

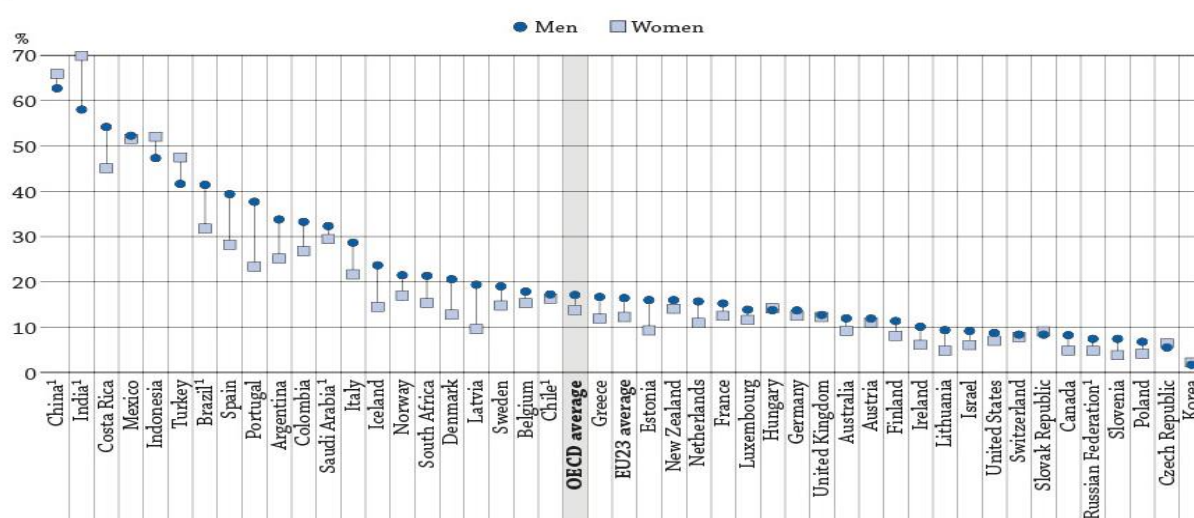
EDUCATION AT A GLANCE 2018

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

Germany

- **Early childhood education and care (ECEC) has experienced a surge of policy attention in Germany in recent decades.** In 2016, 37% of children under the age of 3 were enrolled in ECEC, an increase of 20 percentage points over 2005. In Germany, 49% of children below the age of 3 with tertiary-educated mothers participate to ECEC compared to only 37% for children whose mothers have not attained tertiary education.
- **In Germany, most young adults leave school with at least an upper secondary qualification education, but the penalties for those without baseline qualifications are severe.** In 2017, 13% of 25-34 year-olds had left school without an upper secondary qualification and 15% of them are unemployed, five times the rate for those with at least upper secondary education (3%).
- **About one in ten 15-29 year-olds are neither employed nor in education or training (NEET)** which is one of the lowest shares across OECD countries. However, among young adults born outside Germany one in four are NEET, a number certainly also influenced by the high influx of young refugees in recent years who are still in the process of being integrated.
- **Tertiary entry rates are rising in Germany, with well over half of all young adults entering tertiary education.** For those who do not go on to tertiary education, vocational qualifications offer a surer route to employment in Germany. Employment rates among 25-34 year-olds with upper secondary or post-secondary education – mostly vocational graduates – are almost as high as for those with a tertiary education (83% compared with 87%).

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



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

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

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

StatLink  <https://doi.org/10.1787/888933801658>

Upper secondary vocational qualifications play a key role in Germany's educational system, while one in seven young adults are still leaving school without upper secondary education

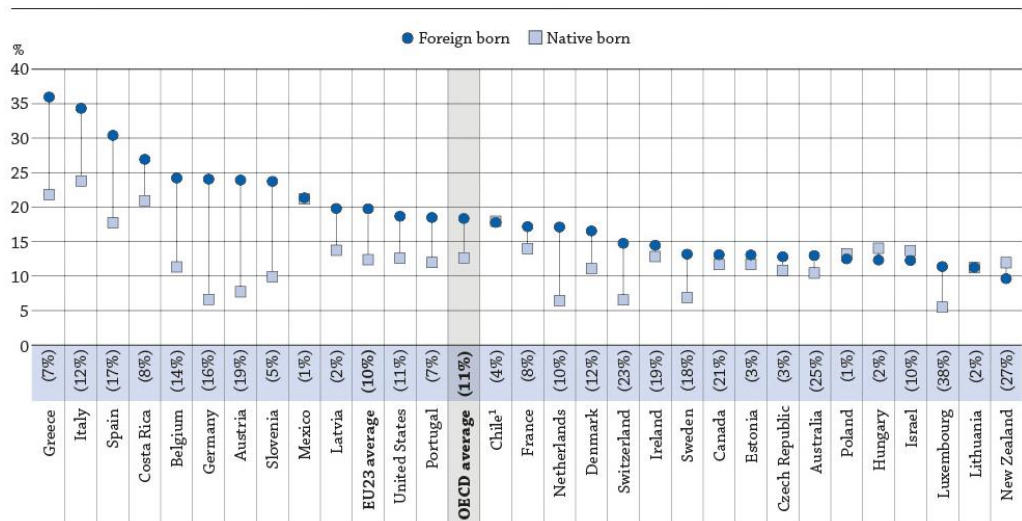
- In 2017, 13% of 25-34 year-olds in Germany had not attained upper secondary education (Figure 1). Even though this share is below the OECD average of 15%, many countries including Canada, the Czech Republic, Korea, Poland and Slovenia have managed to reduce the share of those without upper secondary education to below 10%.
- Young people who leave school before completing upper secondary education face difficulties in the labour market. In Germany, only 55% of 25-34 year-olds with below upper secondary education are employed compared to 84% for those with at least upper secondary education. The unemployment rate of young adults with below upper secondary education is five times higher than for those with at least upper secondary education (15% compared to 3%).
- More than half of 25-34 year-olds (56%) have an upper secondary or post-secondary non-tertiary qualification as their highest attainment, one of the largest shares among OECD countries. Most of them have attained a vocational degree (86%). Young adults with a general upper secondary qualification (mostly individuals with Abitur) tend to pursue further education and do not enter directly into the labour market.
- The German vocational education and training system ensures high employability. Employment rates among 25-34 year-olds with upper secondary or post-secondary non-tertiary education – mostly vocational graduates – have increased from 77% in 2007 to 83% in 2017. This is not only above the OECD average of 77% but also almost as high as for young adults with a tertiary education (87%).
- In Germany, 35% of 25-64 year-olds with at least one tertiary-educated parent have upper secondary or post-secondary non-tertiary vocational education as their highest level of education.

Employment and earnings advantages of tertiary educated remain high despite the growth in tertiary attainment among young adults

- Half of young adults (53%) are expected to enter tertiary education in their lifetime which is close to the OECD average of 58%. When international students are included, the share increases to 60% compared to 66% across OECD countries. Tertiary attainment among young adults (25-34 year-olds) in Germany has steadily increased, from 23% in 2007 to 31% in 2017.
- Compared to other OECD countries, students in Germany choose higher level studies: less than 1% of young adults have attained a short-cycle tertiary qualification (OECD average: 7%). Most young adults have attained a bachelor's degree or higher: 17% of young adults have attained a bachelor's degree, 14% a master's degree and 1% a doctoral degree. The share of young adults with master's or doctoral degree is comparable to the OECD averages, but Germany lags behind for a bachelor's qualifications (OECD average: 23%), which is probably due to the strong VET system as an alternative to academic qualifications.
- Individuals with low-educated parents are less likely to have a tertiary degree than those with at least one tertiary-educated parent: In Germany, 58% of 25-64 year-olds with at least one tertiary educated parent have also attained tertiary education while the share is half (29%) of that among adults whose parents attained at most upper secondary or post-secondary non-tertiary education.
- As in other OECD countries, adults with tertiary education have the best employment prospects. In Germany, the employment rates of tertiary-educated adults are near or above 90%, depending on the level of tertiary attainment. While the employment rates for those holding a master's or doctoral or equivalent degree are comparable to the OECD average (88% and 92% respectively), those with a bachelor's or equivalent degree have better employment prospects than average across OECD countries (88% in Germany compared to 84% for the OECD on average).
- Adults with tertiary education also benefit from the financial rewards that the labour market offers. German adults with a short-cycle tertiary qualification (a Master Craftsman's qualification of short duration) earn 51% more than those with an upper secondary education. Those with bachelor's or equivalent degree (e.g. a Master Craftsman's qualification of long duration) earn 65% more, and those with a master's or doctoral or equivalent degree earn 83% more.

While foreign-born adults face worse labour market outcomes than their native-born peers, this is not the case for those who arrived at a young age

Figure 2. Percentage of native- and foreign-born 15-29 year-old NEETs (2017)




Note: NEET refers to young people neither employed nor in education or training. The percentage in parentheses represents the share of foreign-born 15-29 year-olds.

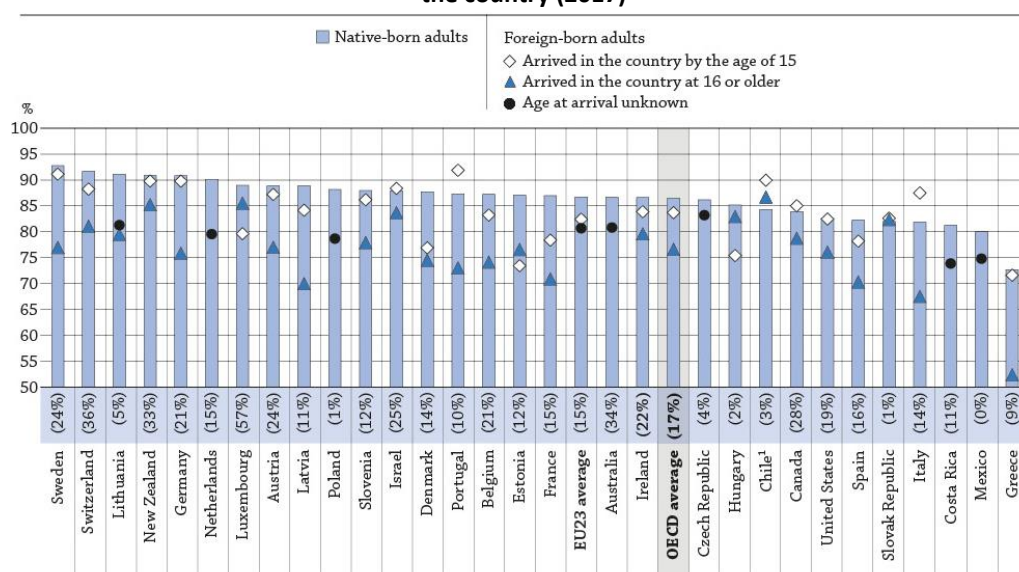
1. Year of reference differs from 2017. Refer to the source table for more details.

Countries are ranked in descending order of the percentage of 15-29 year-old foreign-born NEETs.

Source: OECD (2018), Table A2.3. See Source section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

StatLink  <https://doi.org/10.1787/888933801924>

- About one in five (21%) adults aged 25-64 years were born outside Germany. When interpreting the data on foreign-born adults, especially in the younger age groups, it needs to be borne in mind that these include recently arrived immigrants seeking refuge, many of whom might still be in language programmes to prepare them for the German job market or might not yet be included in education programs at all.
- In most OECD and partner countries foreign-born adults are also more likely to be neither employed nor in education or training (NEET). Austria and Germany are the two countries with the largest differences in the share of NEETs among foreign-born and native-born 15-29 year-olds: in Germany, 24% of foreign-born 15-29 year-olds are NEET, compared with 7% of native-born 15-29 year-olds. Among foreign-born young adults who arrived in Germany at the age of 16 or older, one-third (32%) are NEET, compared with only 11% of those who arrived by the age of 15 (Figure 2). This shows the importance of education and training which will ensure that individuals have the skills required in the labour market.
- Foreign-born adults are less likely than their native-born peers to reach upper secondary education. While 9% of native-born adults aged 25-64 have not attained upper secondary education, the figure for foreign-born adults is more than three times as high (32%). The employment rate of foreign-born adults without upper secondary education (58%) is almost as high as that of native-born adults (62%).
- One-quarter (25%) of foreign-born adults have a tertiary degree, which is almost as high as the share of native-born adults (30%). However, as in most OECD countries, tertiary-educated foreign-born adults have lower employment rates (78%) than their native-born peers (91%). Across educational attainment levels this is the highest gap in employment rates between foreign-born and native-born workers. It reflects the difficulties tertiary-educated foreign-born adults face in gaining recognition for their education and experience in their host country but also language issues and possibly some discrimination when looking for a job.
- Across OECD and partner countries, early arrival in the country has a generally positive effect on employment outcomes. Foreign-born adults with tertiary education who arrived in Germany by the age of 15 have a similar high employment rate to their native-born peers (both around 90%), while only 76% of those who arrived in Germany at the age of 16 or older are employed (Figure 3).
- In Germany, the earnings of foreign-born adults with an upper-secondary qualification or higher working full-time are similar to those of their native-born peers. Foreign-born adults without upper secondary education have a slight earnings advantage over their native-born peers.

Figure 3. Employment rates of native- and foreign-born 25-64 year-olds with tertiary education, by age at arrival in the country (2017)

Note: The percentage in parentheses represents the share of foreign-born adults among 25-64 year-olds.

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

Countries are ranked in descending order of the employment rate of tertiary-educated native-born adults.

Source: OECD/ILO (2018), Table A3.4. See Source section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

StatLink <https://doi.org/10.1787/888933802114>

Gender gaps persist in the choice of fields of study and labour market outcomes

- The increase in educational attainment in recent decades has largely been to the advantage of women. While among older adults (55-64 year-olds) more women (17%) than men (11%) have not attained upper secondary education and fewer women (21%) than men (32%) have attained tertiary education, the gender gap in attainment levels has almost disappeared among 25-34 year-olds.
- As in many other OECD countries, there is a large gender gap in the distribution of fields of study chosen by young men and women graduating from upper secondary vocational programmes. Most of those graduating in the fields of health and welfare are women (85%), while the opposite is true in the field of engineering, manufacturing and construction where women are largely under-represented (9%).
- At all educational attainment levels, female workers in Germany have lower earnings than their male counterparts. For instance, women with a tertiary degree working full time earn 26% less than their male counterparts (similar to the OECD average of 26%). The gender gap is similar for 25-64 year-olds without upper secondary education (25%), but is only 16 percentage points among those with an upper-secondary or post-secondary non tertiary education. Earnings gaps are partly explained by the gender biased choices of field of studies, which are associated with different earning levels.
- The good employment opportunities offered by the German upper secondary vocational education and training system are also reflected in the low share of young people who are NEET. In Germany, 9.5% of 18-24 year-olds are NEET, much lower than the OECD average of 14.5%. The shares of NEETs among women (10%) and men (9%) are similar, although NEET women are more likely to be inactive and men more likely to be unemployed.
- The gender gap in employment rates is stronger for the less qualified. Across all OECD countries and educational attainment levels, women have lower employment rates than their male counterparts. In Germany, 65% of younger men without upper secondary education are employed, but only 43% of younger women. Among adults with higher levels of educational attainment, the gender difference in employment rates falls to about 6 percentage points. The employment rate of young women with an upper secondary or post-secondary non-tertiary education is 79% and for those with a tertiary education it is 84%. The gender gap in Germany with 7 respectively 6 percentage points is much lower than the OECD averages of 17 and 9 percentage points respectively.

Access to early childhood education is high, and the number of teachers has increased

- Participation in high-quality early childhood education and care (ECEC) can have positive effects on children's well-being, learning and development in the first years of life. In 2016, more than one-third (37%) of children under the age of 3 were enrolled in ECEC (Krippen, Mixed-age settings or Kindertagespflege), an increase of 20 percentage points over 2005. The trend for older children has been similar: between 2005 and 2016, the average enrolment of 3-5 year-olds in pre-primary education rose in Germany from 88% to 95%. This is well above the OECD average enrolment rate in early childhood education and care and primary education of 86% of 3-5 year-olds.
- The ratio of children to teaching staff is an indicator of the resources devoted to early childhood education. In Germany, there are, on average, 5 children per teacher in early childhood educational development programmes and 10 children per teacher in pre-primary programmes (the OECD average is 8 children per teacher in early childhood educational programmes and 14 children per teacher at the pre-primary level).
- The children-to-staff ratio has fallen in Germany between 2005 and 2016. Despite a 2% decrease in the number of children enrolled in pre-primary education between 2005 and 2016, the number of teachers in pre-primary education has increased by 28%. These changes translate into a 24% reduction in the number of children per teacher, which is much greater than the OECD average of 9%.
- Germany spends USD 14 769 per child a year on early childhood education development and USD 9 827 per child on pre-primary education, much more than the OECD averages of USD 11 976 and USD 8 426 respectively.¹ Investing at an early stage in children's development and education can produce high returns on investments since this lays down a crucial foundation for future learning.
- In Germany, public expenditure covers around 80% of early childhood education development and pre-primary education funding, leaving households to contribute almost one-fifth. Few countries, including Australia, Colombia, Japan, Portugal, Slovenia, Turkey, the United Kingdom and the United States, have a higher share of private funding of pre-primary educational institutions.
- On average across countries with available data, children with tertiary-educated mothers are more likely to participate in an ECEC programme than those whose mothers are without tertiary education, by about 10 percentage points. In Germany, 49% of children below the age of 3 with tertiary-educated mothers participate in ECEC compared to only 37% for children whose mothers have not attained tertiary education.

High-quality education needs sustainable funding, but the proportion of national wealth spent on education is below average for OECD countries

- In 2015, Germany spent USD 10 863 per student (full-time equivalents) at primary, secondary, and post-secondary education which is well above the OECD average of USD 9 276. Between 2010 and 2015, total expenditure has been kept almost constant, falling by only 2%, while the number of students in primary, secondary and post-secondary non-tertiary educational institutions has fallen by 7%. These changes translate into a 5% growth in expenditure per student, which is similar to the OECD average.
- Germany's annual spending per student is particularly high for vocational programmes at the upper secondary level, almost 50% higher than the average for OECD countries (USD 15 943 compared to USD 10 831), while at the primary level it is similar to the OECD average (USD 8 619 compared to USD 8 539).
- German expenditure per tertiary student is USD 17 036² in 2015, well above the OECD average of USD 15 383. Although Germany increased total expenditure in tertiary institutions by 11% between 2010 and 2015, the increase in educational expenditure has not kept up with the 26% increase in the number of students enrolled in tertiary education over this period, which was the second highest increase among OECD countries. As a result, expenditure per tertiary student has fallen by 12% between 2010 and 2015.
- In 2015, expenditure on primary to tertiary education for core educational services, ancillary services and R&D in Germany amounted to 4.2% of gross domestic product (GDP), well below the OECD average of 5.0%. Between

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

² This figure includes expenditure on research and development (R&D) as research and teaching in tertiary institutions are closely interlinked in Germany

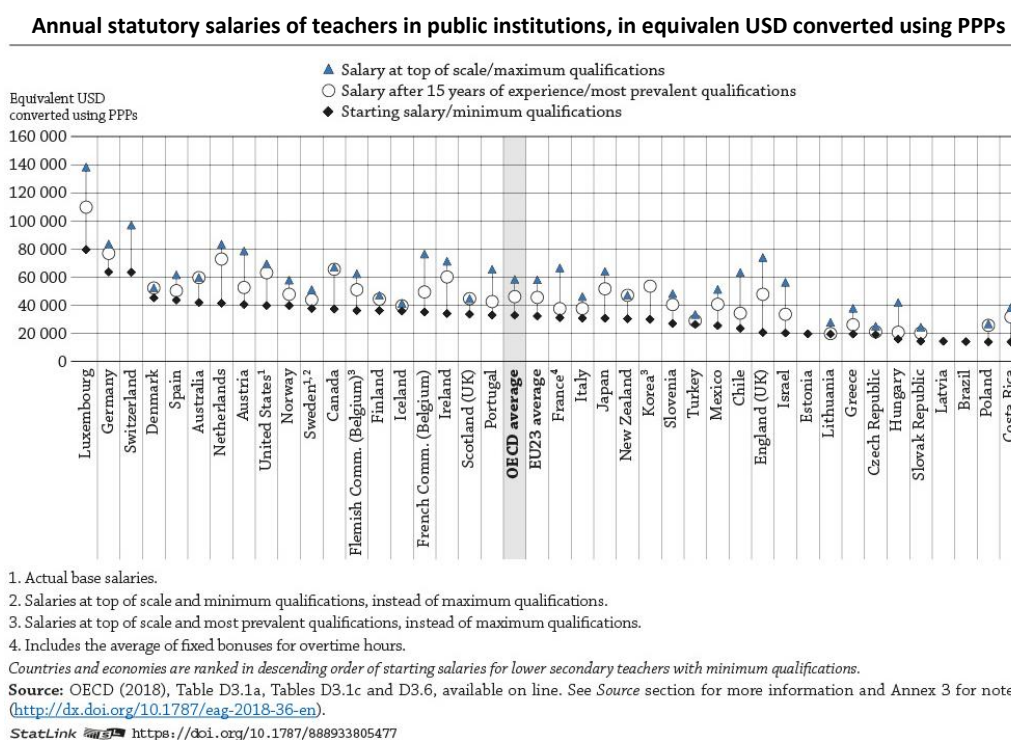
2010 and 2015, educational expenditure as a percentage of GDP decreased by around 7%, a larger decrease than the OECD average (around 5%).

- After increasing from 8.9% to 9.7% of total government expenditure between 2005 and 2011, public expenditure on education has fallen slightly to 9.2% in 2015, below the OECD average of 11.0%.
- In Germany, three-quarters of public expenditure on education is funded by the *Länder*. The federal government funds 7% of primary to post-secondary non-tertiary education and about 28% of tertiary education.

Teachers' salaries are competitive, but tend to reproduce the overall gender pay gap

- Germany offers its teachers some of the highest salaries of all OECD and partner countries. For instance lower secondary teachers start with a salary of USD 63 600 which is almost double the OECD average of USD 33 100. After 15 years of experience, salaries are about 20% higher and will further increase by almost 10% by the end of a teacher's career. This ensures that the profession remains attractive throughout teachers' careers (Figure 4).

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



- Germany as many other countries does not offer teachers the same salaries across education levels. While the salary for primary teachers with 15 years of experience is USD 70 700, teachers at the lower secondary level (general programmes only) earn 9% more (USD 76 800) and those at the upper secondary level (general programmes only) earn a further 6% more (USD 81 300).
- In Germany, teachers have competitive salaries. The statutory salaries of lower and upper secondary teachers with 15 years of experience and typical qualifications are comparable to other full-time, full-year similarly educated workers: in 2017, lower secondary and upper secondary teachers (general programmes only) earned about the same as their similarly educated peers. However, primary teachers earned 11% less, reducing the competitiveness of the teaching profession at this level.
- As in all other OECD countries, the teaching workforce in Germany is largely female (66%). The greatest proportions of female teachers, however, are concentrated in the earlier years of schooling, and the share falls at each successive level of education: 87% of teachers are women in primary education, 67% in lower secondary, 54% in upper secondary and 39% at tertiary level.

- Between 2006 and 2016, the share of women teaching at the different educational levels increased. While at the tertiary level the increase in the share of women from 32% in 2006 to 39% in 2016 has led to a better gender balance, the gender imbalance has increased at the primary to upper secondary levels from 65% women teachers in 2006 to 70% in 2016. In addition, 73% of newly recruited upper secondary teachers – those under 30 – are women, while there is gender parity among teachers over 50 (50% are women).
- Germany has one of the oldest teaching workforces among OECD countries, after Italy. In 2016, some 39% of primary school teachers, 47% of lower secondary school teachers and 41% of upper secondary school teachers were 50 years old or older. Across the OECD, the averages were 32% for primary teachers, 36% for lower secondary teachers and 39% for upper secondary teachers.

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.

Note regarding data from Israel


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

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

References

OECD (2018), *Education at a Glance 2018: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2018-en>.

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

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

Explore, compare and visualise more data and analysis using:



<http://gpseducation.oecd.org/CountryProfile?primaryCountry=DEU&treshold=10&topic=EQ>.

Questions can be directed to:	Country note author:
Eric Charbonnier	Markus Schwabe
Directorate for Education and Skills	Directorate for Education and Skills
Eric.Charbonnier@oecd.org	Markus.Schwabe@oecd.org

Key Facts for Germany in Education at a Glance 2018

Source	Main topics in <i>Education at a Glance</i>	Germany		OECD average		EU23 average	
	Equity						
	Educational attainment of 25-34 year-olds by gender	2017					
		% Men	% Women	% Men	% Women	% Men	% Women
Table A1.2	Below upper secondary	14%	13%	17%	14%	16%	12%
	Upper secondary or post-secondary non-tertiary	56%	55%	46%	37%	48%	39%
	Tertiary	30%	32%	38%	50%	36%	49%
	Percentage of 15-29 year-olds NEETs by country of birth ¹	2017					
Table A2.3	Native-born	7%		13%		12%	
	Foreign-born	24%		18%		19%	
	Employment rates of native- and foreign-born 25-64 year-olds, by educational attainment	2017					
		Native-born	Foreign-born	Native-born	Foreign-born	Native-born	Foreign-born
Table A3.4	Below upper secondary	62%	58%	56%	60%	55%	57%
	Upper secondary or post-secondary non-tertiary	82%	77%	76%	72%	76%	71%
	Tertiary	91%	78%	87%	79%	87%	78%
	Earnings of 25-64 women relative to men, by educational attainment	2016					
Table A4.3	Below upper secondary	75%		78%		79%	
	Upper secondary or post-secondary non-tertiary	84%		78%		79%	
	Tertiary	74%		74%		75%	
	Share of girls among repeaters in secondary general programmes	2016					
Table B1.3	Lower secondary	38%		39%		38%	
	Upper secondary	**		42%		42%	
	Percentage of women and men entering doctoral programmes by field of study	2016					
		% Men	% Women	% Men	% Women	% Men	% Women
Table B4.1	Natural sciences, mathematics and statistics	26%	25%	22%	20%	20%	19%
	Engineering, manufacturing and construction	24%	9%	22%	10%	23%	11%
	Health and welfare	13%	18%	12%	19%	11%	18%
	First-time tertiary graduates	2016					
Table B5.1	Share of female first-time tertiary graduates	52%		57%		58%	
	Participation of 25-64 year-olds in formal and/or non-formal education	2012 ²					
Table A7.1	Participation of native-born adults and foreign-born adults who arrived in the country by the age of 25	54%		49%		n.a.	
	Participation of foreign-born adults who arrived in the country at 26 or older	35%		48%		n.a.	
	Early childhood education and care (ECEC)						
	Enrolment rates in ECEC at age 3	2016					
Table B2.1a	ECEC services (ISCED 0) and other registered ECEC services	92%		76%		82%	
	Share of children enrolled in pre-primary education (ISCED 02), by type of institution	2016					
Table B2.2	Public institutions	35%		68%		75%	
	Private institutions	65%		32%		25%	
	Expenditure on pre-primary level (ISCED 02)	2015					
Table B2.3a	Annual expenditure per child in USD (converted to PPPs)	USD 9 827		USD 8 426		USD 8 163	
	Vocational education and training (VET)						
	Percentage of upper secondary students enrolled in vocational education, by programme orientation	2016					
Table B1.3	All vocational programmes	38%		44%		47%	
	Combined school- and work-based programmes	31%		11%		11%	
	Share of women among upper secondary graduates, by programme orientation	2016					
Figure B3.1	General programmes	54%		54%		55%	
	Vocational programmes	41%		46%		45%	
	Total expenditure on upper secondary educational institutions per full-time equivalent student, by programme orientation	2015					
Table C1.1	General programmes	USD 11 423		USD 8 981		USD 9 235	
	Vocational programmes	USD 15 943		USD 10 831		USD 11 115	
	Tertiary education						
	Share of international or foreign students, by education level ³	2016					
Table B6.1	Bachelor's or equivalent	5%		4%		6%	
	Master's or equivalent	13%		12%		13%	
	Doctoral or equivalent	9%		26%		23%	
	All tertiary levels of education	8%		6%		9%	
	Share of first-time tertiary graduates by education level	2016					
Table B5.1	Short-cycle tertiary	0%		14%		10%	
	Bachelor's or equivalent	84%		75%		76%	
	Master's or equivalent	16%		10%		14%	
	Employment rate of 25-64 year-olds, by educational attainment	2017					
Table A3.1	Short-cycle tertiary	90%		81%		82%	
	Bachelor's or equivalent	88%		84%		83%	
	Master's or equivalent	88%		88%		88%	
	Doctoral or equivalent	93%		92%		92%	
	All tertiary levels of education	89%		85%		85%	
	Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)	2016					
Table A4.1	Short-cycle tertiary	151		123		125	
	Bachelor's or equivalent	165		145		137	
	Master's, doctoral or equivalent	183		191		175	
	All tertiary levels of education	169		155		152	

Germany - Country Note - Education at a Glance 2018: OECD Indicators

Source	Main topics in <i>Education at a Glance</i>	Germany		OECD average		EU23 average	
Financial resources invested in education							
	Total expenditure on educational institutions per full-time equivalent student, by level of education (in equivalent USD, using PPPs)	2015					
Table C1.1	Primary	USD 8 619		USD 8 539		USD 8 512	
	Secondary	USD 11 791		USD 9 868		USD 9 882	
	Tertiary (excluding R&D activities)	USD 10 018		USD 11 049		USD 10 919	
	Total expenditure on primary to tertiary educational institutions	2015					
Table C2.1	As a percentage of GDP	4.2%		5%		4.6%	
	Share of expenditure on tertiary educational institutions by source of funds ⁴	2015					
Figure C3.1	Public expenditure	**		73%		76%	
	Private expenditure	**		21%		19%	
	Public to private transfers	**		5%		3%	
	Total public expenditure on primary to tertiary education	2015					
Table C4.1	As a percentage of total government expenditure	9.2%		11.1%		9.6%	
Teachers, the learning environment and the organisation of schools							
	Actual salaries of teachers and school heads in public institutions relative to earnings of full-time, full-year workers with tertiary education	2016					
		Teachers	School heads	Teachers	School heads	Teachers	School heads
Table D3.2a	Pre-primary	**	**	0.82	**	0.83	1.1
	Primary	0.9	**	0.86	1.21	0.88	1.21
	Lower secondary (general programmes)	0.99	**	0.91	1.34	0.93	1.37
	Upper secondary (general programmes)	1.05	**	0.96	1.42	1	1.45
	Annual statutory salaries of teachers in public institutions, based on most prevalent qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)	2017					
		Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience
Table D3.1a	Pre-primary	**	**	USD 30 229	USD 40 436	USD 29 096	USD 39 371
	Primary	USD 56 535	USD 70 693	USD 31 919	USD 44 281	USD 31 206	USD 43 486
	Lower secondary (general programmes)	USD 63 555	USD 76 838	USD 33 126	USD 46 007	USD 32 495	USD 45 472
	Upper secondary (general programmes)	USD 63 866	USD 81 260	USD 34 534	USD 47 869	USD 33 205	USD 47 615
	Organisation of teachers' working time in public institutions over the school year	2017					
		Net teaching time	Total statutory working time	Net teaching time	Total statutory working time	Net teaching time	Total statutory working time
Table D4.1	Pre-primary	1 755 hours	1 782 hours	1 029 hours	1 628 hours	1 068 hours	1 569 hours
	Primary	801 hours	1 782 hours	778 hours	1 620 hours	754 hours	1 553 hours
	Lower secondary (general programmes)	747 hours	1 782 hours	701 hours	1 642 hours	665 hours	1 585 hours
	Upper secondary (general programmes)	719 hours	1 782 hours	655 hours	1 638 hours	633 hours	1 572 hours
	Percentage of teachers who are 50 years old or over	2016					
Table D5.1	Primary to upper secondary	43%		35%		38%	
	Share of female teachers, in public and private institutions	2016					
Table D5.2	Primary	87%		83%		86%	
	Lower secondary	67%		69%		71%	
	Upper secondary	54%		60%		63%	
	Tertiary	39%		43%		44%	
	Average class size by level of education	2016					
Table D2.1	Primary	21		21		21	
	Lower secondary	24		23		23	

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

1. OECD average includes some countries with 2015 data.

2. When interpreting the data on foreign-born adults, especially in the younger age groups, it needs to be borne in mind that these include recently arrived immigrants seeking refuge, many of whom are still in the process of integration in education and training and employment.

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

4. International expenditure is aggregated with public expenditure

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

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



From:

Education at a Glance 2018

OECD Indicators

Access the complete publication at:

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

Please cite this chapter as:

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

DOI: <https://doi.org/10.1787/eag-2018-47-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. 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 or the Centre français d'exploitation du droit de copie (CFC) at contact@cfcopies.com.