

EDUCATION  
AT A GLANCE 2014

*Education at a Glance: OECD Indicators* is the authoritative source for accurate and relevant information on the state of education around the world. It provides data on the structure, finances, and performance of the education systems in the 34 OECD member countries, as well as a number of G20 and partner countries.

## Germany

### Most people in Germany attain upper secondary education...

Germany has one of the highest levels of upper secondary attainment: 86% of the country's 25-64 year-olds have obtained at least an upper secondary qualification (compared to the OECD average of 75%), as the difference between generations is small: 84% of 55-64 year-olds also attained this level (the OECD average is 64%) (Table A1.2). Overall, the percentage of today's young people expected to graduate from upper secondary school during their lifetimes (95%) is one of the three highest among OECD and partner countries with available data (the OECD average is 84%) (Table A2.1a).

Germany is one of the two countries (with Austria) where upper secondary graduation rates are (slightly) higher for men (95%) than for women (94%; the OECD averages are 81% for men and 87% for women) (Table A2.1a).

### ...and a large proportion of students follow a vocational track.

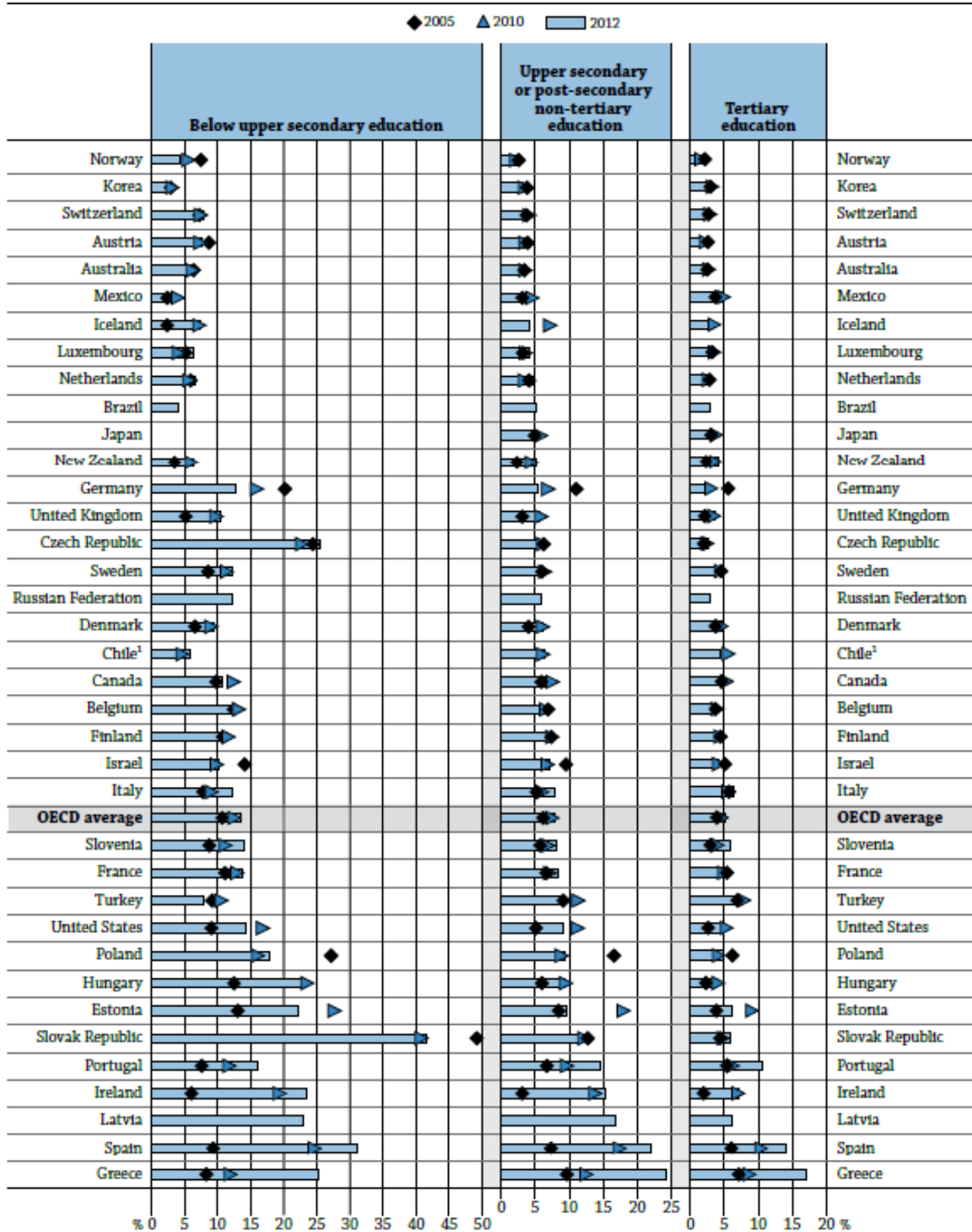
Vocational qualifications are common in Germany. Nearly one in two (48%) upper secondary students is enrolled in pre-vocational or vocational programmes (dual system) that combine school and work (the OECD average is 46%) (Table C1.3). Most 25-64 year-olds in Germany (55%) have attained a vocational qualification at either upper secondary or post-secondary level, the fourth largest proportion among countries with available data (the OECD average is 33%). Due to the high incidence of vocational qualifications, and the fact that a general degree (mostly *Abitur*) is dedicated to further education and not to direct entry in the labour market, only 3% of adults attain a general upper secondary or post-secondary qualification as highest degree, one of the smallest proportions among OECD countries (the OECD average is 12%) (Table A1.5a).

### Germany has been more successful than most OECD countries in holding the line on unemployment during the economic crisis.

Germany is one of the few countries in which unemployment rates have declined continuously, and across all education levels, between 2005 and 2010 and between 2010 and 2012 (see Chart A5.2 below). Between 2005 and 2012, unemployment rates decreased by 7 percentage points among adults without upper secondary education (from 20.1% to 12.8%), by 6 percentage points among those with an upper secondary or post-secondary non-tertiary education (from 11.0% to 5.3%); and by 3 percentage points among those with a tertiary qualification (from 5.6% to 2.4%). By contrast, on average across OECD countries, unemployment rates increased between 2005 and 2012 at each of those levels of education (by 3 percentage points, 1.6 percentage points and 1.1 percentage points,

respectively). In 2012, unemployment rates at the different levels of education in Germany were below the OECD averages (OECD averages are 13.6%, 7.8% and 5.0%, respectively) (Table A5.4a).

**Chart A5.2. Unemployment rates among 25-64 year-olds, by educational attainment (2005, 2010 and 2012)**



1. Year of reference 2011.

Countries are ranked in ascending order of 2012 unemployment rates among 25-64 year-olds with upper secondary or post-secondary non-tertiary education.

Source: OECD, Table A5.4a. See Annex 3 for notes ([www.oecd.org/edu/eag.htm](http://www.oecd.org/edu/eag.htm)).

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In all countries with available data, having a tertiary qualification reduces the likelihood of unemployment and also increases the likelihood of being employed, in Germany the employment advantage of a university degree is even larger than on average across countries. In 2012, employment rates in Germany were above the OECD average, and the differences in employment rates related to educational attainment (31 percentage points) were larger than on average across OECD countries (28 percentage points): 88% of tertiary-educated adults in Germany were employed (compared with the OECD average of 83%); 78% of adults with upper secondary or post-secondary non-tertiary education were employed (compared with the OECD average of 74%); and 57% of adults with below upper secondary education were employed (compared with the OECD average of 55%) (Table A5.3a).

### **Vocational qualifications continue to be a factor for employment...**

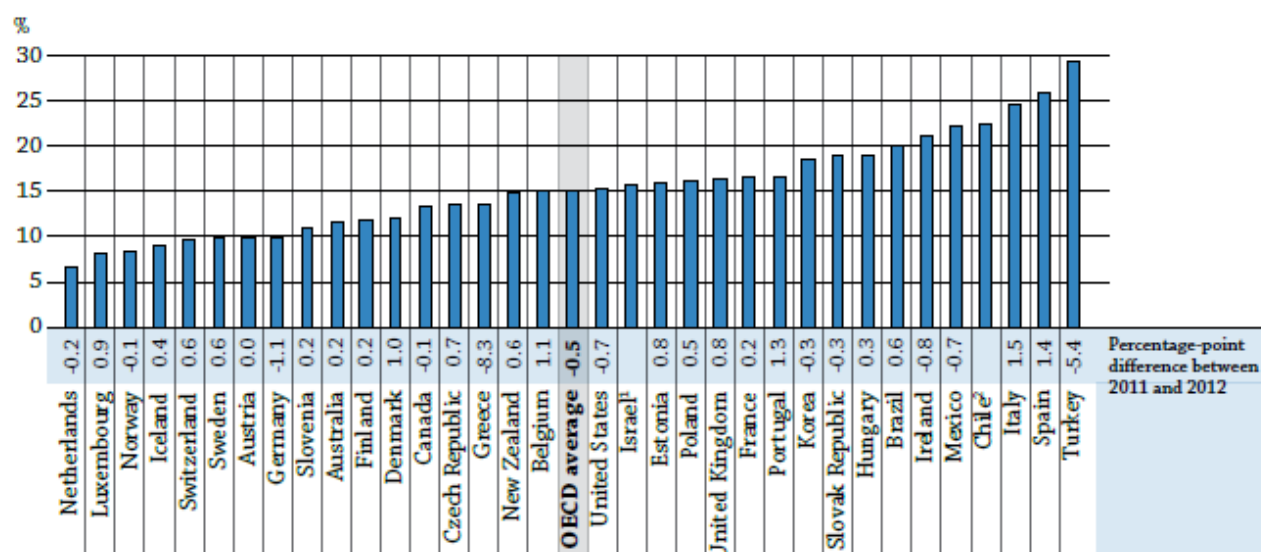
In most countries, among 25-64 year-olds with an upper secondary or post-secondary qualification as their highest level of attainment and who are out of education, employment rates among adults with a vocational qualification are higher than among adults who have a general qualification at these levels. In Germany, most adults whose highest level of attainment is upper secondary or post-secondary education have a vocational qualification (see above) and these adults have above-average employment rates, especially among younger adults: 85% of 25-34 year-olds with a vocational upper secondary or post-secondary qualification are employed (the OECD average is 78%), compared with 79% of 25-64 year-olds with a vocational upper secondary or post-secondary qualification (the OECD average is 75%) (Tables A5.5a and A5.5c).

Inactivity and unemployment are also less prevalent among young adults with a vocational upper secondary education as their highest level of attainment and out of the education system in Germany: 10% of young adults with a vocational upper secondary education are inactive (the OECD average is 12%); and 5.3% of young adults with a vocational upper secondary education are unemployed (the OECD average is 10.6%) (Tables A5.5a and A5.5c). When considering unemployment rates, the advantage of having a vocational upper secondary qualification compared to a below upper secondary qualification becomes even more pronounced (Tables A5.4a and A5.5a).

### **...and the percentage of young people who are neither employed nor in education or training has further decreased.**

Some 10% of young people (15-29 year-olds) in Germany were neither employed nor in education or training (NEET) in 2012, a smaller proportion than the OECD average of 15%. Since the beginning of the economic crisis, Germany has been one of the few countries (together with Austria, Greece, Israel, Luxembourg, Mexico and Turkey) where the proportion of young NEETs has decreased. Between 2011 and 2012, this proportion further shrank by 1.1 percentage points in Germany, among the largest percentage point decreases, whereas Germany was already below the OECD average proportion of NEETs in 2011 (see Chart C5.1 below) (Table C5.3d).

Some 60% of the 15-29 year-olds NEETs in Germany did not participate in the labour force in 2012 and 40% were unemployed (the OECD averages, excluding Chile and Japan, are 56% and 44%, respectively). As in many OECD countries, more than half of those unemployed have been so for less than six months (Table C5.2a).

**Chart C5.1. NEET population among 15-29 year-olds (2012) and change between 2011 and 2012***NEET population: People neither employed nor in education or training*

1. 2011 and 2012 data are not comparable. See Methodology section below.

2. Year of reference 2011.

Countries are ranked in ascending order of the 2012 percentage of NEET population among 15-29 year-olds with upper secondary or post-secondary non-tertiary education.

Source: OECD, Table C5.3d, available on line. See Annex 3 for notes ([www.oecd.org/edu/eag.htm](http://www.oecd.org/edu/eag.htm))

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## The wage premium for tertiary education widens...

Since 2000, the gap between the relative earnings of tertiary-educated workers, compared to earnings of workers with an upper secondary or post-secondary non-tertiary education, has widened. In 2000, workers with a tertiary degree earned around 45% more than their peers who did not have this level of education (the OECD average was 51% more); in 2012, they earned almost three-quarter more (74%; the OECD average was 59% more). In 2012, German workers with lower secondary education earned 84% of what their peers with an upper secondary or post-secondary non-tertiary education earned, still significantly above the OECD average of 76%. This gap between the relative earnings of below upper secondary educated workers and upper secondary educated workers has actually narrowed in Germany since 2000, when workers with lower secondary education earned 76% of what their better-educated peers earned (the OECD average in 2000 was 80%) (Table A6.2a).

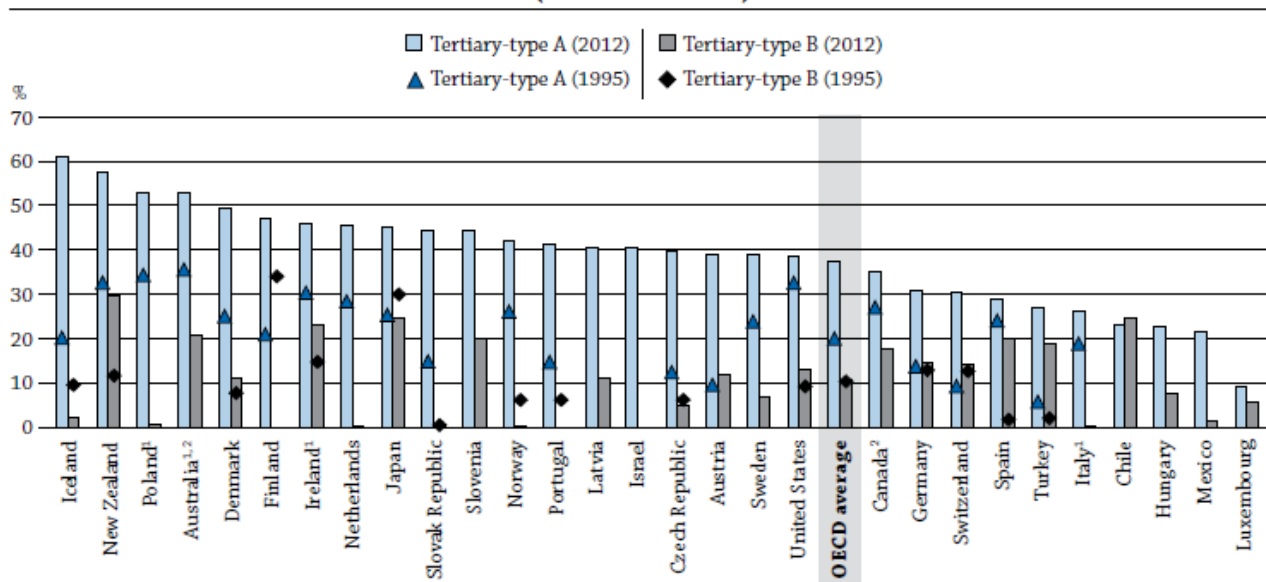
## ...but while tertiary-level entry and graduation rates are rising, tertiary attainment has not yet caught up with other countries.

Based on current patterns, in 2012 an estimated 53% of young people in Germany are expected to enter academically oriented tertiary programmes (tertiary-type A) in their lifetime, up from 30% in 2000 and closer to the OECD average of 58% (compared with 48% in 2000) (Table C3.2a). In addition, some 22% of young people are expected to enter shorter, more vocationally-oriented tertiary programmes (tertiary-type B) during their lifetime, up from 15% in 2000 and exceeding the OECD average of 18% (up from 16% in 2000) (Table C3.3).

Despite these increases in entry rates, tertiary graduation rates are still below the OECD average. An estimated 31% of young people in Germany are expected to graduate from academically oriented tertiary programmes in their lifetime, up from 18% in 2000 (a 13 percentage-point increase compared to the 10 percentage-point increase of the OECD average, from 28% in 2000 to 38% in 2012). Meanwhile, 15% of young people are expected to graduate from vocationally oriented tertiary

programmes, up from 11% in 2000 and above both of the OECD averages of 10% in 2012 and 9% in 2000 (see Chart A3.2 below) (Table A3.2a).

**Chart A3.2. First-time graduation rates in tertiary-type A and B education (1995 and 2012)**



1. Year of reference 2000 instead of 1995.

2. Year of reference 2011 instead of 2012.

Countries are ranked in descending order of first-time graduation rates for tertiary-type A education in 2012.

Source: OECD, Table A3.2a. See Annex 3 for notes ([www.oecd.org/edu/eag.htm](http://www.oecd.org/edu/eag.htm)).

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The proportion of tertiary-educated adults in Germany (28%) is smaller than the OECD average (33%), and other countries are increasing their higher education entry and graduation rates at a faster pace. Germany is one of only three OECD countries where there is a less-than-three percentage-point difference between younger (25-34 year-old) and older (55-64 year-old) adults in the proportion of people with a tertiary attainment: 29% and 26%, respectively. On average across OECD countries, there is a 15 percentage-point difference in tertiary attainment between these two age groups (39% of younger adults and 24% of older adults are tertiary educated) (Table A1.3a). However, many 25-34 year-olds in Germany have not yet completed their studies, as tertiary programmes are longer than the average (Table B1.3a); and, as a federal country, Germany has large internal variations in attainment levels.

Due to the well-established and highly recognized upper secondary vocational programmes (dual system) with low unemployment rates, the incentives for tertiary attainment might be lower in Germany compared to other countries.

### Literacy skills among adults in Germany are below average...

The 2012 Survey of Adult Skills highlights the relationship between education and literacy and numeracy skills. In Germany, the average mean literacy score of adults (all levels of education combined) is below the average (269 score points compared with 272 score points). In all 24 countries and subnational regions that participated in the survey, including Germany, the mean literacy score is highest among tertiary-educated adults and lowest among those without upper secondary education (Chart A1.4 and Table A1.9a (L)).

In Germany, a smaller-than-average proportion of tertiary-educated adults performs at the highest levels of literacy proficiency (Level 4 or 5 in the Survey of Adult Skills). At the same time, a larger-than-average proportion of adults performs at the lowest proficiency level (at or below Level 1). The



proportion of adults performing at this level is particularly large among adults without an upper secondary qualification: 55% of these adults perform at or below Level 1, compared with 39% on average among participating countries (Table A1.6(L)).

### **... and adults with the highest literacy proficiency are more likely than average to be employed.**

On average across countries, 87% of adults (all levels of education combined) who perform at Level 4 or 5 in literacy proficiency, the highest levels defined in the Survey of Adult Skills, are employed. Together with Estonia, Flanders (Belgium), the Netherlands, Norway and Sweden, Germany is one of the few countries where 90% or more of high-skilled people are employed (90% in Germany) (Table A5.7a).

### **In Germany, most adults have attained the same level of education as their parents...**

The expansion of education in many OECD countries has given young people an opportunity to attain a higher level of education than their parents. In Germany, 35% of 25-34 year-olds in tertiary education have parents who did not attain this level of education (Table A4.1a). Overall, most adults (58%) have achieved the same level of education as their parents, compared to 49% of adults, on average, across the 24 countries and sub-national regions that participated in the Survey of Adult Skills. In Germany, 4% of adults have attained below upper secondary education as their parents did (OECD average of 15%), 36% have attained upper secondary education as their parents did (OECD average of 20%) and 18% have attained tertiary education as their parents did (OECD average of 14%)(see Chart A4.3 below and Table A4.4).

**Chart A4.3. Absolute educational mobility (2012)**

Percentage of 25-64 year-old non-students whose educational attainment is higher than (upward mobility), lower than (downward mobility) or the same as (status quo) that of their parents



\* See note on data for the Russian Federation in the Methodology section.

Countries are ranked in descending order of the proportion of adults with upward mobility with respect to the education attainment of their parents.

Source: OECD, Table A4.4. See Annex 3 for notes ([www.oecd.org/edu/eag.htm](http://www.oecd.org/edu/eag.htm)).

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## ...and among young people, educational upward mobility is less common than downward mobility.

In the countries and subnational regions that participated in the Survey of Adult Skills, the proportion of 25-64 year-olds who attain a higher level of education than their parents (upward mobility) is larger than the proportion of those who attain a lower level (downward mobility). In Germany, only 24% of adults (non-students) have attained a higher level of education than their parents, the second smallest proportion among countries (the average is 38%). This lower figure can, however, also be explained by the comparatively high prevailing educational level in Germany. Countries with a very low proportion of their population with below upper secondary level of education (6% in Germany compared to the average of participating OECD countries of 19%) will have lower absolute upward mobility figures compared to countries with a larger share of their population with below upper secondary level of education, but same relative upward mobility rates.

Meanwhile, 18% of adults have attained a lower level of education than their parents, the second largest proportion of educational downward mobility among countries (the average is 12%) (Table A4.4). Due to Germany's strong vocational education system, it is likely that even children of tertiary

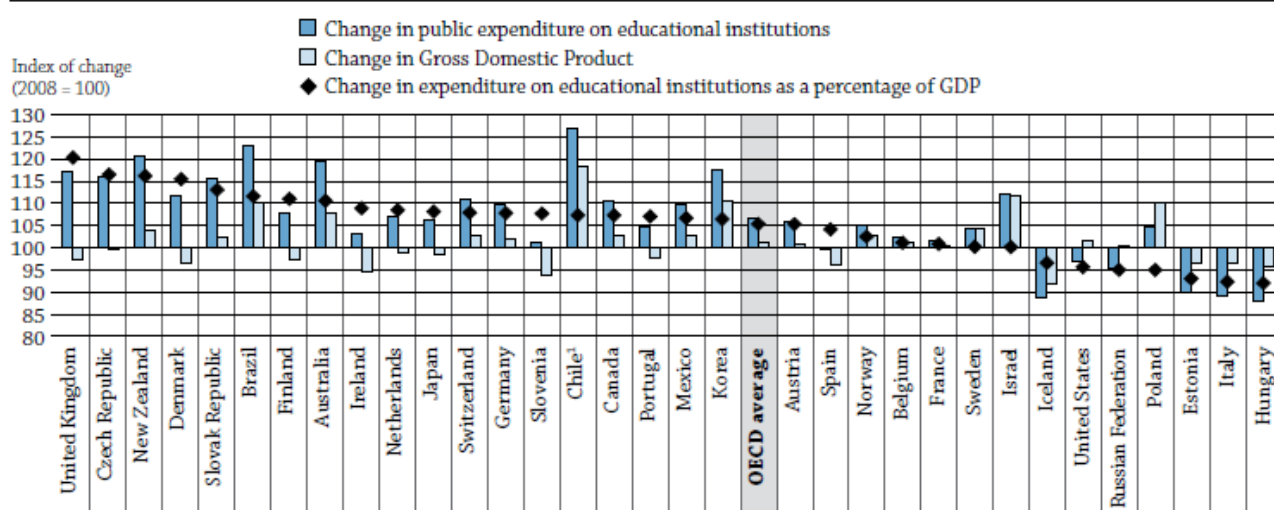
educated parents will voluntarily decide to opt for a vocational track on the upper secondary level rather than pursuing tertiary education. This decision also reflects the appreciation of vocational education with regard to labour market success.

Among 25-34 year-olds in Germany, educational upward mobility is less common than downward mobility. Among non-students of this age, only 19% have higher educational attainment than their parents, while 24% have a lower attainment (the averages among countries and subnational regions are 32% and 16%, respectively) (Table A4.4).

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

Between 2008 and 2011, Germany's public expenditure on educational institutions, across all levels of education, increased by 10%. However, because Germany's GDP increased by only 2% during that period, public expenditure on educational institutions as a percentage of GDP increased by 8% over 2008 levels (see Chart B2.3 below). Most OECD countries showed a similar pattern during this period. On average across OECD countries, public expenditure on educational institutions increased by nearly 7% between 2008 and 2011, while GDP increased by about 1%. As a result, expenditure on educational institutions as a percentage of GDP increased by 5.4% over 2008 levels. Nevertheless, in the shorter period 2009-11, an increase in GDP combined with a smaller increase in public expenditure resulted in a 2% decrease in the share of public expenditure on education as a percentage of GDP (Table B2.5).


**Chart B2.3. Impact of the economic crisis on public expenditure on education**  
Index of change between 2008 and 2011 in expenditure on educational institutions as a percentage of GDP,  
for all levels of education (2008 = 100, 2011 constant prices)



1. Data refer to 2009-12 instead of 2008-11.

Countries are ranked in descending order of the change in expenditure on educational institutions as a percentage of GDP.

Source: OECD, Table B2.5. See Annex 3 for notes ([www.oecd.org/edu/eag.htm](http://www.oecd.org/edu/eag.htm)).

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### **...and expenditure per student also increased, except at the tertiary level.**

Between 2008 and 2011, during the depths of the global economic crisis, expenditure per student in Germany increased by 12% at the primary, secondary and post-secondary non-tertiary levels – a result of an above-average increase in expenditure (7%, compared with the OECD average increase of 3%) and an above-average decrease in the number of students enrolled (4%, compared with the OECD average decrease of 1%) (Table B1.5a and Chart B1.6). At the tertiary level, both expenditure and enrolment increased (by 14% and 17%, respectively), leading to a slight decrease of expenditure per student (by about 3%) as the increase in expenditure did not keep up with the increase in student enrolment (Table B1.5b and Chart B1.6). However, in 2011, expenditure per student at the tertiary level in Germany was still 20% higher than the OECD average.

In Germany, as in other countries with large enrolments in dual-system apprenticeship programmes at the upper secondary level (Austria, Finland, France, Luxembourg, the Netherlands and Switzerland), expenditure per student in vocational upper secondary programmes is much higher than expenditure per student in general programmes. In 2011, Germany spent USD 4 020 more per vocational than per general upper secondary student (USD 13 995 in vocational programmes, and USD 9 975 in general programmes), the largest difference observed among OECD countries (Table B1.6).

### **But on the whole, Germany still invests less of its national wealth in education than other countries do.**

Despite increases in recent years, in 2011 Germany's total expenditure on educational institutions, from both public and private sources, as a percentage of its GDP was 5.1% – much lower than the OECD average of 6.1%. Other countries that spend a similar proportion of GDP on education include the Czech Republic (5%) and Japan (5.1%); and five other countries spend 4.6% or less of their GDP on education (Hungary, Italy, the Russian Federation, the Slovak Republic and Turkey) (Table B2.1).

Germany spent below-average shares of GDP at all levels of education except early childhood education: 2% on primary and lower secondary education (the OECD average is 2.5%), 1% on upper secondary education (the OECD average is 1.2%), and 1.3% on tertiary education (the OECD average is 1.6%) (Table B2.1). However, the proportion of Germany's population that is younger than 30, which roughly corresponds to people in initial education, is smaller than the OECD average (30% in 2011, compared with 39%).

### **Germany pays its teachers above-average salaries...**

Most expenditure on education relates to compensation of teachers. On average, teachers' salaries (at primary and secondary levels) 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 50 007 (the OECD average is USD 29 411), while the salary at the top of the scale for a primary teacher with minimum training – which, in Germany, is usually a master's degree – is USD 66 396 (the OECD average is USD 46 909). In primary, lower secondary and upper secondary education, teachers' salaries at the different points of the salary scales are 40% to almost 90% higher than the respective OECD averages (Table D3.1). Nevertheless, the differences between top and starting salaries are much smaller in Germany than on average across OECD countries: salaries at the top of the scale are 33% higher than starting salaries at the primary level, 32% higher at lower secondary level, and 37% higher at the upper secondary level, whereas on average across OECD countries, salaries at the top of the scale are 61-62% higher than starting salaries at each level of education (Table D3.3).

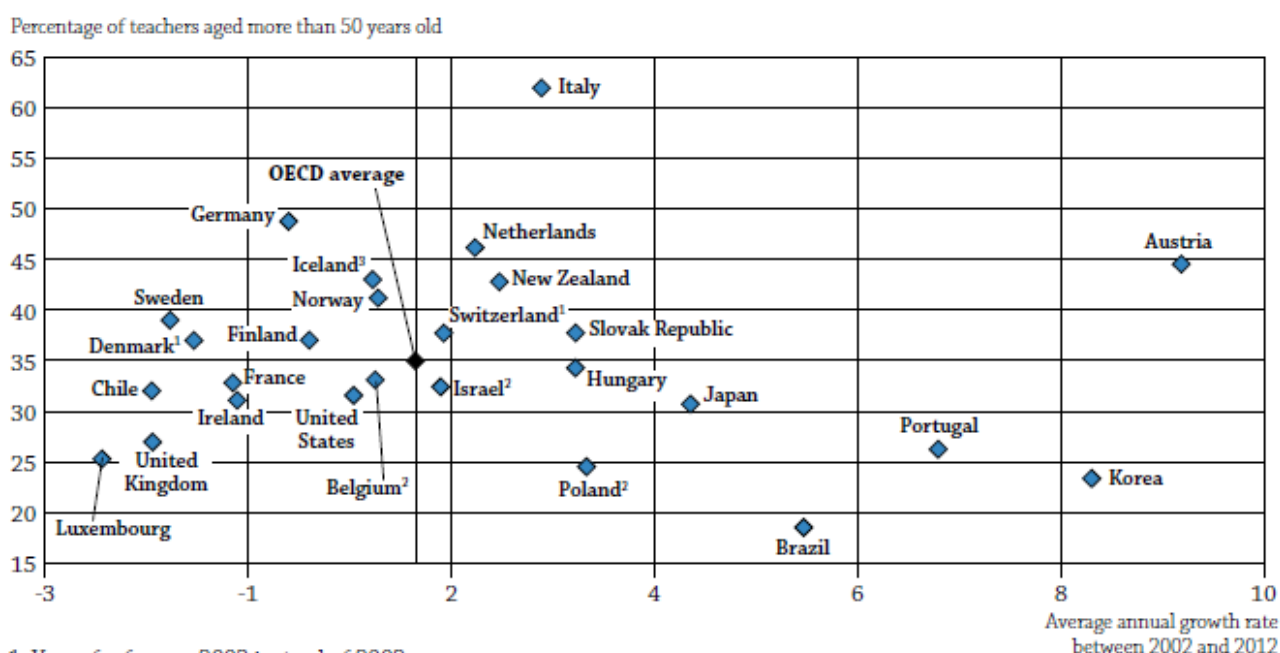
The attractiveness of the teaching profession is not only influenced by absolute salaries, but also by how those salaries compare with the salaries of other comparably educated workers. In Germany, teachers' salaries compare somewhat more favourably to the salaries of other tertiary-educated workers than they do in many other countries. Primary teachers can expect to earn 88% of the salary of the average tertiary-educated worker (the OECD average is 85%). A lower secondary teacher can expect to earn 97% of the salary of a tertiary-educated peer (the OECD average is 88%). Upper secondary teachers' earnings

exceed similarly educated workers' earnings by 5%, while across OECD countries, upper secondary teachers' salaries are 8% lower than the salaries of similarly educated workers (Table D3.2).

### ... 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 had the second oldest teaching force among OECD countries (after Italy) in 2012, and is likely to face a wave of teacher retirements in the near future. Some 46% of primary school teachers and 48% of secondary school teachers were 50 or older (the OECD averages are 30% and 36%, respectively) (see Chart D5.1; and Tables D5.1 for primary, D5.2 for secondary).

**Chart D5.1. Percentage of secondary school teachers aged 50 years or older and its average annual growth rate (2002-2012)**




1. Year of reference 2003 instead of 2002.

2. Year of reference 2004 instead of 2002.

3. Year of reference 2011 instead of 2012.

Source: OECD, Table D5.2. See Annex 3 for notes ([www.oecd.org/edu/eag.htm](http://www.oecd.org/edu/eag.htm)).

StatLink  <http://dx.doi.org/10.1787/888933120214>

Attracting new people to the teaching profession is particularly important as Germany has the longest primary and secondary initial teacher training programmes among all OECD countries, including a long teaching practicum. Initial education for teachers at these levels lasts for 6.5 years (Tables D6.1b, 1c and 1d). The teacher practicum is mandatory and, with at least 282 days for general lower secondary teachers making it among the highest across OECD countries. This teacher practicum includes both the preparatory service and any other practical training that may be required (Tables D6.3b, 3c and 3d). But Germany is one of only six OECD countries that do not apply selective criteria to enter or progress in initial teacher education, and that have no additional requirements other than initial training to start teaching. While most OECD countries with *numerus clausus* policies apply these for all levels of education, Germany only restricts access to later stages of initial teacher training for primary and secondary teacher training) (Tables D6.2b, 2c and 2d).

The long initial teacher training may also explain the below-average share of young teachers in Germany: only 7% of primary, 6% of lower secondary and 4% of upper secondary teachers are 30 years or younger (the OECD averages are 13%, 11% and 9%, respectively) (Table D5.1).

## Other findings

- Germany's early childhood education system is almost universal: 91% of 3 year-olds and 96% of 4 year-olds are enrolled in early education programmes (OECD averages of 70% and 82%, respectively) (Table C2.1). However, **a relatively small proportion of pre-primary pupils in Germany attends programmes in public institutions** (34.9%, compared with the OECD average of 68.4%), while most attend programmes in government-dependent private institutions (65.1% in private institutions, above the OECD average of 31.5%) (Table C2.2). Most of these private programmes are delivered by religious institutions.
- **With 5.4% of its young adults expected to enter advanced research programmes during their lifetime, Germany has the highest entry rate into advanced research programmes among OECD and partner countries** (the OECD average is 2.6%) (Table C3.1a). Most students will enter these programmes at a relative young age compared to other countries. More than 75% of students are younger than 30 when they enter this level of education (the OECD average is 57%) (Table C3.1b). The graduation rate at this level (2.7%) is also above the OECD average of 1.6% (Table A3.1a).
- Germany is still **a major destination for students going abroad for their tertiary studies, but its international education market share is falling**. Having hosted 6% of all international tertiary students in 2012, Germany ranks third (behind the United States and the United Kingdom) among top destinations for tertiary students enrolled outside their country of origin (Table C4.4). However, the share of international students who chose Germany fell by almost three percentage points between 2000 and 2012, as other countries, such as the Russian Federation, attracted an increasing number of international students (Table C4.7).
- Both high educational attainment and high literacy proficiency are strongly associated with better health (as self-reported), participation in volunteer activities, interpersonal trust, and a sense that an individual can have an impact on the political process. In Germany, **the proportion of adults reporting that they participate in volunteer activities is 17 percentage points higher among highly educated adults than among adults with low educational attainment**. This is the second largest difference after the United States (the average difference between the two groups across countries is 10 percentage points). The difference is also large when comparing people with high and low literacy proficiency (Chart A8.3).
- **Women in Germany choose sciences as a field of study more often than female students in other OECD countries**: 44% of tertiary qualifications in this field were awarded to women in 2012 (up from 32% in 2000), compared to 41% on average across OECD countries (and 40% in 2000). While the percentage of tertiary qualifications awarded to women in university and advanced research programmes is similar to the OECD average for most of the fields of study, in mathematics and statistics, 59% of tertiary qualifications were awarded to women in 2012 (the OECD average is 46%). Germany is one of five countries (together with the Czech Republic, Portugal, the Slovak Republic and Switzerland) where the proportion of tertiary qualifications awarded to women in the broad field of sciences (which includes life sciences, physical sciences, mathematics and statistics, and computing) grew by at least 10 percentage points between 2000 and 2012. As a result, these countries are now closer to or even above the OECD average in this respect (Table A3.3).
- **Income differentials between individuals increase with age, even for adults without upper secondary education**. In most OECD countries, compared with the earnings of adults of a similar age who hold an upper secondary qualification, the relative earnings of tertiary-educated adults are higher among 55-64 year-olds than among 25-34 year-olds. But in Germany, the difference in the relative earnings differential between the two age groups is 59 percentage points compared to the OECD average of 36 percentage points. However, Germany is one of few countries (along with Denmark, Finland, Norway, the Slovak Republic, Sweden and the United Kingdom) where older adults without upper secondary education earn relatively more than younger adults with the same level of education (a 3 percentage-point advantage in Germany, compared with a 10 percentage-point disadvantage on average across OECD countries) (Table A6.1a).
- **The gender gap in earnings persists**. Women with a tertiary qualification in Germany earn 72% of the earnings of a tertiary-educated man (the OECD average is 73%). The difference in earnings is smaller than the OECD average at lower levels of attainment: women who do not have a tertiary

qualification can expect to earn 82% of what a similarly educated man earns (Table A6.3a). However, the gender gap in earnings is more striking when comparing earnings to the median earnings across the whole population. Among people with a university or advanced research degree, 42% of men earn more than twice the median income, but only 11% of women earn that much. In no other country with available data is the gender gap among this group of workers wider. At the other extreme, among people without an upper secondary qualification, 18% of men earn half of the median or less, but 53% of women do (Table A6.4). The fact that Germany has a very high share of women who work part time at all qualification levels needs to be considered when interpreting these findings.

\* EU21 countries are those that are members of both the European Union and the OECD. These 21 countries are Austria, Belgium, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Luxembourg, the Netherlands, Poland, Portugal, Slovenia, the Slovak Republic, Spain, Sweden and the United Kingdom.

The Survey of Adult Skills is a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC).

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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.

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Key Facts for Germany in Education at a Glance 2014

Table	Indicator	Germany		OECD average		EU21 average		Rank among OECD countries and partner countries*
Educational Access and Output								
	Enrolment rates	2012	2005	2012	2005	2012	2005	
C2.1	3-year-olds (in early childhood education)	91%	82%	70%	64%	79%	73%	10 of 37
	4-year-olds (in early childhood and primary education)	96%	93%	84%	79%	89%	84%	12 of 38
C1.1a	5-14 year-olds (all levels)	99%		98%		98%		10 of 44
	Percentage of population that has only attained below upper secondary education	2012	2000	2012	2000	2012	2000	
A1.4a	25-64 year-olds	14%	18%	24%	34%	23%	34%	26 of 36
	Percentage of the population whose highest level of attainment is upper secondary education	2012	2000	2012	2000	2012	2000	
A1.4a	25-64 year-olds	58%	58%	44%	44%	48%	46%	8 of 37
	Percentage of population that has attained tertiary education	2012	2000	2012	2000	2012	2000	
A1.3a A1.4a	25-64 year-olds	28%	23%	33%	22%	29%	20%	24 of 37
	25-34 year-olds	29%	22%	40%	26%	37%	24%	28 of 36
	55-64 year-olds	26%	20%	25%	15%	22%	14%	17 of 36
	Entry rates into tertiary education	2012	2000	2012	2000	2012	2000	
C3.1b	Youth expected to enter tertiary-type A programmes before turning 25	46%	m	48%	m	48%	m	18 of 35
	Graduation rates	2012	2000	2012	2000	2012	2000	
A2.2a	Percentage of today's young people expected to complete upper secondary education in their lifetime	95%	92%	84%	76%	83%	77%	3 of 29
A3.2a	Percentage of today's young people expected to complete university education (tertiary-type A) in their lifetime	31%	18%	38%	28%	38%	27%	19 of 27
Economic and Labour Market Outcomes								
	Unemployment rate of 25-64 year-olds - Men and Women	2012	2008	2012	2008	2012	2008	
A5.4a	Below upper secondary	13%	17%	14%	9%	17%	10%	14 of 35
	Upper secondary and post-secondary non-tertiary	5%	7%	8%	5%	9%	5%	24 of 36
	Tertiary	2%	3%	5%	3%	6%	3%	34 of 36
	Unemployment rate of 25-64 year-olds - Women	2012	2008	2012	2008	2012	2008	
A5.4c (Web)	Below upper secondary	11%	15%	13%	9%	16%	11%	19 of 35
	Upper secondary and post-secondary non-tertiary	5%	7%	9%	6%	10%	6%	27 of 35
	Tertiary	3%	4%	5%	4%	6%	4%	33 of 35
	Average earnings advantage for 25-64 year-olds with tertiary education**	2012 or latest year available		2012 or latest year available		2012 or latest year available		
A6.1a A6.1b (Web)	Men and women	174		159		159		9 of 33
	Men	171		164		166		13 of 33
	Women	172		162		160		12 of 34
	Average earnings penalty for 25-64 year-olds who have not attained upper secondary education**	2012 or latest year available		2012 or latest year available		2012 or latest year available		
A6.1a A6.1b (Web)	Men and women	84		78		79		6 of 33
	Men	87		78		80		5 of 33
	Women	82		75		76		6 of 34
	Percentage of 15-29 year-olds neither employed nor in education or training, by highest level of education	2012	2008	2012	2008	2012	2008	
C5.3d (Web)	Below upper secondary	12%	12%	15%	14%	15%	13%	24 of 35
	Upper secondary	9%	12%	16%	14%	16%	12%	29 of 34
	Tertiary	6%	8%	13%	11%	12%	10%	32 of 34



Key Facts for Germany in Education at a Glance 2014

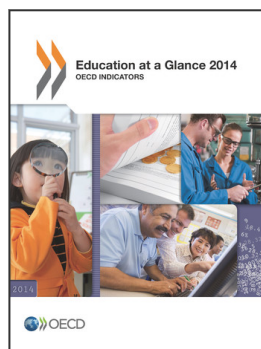
Table	Indicator	Germany		OECD average		EU21 average		Rank among OECD countries and partner countries*
Financial Investment in Education								
	Annual expenditure per student (in equivalent USD, using PPPs)	2011		2011		2011		
B1.1a	Pre-primary education	8351		7428		7933		9 of 36
	Primary education	7579		8296		8482		20 of 38
	Secondary education	10275		9280		9615		13 of 38
	Tertiary education	16723		13958		13572		9 of 37
	Total expenditure on educational institutions as a percentage of GDP	2011	2000	2011	2000	2011	2000	
B2.2	Percentage of GDP	5%	5%	6%	5%	6%	5%	31 of 37
	Total public expenditure on education	2011	2000	2011	2000	2011	2000	
B4.2	As a percentage of total public expenditure	11%	10%	13%	13%	12%	11%	24 of 34
	Share of private expenditure on educational institutions	2011		2011		2011		
B3.1	Pre-primary education	20%		19%		13%		12 of 33
B3.1	Primary, secondary and post-secondary non-tertiary education	12%		9%		6%		9 of 36
B3.1	Tertiary education	15%		31%		21%		26 of 34
B3.1	All levels of education	14%		16%		11%		16 of 33
Schools and Teachers								
	Ratio of students to teaching staff	2012		2012		2012		
D2.2	Pre-primary education	12		14		13		19 of 31
	Primary education	16		15		14		16 of 36
	Secondary education	14		13		12		14 of 37
	Number of hours of teaching time per year (for teachers in public institutions)	2012	2000	2012	2000	2012	2000	
D4.2	Pre-primary education	796		1001		988		21 of 28
	Primary education	804	783	782	780	761	776	14 of 33
	Lower secondary education	755	732	694	697	657	658	7 of 33
	Upper secondary education	718	690	655	628	638	635	12 of 33
	Index of change in statutory teachers' salaries for teachers with 15 years of experience/minimum training (2005 = 100)	2012	2008	2012	2008	2012	2008	
D3.5	Primary school teachers	m	m	103	103	99	103	
	Lower secondary school teachers	m	m	102	103	99	103	
	Upper secondary school teachers	m	m	101	103	98	103	
	Ratio of teachers' salaries to earnings for full-time, full-year adult workers with tertiary education***	2012		2012		2012		
D3.2	Pre-primary school teachers	m		0.80		0.76		
	Primary school teachers	0.88		0.85		0.81		12 of 28
	Lower secondary school teachers	0.97		0.88		0.85		9 of 28
	Upper secondary school teachers	1.05		0.92		0.90		10 of 28
New data from the Survey of Adult Skills				Germany		Average of countries with available data		
	Students in tertiary education... (20-34 year-olds)			2012		2012		
A4.1a	...whose parents have not attained upper secondary education			2%		9%		
	...whose parents have an upper secondary education			32%		37%		
	...whose parents have a tertiary education degree			65%		55%		
	Adults in formal and non-formal education			2012		2012		
C6.1(L)	25-64 year-olds			53%		51%		

\* Countries are ranked in descending order of values.

\*\* Compared to people with upper secondary education; upper secondary = 100.

The Survey of Adult Skills is a product of the OECD Programme for the International Assessment of Adult Competencies

m': data is not available. 'n': magnitude is either negligible or zero. 'c': there are too few observations to provide reliable estimates.



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