



EDUCATION AT A GLANCE 2015

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 the 34 OECD countries and a number of partner countries.

GERMANY

This Country Note focuses on five major topics covered in the 2015 edition of *Education at a Glance: OECD Indicators*. These topics are: early childhood through secondary education, tertiary education (based on the new ISCED 2011 classification), the teaching profession, educational attainment, skills and participation in the labour market, and equity in education and the labour market.

The table *Key facts for Germany in Education at a Glance 2015* presents a summary of figures for Germany and the OECD average.

Early childhood through upper secondary education

Germany's early childhood education is almost universal. Most children are enrolled in private institutions.

- In Germany, compulsory education starts at the age of 6 with entry into primary education (Table C1.Annex); however, for most young children formal education starts well before. Around two out of three (59%) 2-year-olds are enrolled in an early childhood educational development programme, above the OECD average of 39%. Most 3-year-olds (92%) are enrolled in pre-primary education, while there is nearly universal enrolment of 4- and 5-year-olds (96% and 98%, respectively) (Table C2.1).
- A relatively small proportion of pre-primary pupils in Germany attends programmes in public institutions (35%, compared with the OECD average of 61%) (Table C2.2). Most of the private programmes are run by not-for-profit providers, often religious institutions.
- Over the past decade, an increasing number of countries have made access to pre-primary education almost universal for children by the time they are three. On average among OECD countries with 2005 and 2013 data, enrolments rose from 52% of 3-year-olds in 2005 to 72% in 2013 and from 72% of 4-year-olds in 2005 to 88% in 2013. In Germany, the universality of this level of education was already evident in 2005: 80% of 3-year-olds and 89% of 4-year-olds were already enrolled in early childhood education programmes that year (Table C2.1).

Participation in early childhood education is particularly beneficial for children with an immigrant background.

- Analysis of data from the OECD Programme for International Student Assessment (PISA) finds that in most countries, students who had attended at least one year of pre-primary education tend to perform better than those who had not attended, even after accounting for students' socio-economic background.
- Participation in early childhood education is particularly beneficial for children with an immigrant background (see Chart C2.2). In addition, early arrival in the host country (e.g. before the age of six) contributes to better results among immigrant children. Thus, those who arrived in OECD host countries before the age of 6 achieve PISA reading scores that are, on average, 19 points higher than the scores attained by children who had arrived in their host country between the ages of 6 and 10. In Germany, the gap between the two groups is 59 score points – the equivalent of around one-and-a-half years of schooling (see Table 13.A1.6 in Indicators of Immigrant Integration 2015: Settling In).

In Germany, there are fewer pupils per teacher in early childhood education programmes than in most other OECD countries, but average student-to-teacher ratios at the primary and secondary levels of education.

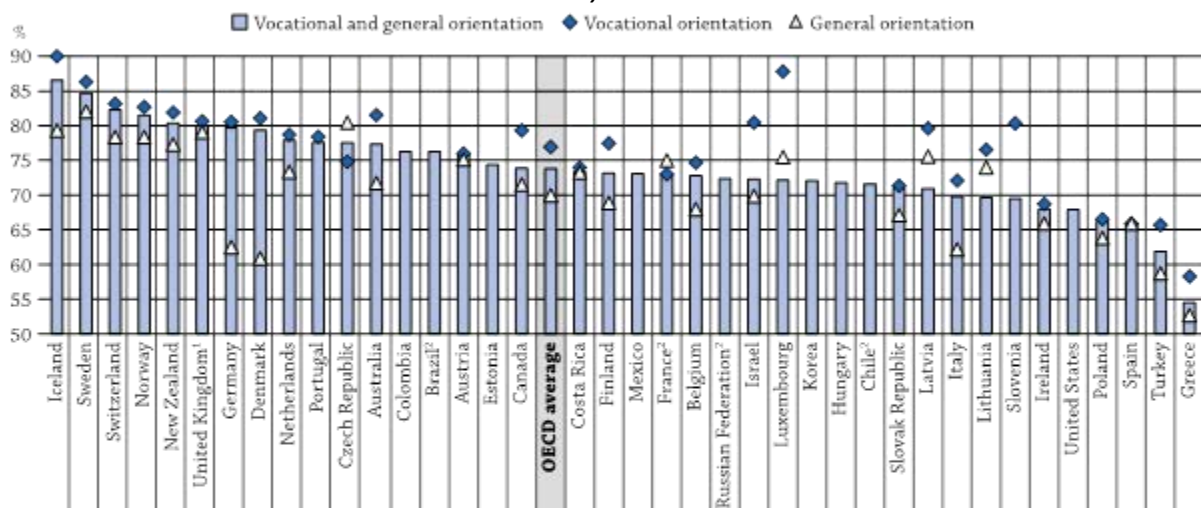
- The ratio of children to teaching staff is an indicator of the resources devoted to education. In Germany, there are, on average, 5 pupils per teacher in early childhood educational development programmes and 10 pupils per teacher in pre-primary programmes (the OECD average is 14 pupils per teacher for both levels) (Table C2.2). The child-teacher ratio in pre-primary education, excluding teachers' aides, is fewer than 10 only in Estonia, Iceland, New Zealand, the Russian Federation, Slovenia, Sweden and the United Kingdom. By contrast, Germany has close to the average student-to-teacher ratio at the primary (16 pupils per teacher) and secondary (13 students per teacher) levels of education (the OECD averages are 15 students per teacher and 13 students per teacher, respectively) (Table D2.2).

Most adults in Germany have attained upper secondary education. For those who do not go on to tertiary education, vocational qualifications offer a surer route to employment.

- Some 87% of young adults (25-34 year-olds) in Germany have attained at least upper secondary education; the OECD average is 83%. Germany is one of the few OECD countries where, over several generations, almost 90% of the population have attained at least upper secondary education (86% of 55-64 year-olds have attained this level of education) (Table A1.2a).
- A large proportion of students (48%) in Germany follow a vocational track (the OECD average is 46%). Most of these students are enrolled in a vocational programme (dual system) that combines school and work (Table C1.2). More than one in two 25-64 year-olds (57%) have earned a vocational qualification at either upper secondary or post-secondary level as their highest degree, the second largest proportion among OECD countries (the OECD average is 26%). By contrast, given the prevalence of vocational qualifications, and the fact that a general degree (mostly Abitur) is dedicated to further education and not to direct entry into the labour market, only 3% of adults attain a general upper secondary or post-secondary qualification as their highest degree, one of the smallest proportions among OECD countries (the OECD average is 12%) (Table A1.5a).

- The labour market outcomes of the population with upper secondary or post-secondary non-tertiary education vary according to the type of programme pursued. Across OECD countries, the employment rate is higher among adults with a vocational upper secondary education as their highest qualification (77%) than for those with a general qualification (70%). In Germany, 81% of individuals with a vocational upper secondary or post-secondary non-tertiary qualification are employed – a rate that is 18 percentage points higher than that among individuals with a general upper secondary education as their highest qualification (62%). The unemployment rate shows the same pattern: it is higher among adults with a general qualification (6.2% in Germany compared to 8.9% on average across OECD countries) than among adults with a vocational qualification (4.6% in Germany compared to 8.5% on average across OECD countries) (Table A5.5a and Chart A5.3, see Figure 1).

Figure 1: Employment rates among adults whose highest level of education is upper secondary or post-secondary non-tertiary, by programme orientation (2014)
25-64 year-olds



Note: Denmark, Finland, Ireland, Latvia, Lithuania, Luxembourg, Slovenia: Data for the breakdown by programme orientation are only available for 15-34 year-olds and 35-64 year-olds if those individuals had completed their highest level of education 15 years, at most, before the date of the interview; the category "Vocational and general" covers all adults.

1. The United Kingdom: Data for upper secondary attainment includes completion of a sufficient volume and standard of programmes that would be classified individually as completion of intermediate upper secondary programmes (1.8% of the adults are under this group).

2. Brazil, Chile, France, the Russian Federation: Year of reference 2013.

Countries are ranked in descending order of the employment rate of 25-64 year-olds with upper secondary or post-secondary non-tertiary education as highest level of attainment, regardless of the orientation of the programmes.

Source: OECD, Table A5.5a.

See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink  <http://dx.doi.org/10.1787/888933283620> (Education at a Glance, Chart A5.3)

Tertiary education: Short cycle, bachelor's, master's and doctoral programmes (based on the new ISCED 2011 classification)

New data in *Education at a Glance 2015* show large differences in international mobility, field of study, and subsequent earnings among bachelor's, master's and doctoral degree programmes.

Tertiary entry rates are rising in Germany, well more than half of all young adults are entering tertiary education. However, tertiary graduation rates are still below the OECD average in 2013.

- Across OECD countries, 67% of young adults are expected to enter tertiary education at least once during their lifetime (Table C3.1). In Germany, 59% of young adults are expected to do so (53%

when international students are excluded, compared to the OECD average of 60%). Even though Germany has below-average entry rates into tertiary education, more young adults are continuing education beyond the upper secondary non-tertiary level. The percentage of new entrants into tertiary education in 2013 was 15 percentage points higher than in 2006 (59% and 44%, respectively). The increasing number of students entering tertiary education is also reflected in the enrolment rate for 20-29 year-olds, which was four percentage points higher in 2013 (34%) than in 2006 (29%), compared to the OECD averages of 28% in 2013 and 24% in 2005 (Table C1.6).

- Despite these increases in entry rates, tertiary graduation rates are still below the OECD average. An estimated 36% of young people in Germany are expected to graduate from tertiary programmes in their lifetime in 2013 compared to 50% on average across OECD countries.

In Germany, as in most OECD countries, the entry rate into bachelor's degree programmes is much higher than the entry rate into master's programmes. 40% of the new entrants into bachelor's programmes pursue studies in sciences or engineering.

- Across OECD countries, first-time entry rates into more advanced tertiary degrees, such as master's and doctoral degrees, tend to be lower than entry rates into bachelor's degree programmes. Around one in two young adults in Germany (48%) are expected to enter a bachelor's degree or equivalent programme over their lifetime, below the OECD average of 57% (Table C3.1). However, at the master's level and doctoral level, the entry rate is higher than the OECD average (25% compared to 22% at the master's level and 5.4% compared to 2.4% at the doctoral level).
- Half (51%) of those who enter a bachelor's programme do so in education, humanities or social sciences (the OECD average is 54%) while 40% enter an engineering or science programme (the OECD average is 27%) (Table C3.3).

Some 24% of first-time graduates in Germany were awarded a master's degree as part of a long first-degree programme, well above the average of OECD countries of 14%.

- An estimated 36% of young people in Germany are expected to graduate from tertiary education at least once during their lifetime, compared to 50% across OECD countries (Table A3.1). Among these first-time graduates in Germany, 76% were awarded a bachelor's degree; 24% a master's degree as part of a long first-degree programme, and less than 1% graduated from a short-cycle tertiary programme (Table A3.2).

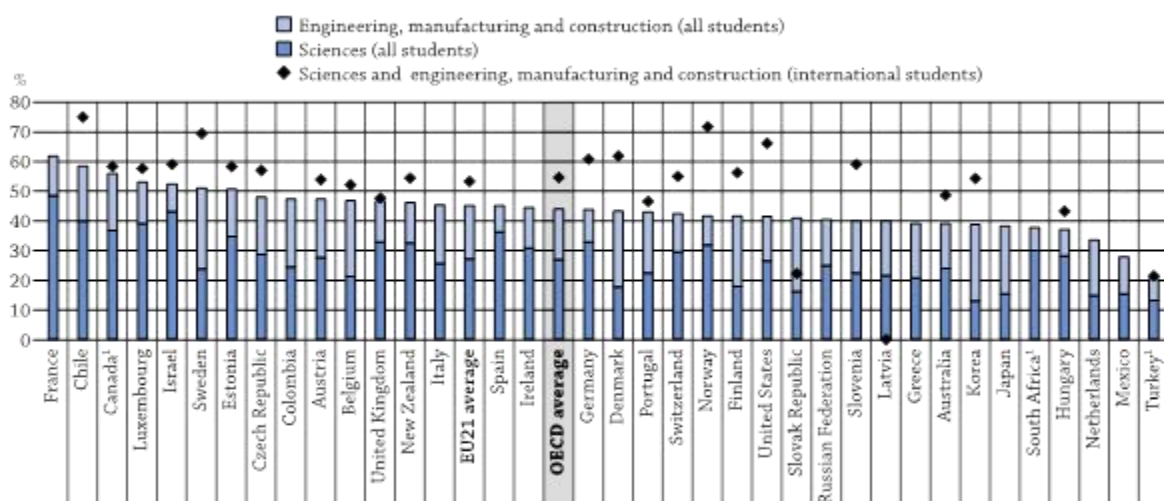
Doctoral candidates are likely to be male, to study sciences and engineering, and to be younger and more numerous in Germany than in most OECD countries.

- Among all OECD countries, Germany has the highest entry rates at the doctoral level, 5.4% compared to the OECD average of 2.5% (Table C3.1).
- In Germany, 73% of entrants at the doctoral level are younger than 30 (the OECD average is 61%), 28% are international students (the OECD average is 31%), and only 42% are women (the OECD average is 48%) (Table C3.4).
- Most doctoral students in Germany graduate from sciences and engineering programmes. Among all doctoral graduates, 33% graduate from "sciences" programmes and 11% graduate from

“engineering, manufacturing and construction” programmes (the OECD averages are 27% and 11% respectively) (Table A3.5 and Chart A3.4, see Figure 2).

- The share of doctoral graduates in sciences is largely populated by international students. Some 46% of all doctoral graduates in sciences are international students compared to 32% across OECD countries (Table A3.5).

Figure 2: Percentage of students who graduate from sciences and engineering at doctoral level



Educational attainment, skills and participation in the labour market

In the labour market and in life, education is worth the effort.

- Employment rates in Germany are above the OECD averages across all attainment levels. In general, as in all OECD countries, adults in Germany with higher qualifications have better employment opportunities. Some 88% of tertiary-educated adults in Germany are employed (the OECD average is 83%) compared with 80% of adults with an upper secondary or post-secondary non-tertiary education (the OECD average is 74%) and 58% of adults with below upper secondary education (the OECD average is 56%) (Table A5.3a).
- Adults with higher educational attainment tend to report greater social participation. According to results from the 2012 Survey of Adult Skills (PIAAC), adults with tertiary education are 17 percentage points more likely to report that they volunteer (the average is 10 percentage points), 14 percentage points more likely to report that they trust others (the average is 16 percentage points) and 19 percentage points more likely to believe that they have a say in government (the average is 20 percentage points) than adults with below upper secondary education as their highest level of attainment (Tables A8.2, A8.3a and A8.4).

The employment opportunities for tertiary graduates are better in Germany than the OECD average.

- The employment rate among adults with a tertiary degree is about five percentage points higher than the OECD average (88% and 83%, respectively; Table A5.3a). The unemployment rate among

tertiary-educated people in Germany is 2.5%, which is below the OECD average of 5.1% (Table A5.4a). As in all other OECD countries, adults with a doctoral or equivalent qualification have the highest employment rate and lowest unemployment rate among tertiary-educated adults (93% and 1.9%, respectively; Tables A5.1a and A5.2a).

- Across OECD countries, and in Germany, tertiary graduates have better employment opportunities than those with upper secondary or post-secondary non-tertiary education. In 2013, 93% of all 20-34 year-old non-students with tertiary education in Germany had found employment one year after graduation, compared to the OECD average of 74% (Table A5.b). In addition, the unemployment rate of recent tertiary graduates, one year after graduation, is the lowest (4%) among OECD countries with available data and below the OECD average of 19% (Table A5.a). Even though unemployment rates among tertiary-educated young adults across OECD countries fell in the years following their graduation, three years after graduation, the OECD average unemployment rate (13%) is much higher than that in Germany (2%).

In Germany, as in most countries, employment rates and earnings increase as an adult's level of education and skills increases; but the labour market still regards a diploma or degree as the primary indication of a worker's skills.

- Employment rates and earnings increase with educational attainment and, to a lesser extent, with higher skills. In Germany, among adults with low literacy or numeracy proficiency (Level 1 or below), individuals with tertiary education as their highest level of attainment are more than twice as likely to be employed as those with below upper secondary education (slightly lower than the OECD average among countries with available data, Tables A9.1 [L] and A9.1 [N]). Results for Germany show that among adults with low literacy or numeracy proficiency, adults with tertiary education earn 15% and 24% more per hour, respectively, than adults with below upper secondary education (the earnings advantages from high proficiency in literacy are about 9 percentage points lower than the OECD average among countries with available data; Tables A9.2 [L] and A9.2 [N]).

Equity in education and the labour market

Germany has managed to further decrease the proportion of young people who are neither in employment nor in education or training (NEET).

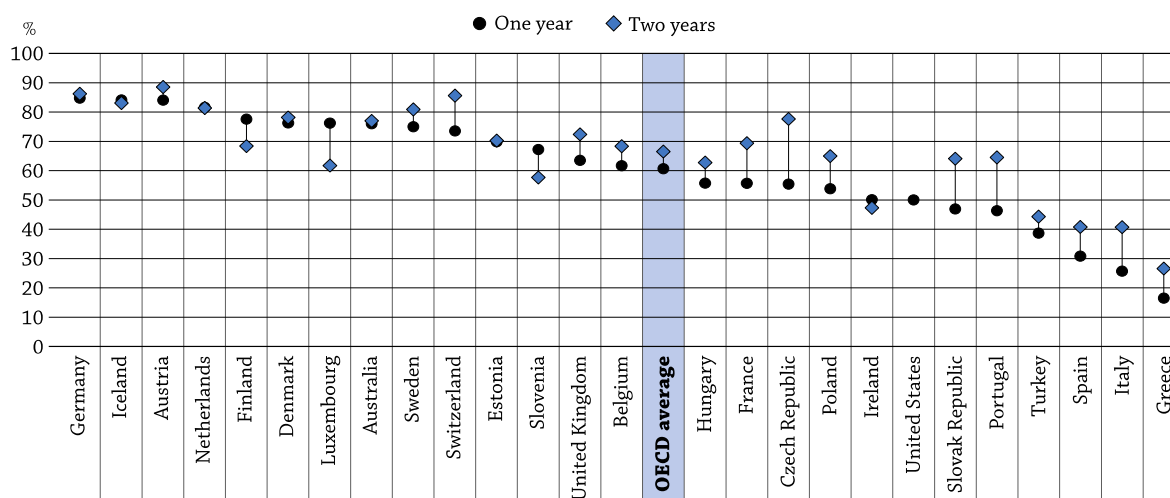
- The proportion of young people who are neither in employment nor in education or training (NEET) is a measure of the difficulties young people face when they are searching for a job. In Germany, 10.1% of 20-24 year-olds are NEET, well below the OECD average of 17.9% and more than 3 percentage points below the value in 2010 (Table C5.2a). In fact, the proportion of 20-24 year-old NEETs in Germany is one of the smallest among OECD countries, including Iceland (9.4%), Luxembourg (9.0%), the Netherlands (10.4%) and Norway (10.0%).

Mainly due to Germany's well-functioning vocational education system the transition from school to work for those who attain upper secondary education is smoother in Germany than in any other OECD country.

- Together with Austria and Iceland, Germany is one of the three countries with the best employment opportunities for recent upper secondary and post-secondary non-tertiary graduates.

In 2013, 85% of graduates (15-34 year-olds) in Germany who were not enrolled in further education were able to find a job in the year following their graduation; only 9% were still looking for work and were unemployed. By contrast, across OECD countries only 61% of 15-34 year-old graduates were able to find a job in the year following their graduation and 31% remained unemployed (Table A5.a and Chart A5.a, see Figure 3). Even though more recent graduates were able to find employment in subsequent years, three years after graduation, the unemployment rate for recent graduates across OECD countries (22%) was still 16 percentage points higher than that in Germany (6%).

Figure 3: Employment rates of 15-34 year-olds with upper secondary or post-secondary non-tertiary education



Countries are ranked in descending order of the employment rate after one year since graduation.

Source: OECD, Table A5.a, available on line.

See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink  <http://dx.doi.org/10.1787/888933283658> (Education at a Glance, Chart A5.a)

In Germany in 2012, 14% of 25-34 year-old non-students had attained tertiary education even though their parents hadn't.

- Across the countries and sub-national entities that participated in the 2012 Survey of Adult Skills, the majority of younger adults attained the same level of education as their parents (52%). Some 16% of younger adults attained a lower level of education than their parents (downward mobility) while the remaining 32% were upwardly mobile compared to their parents, either attaining upper secondary or post-secondary non-tertiary (10%) or tertiary education (22%). The latter group is referred to as first generation tertiary-educated adults (Table A4.1a). In Germany, only 19% of young adults (25-34 year-olds) attain a higher level of education than their parents (the OECD average is 32%).
- On average, 22% of 25-34 year-olds surpassed their parents' educational attainment when they themselves attained tertiary education. This contrasts with Austria (11%), the Czech Republic (15%), Germany (14%), Sweden (15%) and the United States (15%), where 15% or less of younger adults are first generation tertiary-educated. In Austria, the Czech Republic and Germany, a large share of students choose vocational education, which may explain the low percentage of young adults who are first generation tertiary-educated. Similarly, in OECD countries, where the proportion of tertiary-educated older adults is already high, (Germany 46%, OECD average 36%)

there is less room for upward mobility to tertiary education (Table A4.1a, EAG 2014). (Table A4.1a).

Germany is making good progress in closing gender gaps in educational attainment, and with regards to STEM fields, but young women are less likely than young men to be employed.

- The gender gap among tertiary-educated young adults (25-34 year-olds) has closed in Germany; however, the employment rate among tertiary-educated young women (84%) is still lower than that among young men (91%) with the same attainment level (OECD averages are 78% and 87% respectively) (Tables A5.3b and c).
- In all countries and economies that distributed the PISA parent questionnaire, parents were more likely to expect their sons, rather than their daughters, to work in a STEM field. In Germany, 39% of 15-year-old boys' parents expected that they would work in STEM occupations; only 14% of girls' parents reported so. The gender gap in the percentage of 15-year-old boys and girls whose parents expected them to work in STEM occupations is larger than 30 percentage points in Chile, Hungary and Portugal (Box A10.1).
- Germany has the highest percentage (40%) of new entrants into the fields of science and engineering at the bachelor's degree level among all OECD countries. Among all the new entrants into these fields, 24% are female. On average across OECD countries only 27% of new entrants choose the fields of science and engineering with 30% of these being female. (Table C3.3).

Financing of education (from primary to tertiary)

As in most countries, spending per student in Germany increases with the level of education and is mostly funded from public sources.

- The annual expenditure per student in Germany ranges from USD 7 749¹ at the primary level (the OECD average is USD 8 247), to USD 9 521 at the lower secondary level (the OECD average is USD 9 627), 12 599 at the upper secondary level (the OECD average is USD 9 876) and USD 17 157 at the tertiary level (the OECD average is USD 15 028). Overall spending per student from primary to tertiary levels is USD 11 363, above the OECD average of USD 10 220 (Table B1.1a).
- From primary to tertiary education, 86.6% of the expenditure on educational institutions comes from public sources, similar to the OECD average of 83.5% (Table B3.1). However, 85.9% of expenditure on tertiary educational institutions in Germany comes from public sources, compared to 69.7% on average across OECD countries and 78.1% on average across OECD countries that are also members of the European Union*.
- Countries with large enrolments in dual-system apprenticeship programmes at the upper secondary level (e.g. Austria, Finland, Germany, Luxembourg and the Netherlands) tend to have higher expenditure per student in vocational programmes than in general programmes. The difference is USD 627 in Austria, USD 1 350 in Finland, USD 2 640 in Germany, USD 2 439 in Luxembourg and USD 3 146 in the Netherlands. In Germany, average expenditure per year on general programmes is USD 10 433 per student, while average annual expenditure on vocational programmes is USD 13 073 per student (Table B1.6).

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

At the tertiary level, expenditure on R&D and ancillary services represents 46% of all of Germany's expenditure per student by tertiary institutions.

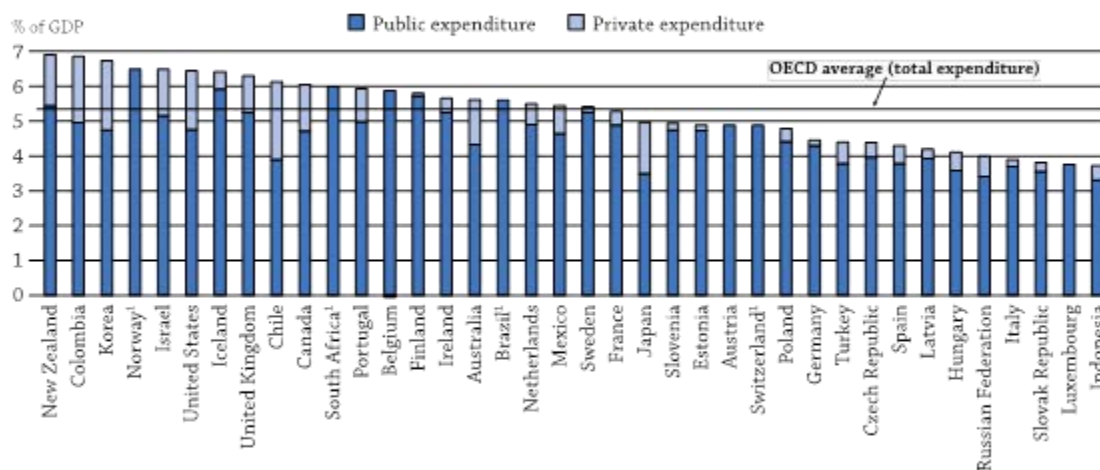
- In Germany, annual expenditure per student at the tertiary level is above the OECD average of USD 15 028, but remains less than that in 9 other countries, namely, Canada, Finland, Luxembourg, the Netherlands, Norway, Sweden, Switzerland, the United Kingdom and the United States (Table B1.2).
- On average across OECD countries, expenditure on R&D and ancillary services at the tertiary level represents 32% and 5%, respectively, of all expenditure per student by tertiary institutions. In 10 of the 23 OECD countries for which data on R&D are available separately from total expenditure – Estonia, Finland, Germany, Norway, Portugal, Sweden and Switzerland – expenditure on R&D represents at least 40% of total tertiary expenditure per student by educational institutions. This can translate into significant amounts: in Australia, Germany, Norway, Sweden and Switzerland, expenditure for R&D amounts to more than USD 6 000 per student (Table B1.2).

On the whole, Germany still invests less of its national wealth and its overall public budget in education than other countries do.

- Germany spends 4.4% of its GDP on primary to tertiary educational institutions, which is below the OECD average of 5.3%. This expenditure has remained almost constant since 2010, when it was of 4.5% of GDP. Some 3.1% of GDP was devoted to primary, secondary and post-secondary non-tertiary institutions (the OECD average was 3.7% of GDP) (Table B2.1 and Chart B2.1, see Figure 4).

Figure 4: expenditure on primary to tertiary education institutions as a percentage of GDP (2012)

From public and private sources, including undistributed programmes



1. Public expenditure only (for Switzerland, in tertiary education only; for Norway, in primary, secondary and post-secondary non-tertiary education only).

Countries are ranked in descending order of expenditure from both public and private sources on educational institutions.

Source: OECD, Table B2.3.

See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink  <http://dx.doi.org/10.1787/888933283940> (Education at a Glance, Chart B2.1)

- Some 9.8% of Germany's total public expenditure is devoted to education (primary to tertiary). This is below the OECD average of 11.6%, but close to the average of OECD countries that are also members of the European Union (10%) (Table B4.1).

The teaching profession

As compared to OECD and partner countries, German teachers have one of the highest statutory salaries.

- After a slight fall following the economic crisis, teachers' salaries in Germany rose 8%, in real terms, between 2005 and 2013. Salaries for upper secondary teachers, however, barely changed during the period (Table D3.5a).
- In Germany, starting salaries for teachers in primary to upper secondary schools (general programmes) are the second highest (after Luxembourg) among all OECD and partner countries with available data (Table D3.1a). The starting salary for a primary teacher with typical qualifications is USD 51 389 (the OECD average is USD 29 807), USD 56 757 for a lower secondary teacher (the OECD average is USD 31 013), and USD 61 317 for an upper secondary teacher (the OECD average is USD 32 260). After 10 years of experience, 15 years of experience, and at the top of the scale, salaries are still the second or third highest, compared to those in other countries, at all education levels.
- Salaries increase more slowly in Germany than across OECD countries. An upper secondary teacher at the top of the scale, for example, earns 38% more than a starting teacher (the OECD average difference is 66%) (Table D3.3a).

Germany's teaching force is becoming younger.

- Germany has one of the oldest teaching forces among OECD countries (after Italy). In 2013, some 45% of primary school teachers and 49% of secondary school teachers were 50 or older (the OECD averages were 31% and 35%, respectively) (Tables D5.1 for primary, D5.2 for secondary).
- Although half of its teaching force in secondary education is still aged 50 or more, this proportion decreased by four percentage points between 2006 and 2013, from 53% to 49% (Table D5.2). During the same period, the proportion of teachers under 40 in secondary education increased from 21% to 27%.

Germany pays its teachers, including tertiary-level instructors, above-average salaries.

- In the 17 countries with available data, the average annual salary for full-time equivalent tertiary academic faculty members varies across countries, ranging from USD 13 348 in Latvia to USD 74 305 in Germany (Annex 3, Data for Box D3.1 (2)). For the 12 countries with available data, the average salaries for men are consistently higher than those for women.

The annual number of teaching hours for early childhood through upper secondary teachers in Germany is higher than the OECD average.

- Public school teachers teach an average of 800 hours at the primary level (the OECD average is 772 hours), 752 hours at the lower secondary level (the OECD average is 694 hours), and 715 hours at the upper secondary level (the OECD average is 643 hours) per year (Table D4.1). At the pre-primary level, public school teachers teach fewer hours than on average across OECD countries (834 hours and 1 005 hours, respectively); but there was an 11% increase in teaching time between 2000 and 2013 in Germany (Table D4.2). When including non-teaching time (activities such as lesson preparation, correction, in-service training and staff meetings), the total

working time for teachers in Germany at all levels of initial education (1 768 hours) is much longer than the OECD average (OECD averages are 1 588 hours for pre-primary and about 1 600 hours for primary to upper secondary general education).

* 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.

Sub-national comparisons

Education at a Glance provides an authoritative compilation of international comparisons of key education statistics. While countries attain specific values in these comparisons, readers should not assume that countries themselves are homogeneous. The country averages include significant variations among sub-national jurisdictions.

Regional policy makers can benefit most from the comparisons presented in *Education at a Glance* when they can compare the results from their own sub-national areas with national and sub-national data from other countries. To this end, the OECD, with support from the U.S. National Center for Education Statistics, is, for the first time, releasing select sub-national data for six *Education at a Glance* Indicators in this edition (see <http://nces.ed.gov/surveys/annualreports/oecd/index.asp>). These include data on educational attainment by selected age groups (Indicator A1), employment rates by educational attainment (Indicator A5), annual expenditure per student (Indicator B1), enrolment rates by age (Indicator C1), enrolment rates in early childhood and primary education (Indicator C2), and enrolment rates and work status of 15-29 year-olds (Indicator C5).

Ten countries participated in this pilot compilation of sub-national estimates by providing information for some or all of the Indicators included: Belgium, Brazil, Canada, Germany, Ireland, the Russian Federation, Slovenia, Spain, Sweden and the United States. Sub-national estimates were provided by countries using national data sources or were calculated by Eurostat using NUTS2 data.

Although the variation between the highest- and lowest-ranked countries for a given Indicator, on average, was larger than the variation within most countries, variations within both federal and non-federal pilot countries were substantial. For example, for the Indicator on tertiary attainment, the ratio of the highest-ranked jurisdictions to the lowest-ranked, within countries, was nearly 2:1 or more in many of the participating countries.

References

OECD (2015), *Education at a Glance 2015: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2015-en>.

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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.

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.

For more information on *Education at a Glance 2015* and to access the full set of Indicators, visit www.oecd.org/education/education-at-a-glance-19991487.htm.

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

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

Questions can be directed to:

Eric Charbonnier
Directorate for Education and Skills
Eric.Charbonnier@oecd.org

Country Note authors:

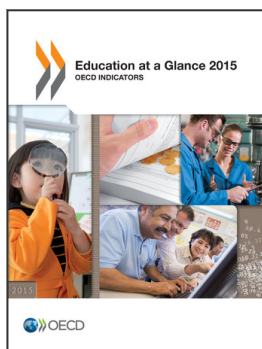
Markus Schwabe and João Mariano Collet
Directorate for Education and Skills
Markus.Schwabe@oecd.org
Joao.Collet@oecd.org

Key Facts for Germany in Education at a Glance 2015

Table	Indicator	Germany	OECD average
Educational Access and Output			
	Enrolment rates	2013	2013
C2.1	3-year-olds (in early childhood education)	92%	74%
	Highest educational attainment level of 25-64 year-olds	2014	2014
A1.4a	Below upper secondary	13%	24%
	Upper secondary or post-secondary non-tertiary	60%	43%
	Tertiary	27%	34%
	Highest educational attainment level of 25-64 year-olds (disaggregation at tertiary level)	2014	2014
A1.1a	Short cycle tertiary	1%	8%
	Bachelor's or equivalent	14%	16%
	Master's or equivalent	11%	11%
	Doctoral or equivalent	1%	1%
	Entry and graduation rates	2013	2013
C3.1	Percentage of today's young people expected to enter tertiary education at least once during their lifetime	59%	67%
A3.1	Percentage of today's young people expected to graduate with a bachelor's or equivalent degree in their lifetime	27%	36%
Economic and Labour Market Outcomes			
	Unemployment rate of 25-64 year-olds	2014	2014
A5.4a	Below upper secondary	12%	12.8%
	Upper secondary and post-secondary non-tertiary	4.6%	7.7%
	Tertiary	2.5%	5.1%
	Average earnings premium for tertiary-educated 25-64 year-olds (upper secondary = 100)	2013	2013
A6.1a	Short cycle tertiary	**	125
	Bachelor's or equivalent	**	157
	Master's, Doctoral or equivalent	**	214
	All tertiary	**	160
	Percentage of people not in employment, education or training (NEET) for 15-29 year-olds	2014	2014
C5.2b	Men	7.4%	13.2%
	Women	11%	17.9%
Financial Investment in Education			
	Annual expenditure per student (in equivalent USD, using PPPs)	2012	2012
B1.1a	Primary education	7749 USD	8247 USD
	Secondary education	10650 USD	9518 USD
	Tertiary (including R&D activities)	17157 USD	15028 USD
	Total expenditure on primary to tertiary educational institutions	2012	2012
B2.2	As a percentage of GDP	4.4%	5.2%
	Total public expenditure on primary to tertiary education	2012	2012
B4.2	As a percentage of total public expenditure	9.8%	11.6%
Schools and Teachers			
	Ratio of students to teaching staff	2013	2013
D2.2	Primary education	16 students per teacher	15 students per teacher
	Secondary education	13 students per teacher	13 students per teacher
	Average actual teachers' salaries	2013	2013
D3.4	Pre-primary school teachers	**	37798 USD
	Primary school teachers	60618 USD	41248 USD
	Lower secondary school teachers (general programmes)	66510 USD	43626 USD
	Upper secondary school teachers (general programmes)	72521 USD	47702 USD

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

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



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