education reflects the country's "dual system", in which vocational upper secondary education plays a prominent role. Germany has had comparatively high upper secondary attainment rates for years. Even in 1992, around 80% of the adult population had attained at least an upper secondary education, whereas in most OECD countries only about half of the population had attained that level.

**Chart A6.5. Intergenerational mobility in education (2009)**

Percentage of 25-34 year-old non-students having an educational attainment higher than their parents, (upward mobility), a lower one (downward mobility) or the same (status quo) and status quo by parents' education level (low, medium, high)



**Note:** The number of students attending higher education are under-reported for Australia, Canada, New Zealand and the United States compared to the other countries as they only include students who attained ISCED 5A, while the other countries include students who attained ISCED 5A and/or 5B. Therefore, the omission of data on 5B qualifications may understate intergenerational mobility in these countries.

1. Data source from Adult Literacy and Lifeskills Survey (ALL) of 2006.

2. Data source from Adult Literacy and Lifeskills Survey (ALL) of 2003.

Countries are ranked in descending order of upward mobility.

**Source:** OECD, Table A6.3. See Annex 3 for notes ([www.oecd.org/edu/eag2012](http://www.oecd.org/edu/eag2012)).

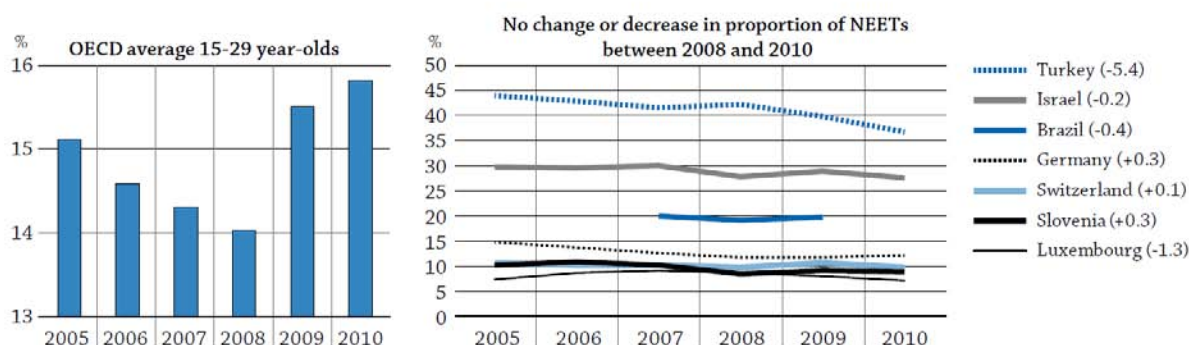
**StatLink** <http://dx.doi.org/10.1787/888932662010>

*Despite the global recession, the percentage of young people in Germany who are neither in employment nor education has remained very low...*

In many OECD countries, the global recession that began in 2008 hit young people particularly hard, leading to increases in the percentage of 15-29 year-olds who are not in education, employment or training (NEET). On average across OECD countries, the NEET population has increased from 13.7% in 2008 to 15.8% -- the highest level since 1998 (Table C5.4a).

In Germany, the NEET population is comparatively lower, at 12.0%. While this is a slight increase over 2008 levels (11.6%), Germany is one of only a few OECD countries in which the NEET population has decreased or remained stable since the economic downturn began (Table C5.4a).



**Chart C5.4. Change in the percentage of 15-29 year-olds neither in education nor employed between 2005 and 2010**

StatLink  <http://dx.doi.org/10.1787/888932663359>

### *...and unemployment rates have declined.*

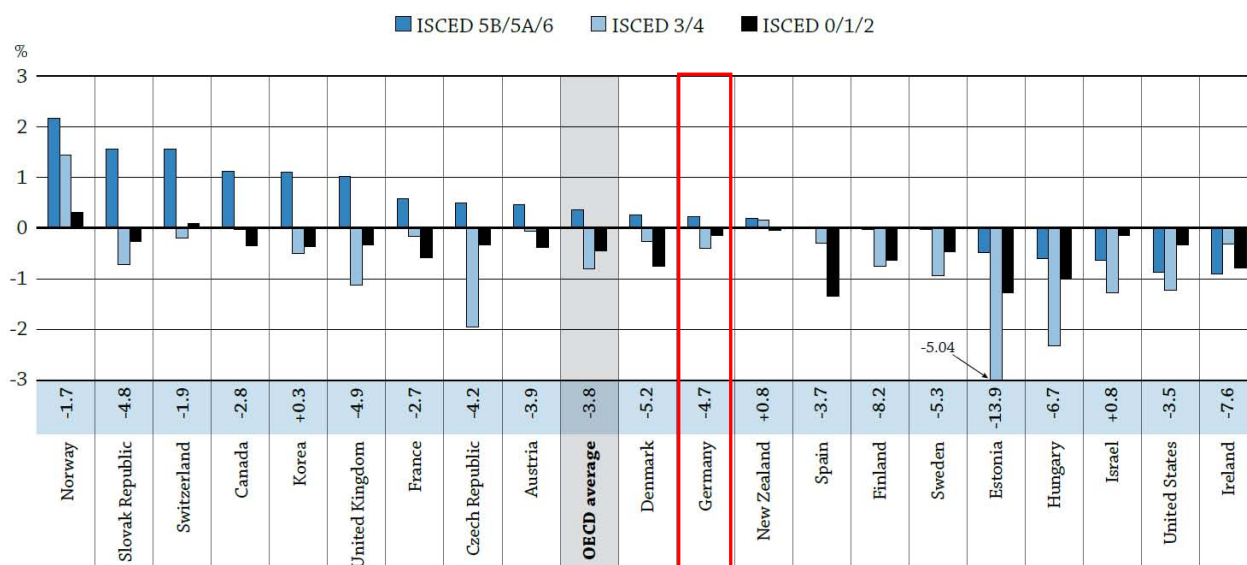
Likewise, Germany has been more successful than most OECD countries in holding the line on unemployment during the global downturn. It is the only country in which the unemployment rate has declined in every educational attainment level. Between 2008 and 2010, Germany's unemployment rate among adults with higher education declined from 3.3% to 3.1%; for adults with upper secondary or post-secondary non-tertiary education, they declined from 7.2% to 6.9%; and for adults without an upper secondary education, they declined from 16.5% to 15.9%. By contrast, on average across OECD countries during this period, unemployment rates increased from 3.3% to 4.7% among adults with higher education; from 4.9% to 7.6% for adults with upper secondary or post-secondary non-tertiary education; and from 8.8% to 12.5% for adults without an upper secondary education (Table A7.4a).

### *Workers with mid-range jobs and skills felt the most severe impact of the drop in Germany's GDP during the recession.*

At the same time, people with a medium level of education felt the most severe impact of the drop in Germany's GDP during the recession. In 2009, Germany's GDP dropped 4.7% overall, and the contraction of labour income among people with upper secondary and post-secondary non-tertiary education had a negative impact on GDP of -0.4%. By contrast, the contraction of labour income among people with less than an upper secondary education had a negative impact on GDP of -0.14%, while the expansion of labour income among workers with higher education had a positive impact on GDP of 0.23% (Table A10.1). During the crisis, Germany used the instrument of short-time-work (*Kurzarbeit*) to avoid staff layoffs. To some degree, the reduction of labour income among people without tertiary education has been the result of these shorter working hours.

Even as Germany's GDP increased by 3.6% in 2010, the contraction of labour income among workers with lower levels of education continued to have a negative impact on GDP. In that year, falling labour income among people with upper secondary and post-secondary non-tertiary education had a negative impact on GDP of -0.32%, while labour income declines among people with less than upper secondary education had a negative impact of -0.10, and expanding income among tertiary-educated workers had a positive impact of 1.37% on GDP (Table A10.1).

**Chart A10.2. Change in annual labour-income growth in GDP, by educational categories (2009)**  
 2009 GDP growth shown next to country names (%)



Countries are ranked in descending order of income growth in GDP among those with tertiary education (real percentage change from previous year).

Source: OECD, Table A10.1. See Annex 3 for notes ([www.oecd.org/edu/eag2012](http://www.oecd.org/edu/eag2012)).

StatLink <http://dx.doi.org/10.1787/888932662295>

*As in most countries, the proportion of national wealth invested in education increased in Germany during the global recession...*

Between 2008 and 2009, Germany's public and private expenditure on educational institutions at all levels increased by 4.9%. However, because Germany's GDP also fell during that period, its expenditure on educational institutions as a percentage of GDP increased by 10.6% over 2008 levels (Box B2.1).

Most OECD countries showed a similar pattern during this time frame. On average across OECD countries, public and private expenditure on educational institutions increased by 3.9% between 2008 and 2009, while GDP dropped by about 4%. As a result, expenditure on educational institutions as a percentage of GDP increased by 8.3% over 2008 levels (Box B2.1).

Also, on a per-student basis, expenditure in Germany increased by 12% since 2005, but the increase was smaller than in all other countries except Belgium, Denmark, France, Israel and Italy (Chart B1.6).

*...though on the whole, Germany still invests less of its national wealth on education than other countries...*

Despite increases in recent years, the proportion of national wealth that Germany spends on education remains well below the OECD average. Taking into account spending from public and private sources, Germany spends 5.3% of its GDP on all levels of education combined. This is up from 5.0% in 2005 (Table B2.1), but below the OECD average of 6.2%. Other countries that spend a similar proportion of GDP on education include Brazil (5.5%), Japan (5.2%) and the Russian Federation (5.5%) (Table B2.2).

Looking at different levels of education, Germany spends an above-average share of national wealth on early childhood education (Germany: 0.6%; OECD: 0.5%), and below-average shares on primary and lower

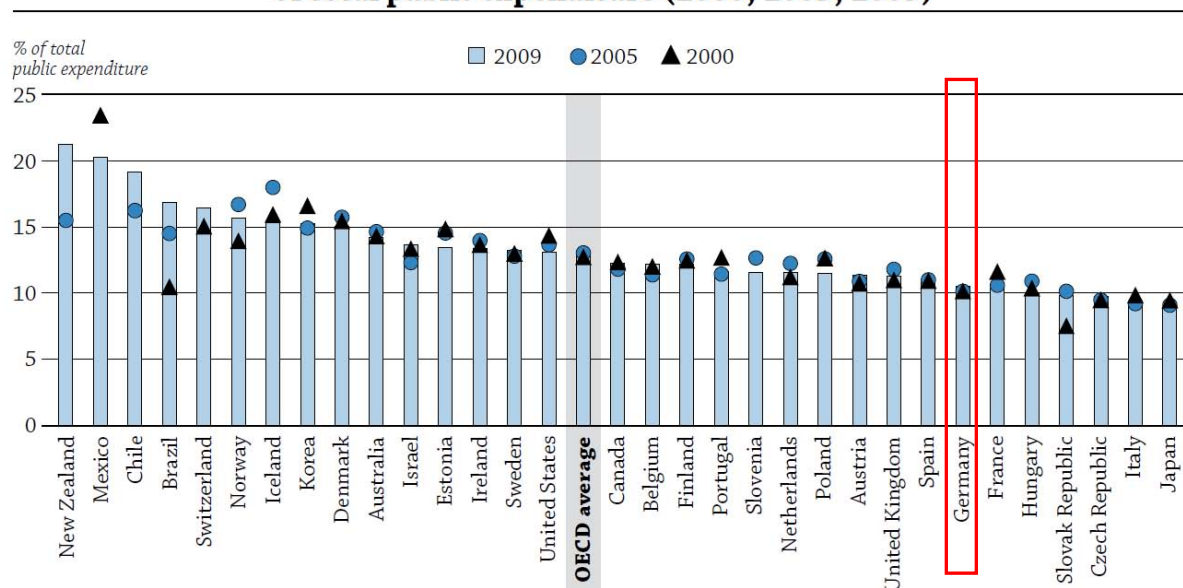
secondary education (Germany: 2.1%; OECD: 2.6%), upper secondary education (Germany: 1.1%; OECD: 1.3%); and tertiary education (Germany: 1.3%; OECD: 1.6%) (Table B2.2). When considering these data, it should be borne in mind that the proportion of Germany's population that is younger than 30 (31%) is also below the OECD average of 39%.

*....even as the percentage of the public budget devoted to education has increased.*

Similarly, spending on education has captured an increasing percentage of Germany's public budget in recent years, but this share lags behind OECD average levels. Across all levels of education, Germany devotes 10.5% of total public expenditure on education, up from 10.1% in 2005. Other countries that devote a similar proportion of public spending to education include France (10.4%), Hungary (10.0%) and Spain (10.8%) (Table B4.3).

Germany is also one of only 13 OECD and G20 countries (out of 32 with available data) in which the percentage of public expenditure on education has increased since 2005. Nonetheless, the percentage of Germany's public budget devoted to education is still below the OECD average of 13.0% (Table B4.3).

**Chart B4.1. Total public expenditure on education as a percentage of total public expenditure (2000, 2005, 2009)**



Countries are ranked in descending order of total public expenditure on education at all levels as a percentage of total public expenditure in 2009.

Source: OECD, Table B4.3. See Annex 3 for notes ([www.oecd.org/edu/eag2012](http://www.oecd.org/edu/eag2012)).

StatLink <http://dx.doi.org/10.1787/888932662713>

#### How to read this chart

This chart shows direct public expenditure on educational institutions, plus public support to households (which includes subsidies for living costs, such as scholarships and grants to students/households and student loans) and to other private entities, as a percentage of total public expenditure, by year.

StatLink <http://dx.doi.org/10.1787/888932662713>

*In Germany, teachers' salaries are closer to the level of other tertiary-educated workers than in other countries...*

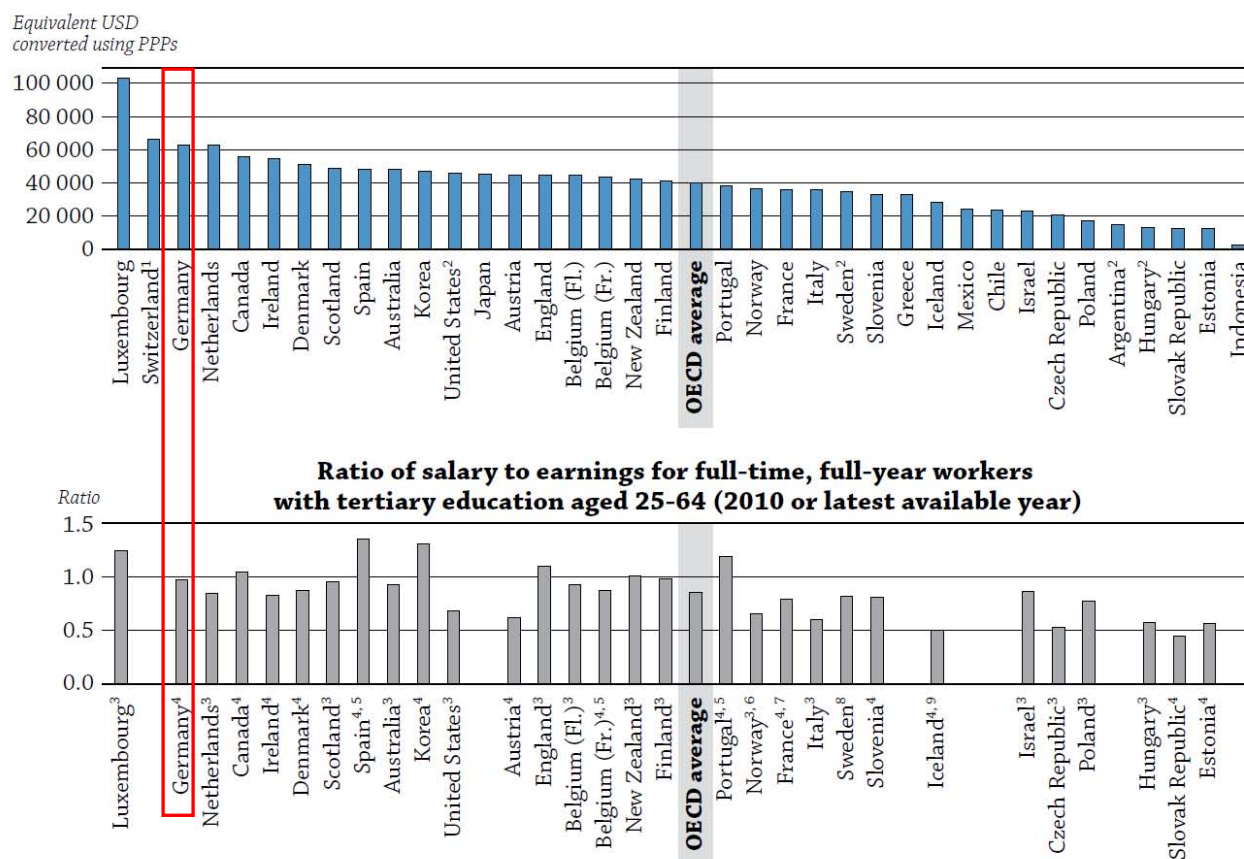
On average, teachers' salaries in Germany are higher than those in other OECD countries, particularly for new teachers. For example, the starting salary for a primary school teacher is USD 46 456 (OECD average: USD 28 523), while the salary at top of the scale for a primary teacher with minimum training – which, in Germany, is usually master's level -- is USD 61 209 (OECD average: USD 45 100). Similarly, the average starting salary for a lower secondary school teacher is USD 51 058 (OECD average: USD 29 801), and rises to USD 68 592 at the top of the scale (OECD average: USD 47 721), while the average starting salary for an upper secondary school teacher is USD 53 963 (OECD average: USD 30 899) and rises to USD 76 433 at the top of the scale (OECD average: USD 49 721) (Table D3.1).

Consequently, in Germany teachers' salaries compare somewhat more favourably to the salaries of other tertiary-educated workers than they do in other countries. On average, a primary school teacher in Germany can expect to earn 88% of the salary of the average tertiary-educated worker in Germany (OECD average: 82%). Similarly, a teacher in lower secondary education can expect to earn 97% of the salary of a tertiary-educated peer (OECD average: 85%). Across the OECD, the average upper secondary teacher earns 10% less than a tertiary-educated peer working in a different field; but in Germany, an upper secondary teacher earns 5% more.



**Chart D3.1. Teachers' salaries in lower secondary education (2010)**

*Annual statutory teachers' salaries after 15 years of experience and minimum training in public institutions in lower secondary education, in equivalent USD converted using PPPs, and the ratio of salary to earnings for full-time, full-year workers with tertiary education aged 25-64*



1. Salaries after 11 years of experience.

2. Actual base salaries.

3. Ratio of actual salary, including bonuses and allowances, for teachers aged 25-64 to earnings for full-time, full-year workers with tertiary education aged 25-64.

4. Ratio of statutory salary after 15 years of experience (minimum training) to earnings for full-time, full-year workers with tertiary education aged 25-64.

5. Year of reference 2009.

6. Year of reference 2007.

7. Year of reference 2008.

8. Ratio of actual teachers' salary after 15 years of experience (minimum training), not including bonuses and allowances, to earnings for full-time, full-year workers with tertiary education aged 25-64.

9. Year of reference 2006.

Countries are ranked in descending order of teachers' salaries in lower secondary education after 15 years of experience and minimum training.

Source: OECD. Argentina: UNESCO Institute for Statistics (World Education Indicators programme). Tables D3.1. See Annex 3 for notes ([www.oecd.org/edu/eag2012](http://www.oecd.org/edu/eag2012)).

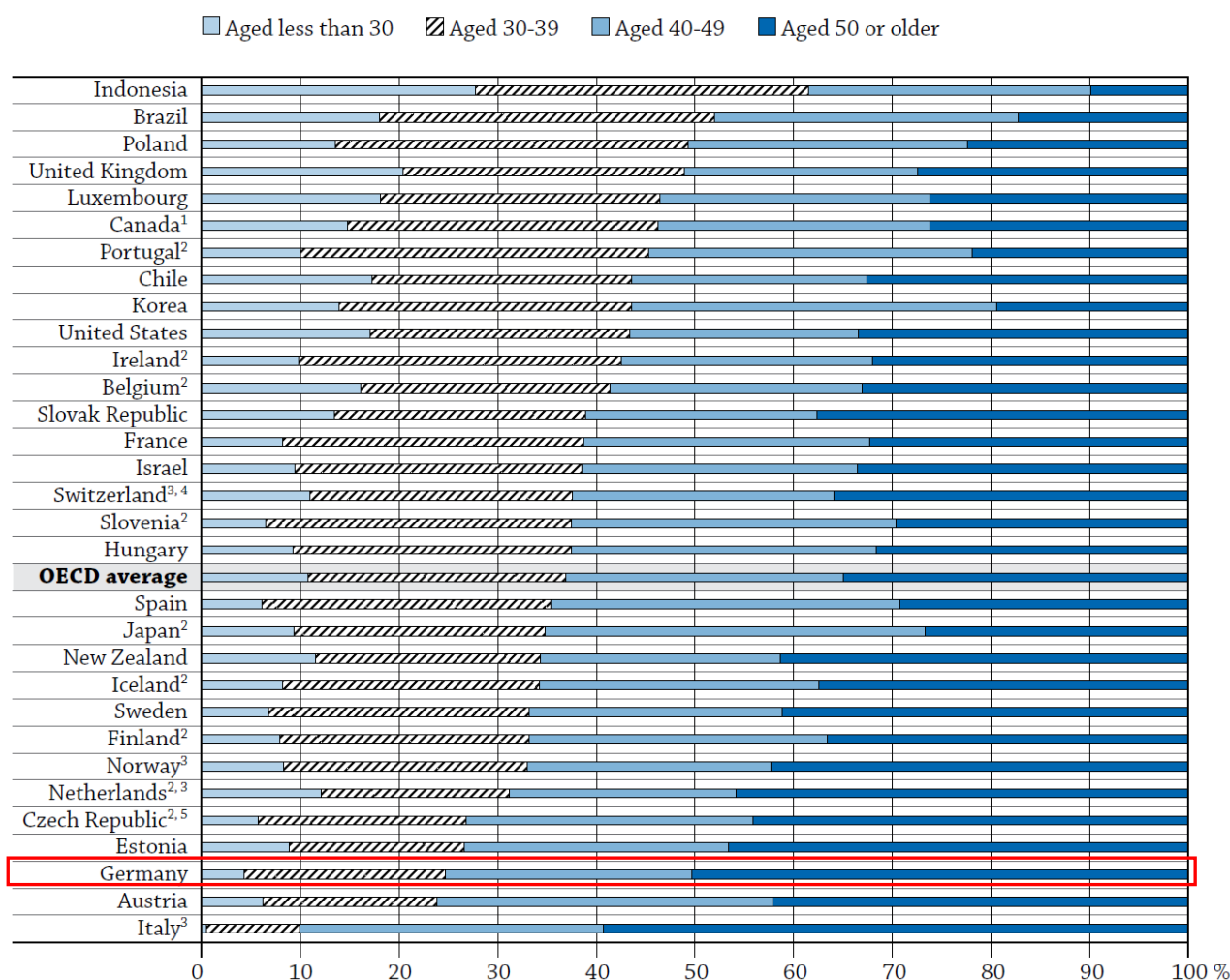
StatLink <http://dx.doi.org/10.1787/888932663682>

*...which may help to attract new recruits into the teaching profession.*

The smaller earnings differential between teachers' salaries and the salaries of other tertiary-educated workers may prove useful, as Germany has one of the oldest teaching forces among OECD countries, and is likely to face a wave of teacher retirements in the near future. Some 47.9% of primary school teachers in Germany are 50 or older (the OECD average is 29.9%), 51.8% of lower secondary teachers are in that age

group (the OECD average is 33.3%), and 47.1% of upper secondary teachers are 50 or older (the OECD average is 36.8%).

**Chart D5.1. Age distribution of teachers in secondary education (2010)**  
Distribution of teachers in educational institutions, by age group



1. Year of reference 2009.

2. Secondary education includes post-secondary non-tertiary education.


3. Public institutions only.

4. Upper secondary education includes general programmes only.

5. Upper secondary education includes tertiary-type B education.

Countries are ranked in ascending order of the percentage of teachers aged 40 or older at the secondary level.

**Source:** OECD. Indonesia: UNESCO Institute for Statistics (World Education Indicators programme). Table D5.2. See Annex 3 for notes ([www.oecd.org/edu/eag2012](http://www.oecd.org/edu/eag2012)).

StatLink  <http://dx.doi.org/10.1787/888932663796>

## NOTABLE TRENDS

*Over the past decade, the difference in earnings between men and women has widened in Germany, at all education levels.*

In all OECD countries, women tend to have lower earnings than men. Over the past decade, however, the difference between men's and women's earnings has narrowed in many countries. On average across all OECD countries, a woman with higher education can expect to earn 33% less than a man with the same level of education; a woman with an upper secondary or post-secondary non-tertiary education can expect to earn 30% less than a similarly educated man; and a woman without an upper secondary education can expect to earn 32% less than a man with that level of education. In 2000, these figures were 37%, 35%, and 37%, respectively (Table A8.3b).

In contrast, the gender gap in average earnings in Germany has widened at all education levels over the past decade. For example, a woman with higher education can now expect to earn 44% less than a man with a similar level of education (in 2000, she earned 39% less); a woman with upper secondary or post-secondary non-tertiary education can expect to earn 38% less than a similarly educated man (in 2000, she earned 37% less); and a woman without an upper secondary education can expect to earn 51% less than her male counterpart with the same education (in 2000, she earned 44% less). One main reason for this development is the high proportion of women working part time. Australia, France and Luxembourg are other countries in which the gender gap in earnings has widened at every education level over time (Table A8.3b).

## KEY FACTS

Indicator	Germany	OECD average	Germany rank*
<b>Educational Access and Output</b>			
<b>Enrolment rates</b>			
3-year-olds (in early childhood education)	89%	66%	8 of 36 countries
4-year-olds (in early childhood and primary education)	96%	81%	13 of 38 countries
5-14 year-olds (all levels)	99%	96%	17 of 39 countries
<b>Percentage of population that has attained pre-primary or primary levels of education only</b>			
25-64 year-olds	3%	m	25 of 37 countries
<b>Percentage of population that has attained at least upper secondary education</b>			
25-64 year-olds	86%	74%	10 of 40 countries
25-34 year-olds	86%	82%	16 of 36 countries
55-64 year-olds	83%	62%	5 of 36 countries
<b>Percentage of population that has attained tertiary education</b>			
25-64 year-olds	27%	31%	24 of 41 countries
25-34 year-olds	26%	38%	27 of 37 countries
55-64 year-olds	25%	23%	17 of 37 countries
<b>Entry rates into tertiary education</b>			
Vocational programmes (Tertiary-type B)	21%	17%	16 of 33 countries
University programmes (Tertiary-type A)	42%	62%	30 of 36 countries
<b>Graduation rates</b>			
Percentage of today's young people expected to complete upper secondary education in their lifetime	87%	84%	12 of 27 countries
Percentage of today's young people expected to complete university education (tertiary-type A) in their lifetime	30%	39%	22 of 28 countries
<b>Economic and Labour Market Outcomes</b>			
<b>Unemployment rate of 25-64 year-olds</b>			
Below upper secondary	15.9%	12.5%	9 of 33 countries
Upper secondary and post-secondary non-tertiary	6.9%	7.6%	16 of 34 countries
Tertiary	3.1%	4.7%	28 of 34 countries
<b>Average earnings premium for 25-64 year-olds with tertiary education (compared to people with upper secondary education; upper secondary = 100)</b>			
Men and women	168	155	10 of 32 countries
Men	171	160	10 of 32 countries
Women	153	157	20 of 32 countries
<b>Average earnings penalty for 25-64 year-olds who have not attained upper secondary education (compared to people with upper secondary education; upper secondary = 100)</b>			
Men and women	85	77	5 of 32 countries
Men	95	78	1 of 32 countries
Women	74	74	16 of 32 countries

Indicator	Germany	OECD average	Germany rank*
<b>Percentage of people not in employment, education or training</b>			
15-29 year-olds (2005 data)	14.7%	15.0%	12 of 32 countries
15-29 year-olds (2010 data)	12.0%	15.8%	22 of 32 countries
<b>Financial Investment in Education</b>			
<b>Annual expenditure per student (in equivalent USD, using PPPs)</b>			
Pre-primary education	7 862	6 670	10 of 34 countries
Primary education	6 619	7 719	21 of 35 countries
Secondary education	9 285	9 312	16 of 37 countries
Tertiary education	15 711	13 728	14 of 37 countries
<b>Total public and private expenditure on education</b>			
As a percentage of GDP	5.3%	6.2%	29 of 37 countries
<b>Total public expenditure on education</b>			
As a percentage of total public expenditure	10.5%	13.0%	26 of 32 countries
<b>Share of private expenditure on educational institutions</b>			
Primary, secondary and post-secondary non-tertiary education	12.4%	8.8%	10 of 32 countries
Tertiary education	15.6%	30%	23 of 31 countries
All levels of education	15%	16%	14 of 30 countries
<b>Schools and Teachers</b>			
<b>Ratio of students to teaching staff</b>			
Pre-primary education	12.6	14.4	20 of 32 countries
Primary education	16.7	15.8	15 of 36 countries
Secondary education	14.4	13.8	16 of 38 countries
<b>Number of hours of compulsory instruction time per year</b>			
7-8 year-olds	641	774 hours	23 of 33 countries
9-11 year-olds	793	821 hours	18 of 34 countries
12-14 year-olds	887	899 hours	18 of 34 countries
<b>Number of hours of teaching time per year (for teachers in public institutions)</b>			
Primary education	805	782 hours	14 of 35 countries
Lower secondary education	756	704 hours	9 of 34 countries
Upper secondary education	713	658 hours	12 of 35 countries
<b>Ratio of teachers' salaries to earnings for full-time, full-year adult workers with tertiary education</b>			
Primary school teachers	0.88	0.82	10 of 27 countries
Lower secondary school teachers	0.97	0.85	9 of 27 countries
Upper secondary school teachers	1.05	0.90	8 of 27 countries

\* Countries are ranked in descending order of values.

See: Education at a Glance 2012: OECD Indicators

Visit: [www.oecd.org/edu/eag2012](http://www.oecd.org/edu/eag2012)

Country note author: J.D. LaRock (E-mail contact: [dirk.vandamme@oecd.org](mailto:dirk.vandamme@oecd.org))





From:

## Education at a Glance 2012

OECD Indicators

Access the complete publication at:

<https://doi.org/10.1787/eag-2012-en>

### Please cite this chapter as:

OECD (2012), "Germany", in *Education at a Glance 2012: OECD Indicators*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/eag-2012-46-en>

This work is published under the responsibility of the Secretary-General of the OECD. The opinions expressed and arguments employed herein do not necessarily reflect the official views of OECD member countries.

This document and any map included herein are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.

You can copy, download or print OECD content for your own use, and you can include excerpts from OECD publications, databases and multimedia products in your own documents, presentations, blogs, websites and teaching materials, provided that suitable acknowledgment of OECD as source and copyright owner is given. All requests for public or commercial use and translation rights should be submitted to [rights@oecd.org](mailto:rights@oecd.org). Requests for permission to photocopy portions of this material for public or commercial use shall be addressed directly to the Copyright Clearance Center (CCC) at [info@copyright.com](mailto:info@copyright.com) or the Centre français d'exploitation du droit de copie (CFC) at [contact@cfcopies.com](mailto:contact@cfcopies.com).