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STATISTICAL INDEX OF THE ORGANIZATION AND ACTIVITY OF HIGHER EDUCATION INSTITUTIONS IN GERMANY AFTER THE INTRODUCTION OF ADMINISTRATIVE AND LEGAL REGULATION

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Abstract:

Having granted higher education institutions in Germany the rights of a legal entity, it has thereby consolidated the organizational and staff structure, property and fundamental unity of a higher education institution, established the boundaries of its legal personality, the forms and procedure for the emergence, reorganization and liquidation, as well as a number of other issues in the general set of those that determine the legal status of a higher education institution as a legal entity.

In the process of organization and activity, higher education institutions in Germany independently use budgetary and extra-budgetary funds in accordance with the general estimate, which is approved by the management body under whose control higher education institutions are located. Therefore, higher education institutions in Germany have the right:

- to determine the content of education taking into account state standards and educational and professional programs established in accordance with the accreditation levels;
- to train specialists by state order of sectoral ministries, enterprises, institutions, organizations regardless of ownership, local executive bodies, public organizations and under contracts with individuals and legal entities;
- to provide individuals and legal entities with paid services in educational activities in the field of higher education and science and other related fields of activity;
- to issue documents on higher education of the state standard in accredited areas (specialties), etc.

The main forms of organization and activity of higher educational institutions in Germany are:

- A) carrying out material, technical and organizational actions arising from the designation of higher educational institutions;
- B) concluding administrative and other free-law agreements regarding the management or property interests of higher educational institutions;
- C) issuing regulatory legal acts of management within the scope of competence;
- D) implementing incentive measures;

E) application of administrative coercive measures based on the law and regulatory legal acts.

Overview of the education system (EAG 2024)

Germany is one of only four OECD countries where the share of young adults aged 25–34 without an upper secondary qualification has increased between 2016 and 2023. At 16%, the share of young adults without upper secondary qualifications in Germany is now higher than the OECD average of 14%.

The high share of adults without upper secondary attainment is mainly driven by the higher share of young men that did not have upper secondary attainment. In 2023, 18% of young men did not have an upper secondary qualification compared to 15% of young women, whereas in 2016 there were no gender differences.

In Germany, between 2015 and 2021, expenditure on primary and secondary education measured as share of GDP increased by 8%, compared to an average increase of just 1% across the OECD over the same period.

While 22% of women aged 55–64 in Germany have at least a bachelor's qualification, the share is 40% for women aged 25–34. However, at 18 percentage points, the intergenerational increase is lower than the OECD average (23 percentage points) and the share of women aged 25–34 with a bachelor's qualification is seven percentage points below the corresponding OECD average (47%).

Only 49% of young women with below upper secondary attainment in Germany are employed, while the corresponding share for young men is 74% (the corresponding OECD averages are 47% and 72%). Among those with tertiary attainment, gender gaps are smaller, with 86% of young women and 92% of young men being employed (the corresponding OECD averages are 84% and 90%, respectively).

The tertiary attainment rate for foreign-born adults (aged 25–64) who have arrived in Germany at the age of 16 or older (31%) is almost as high as for native-born adults (35%), while the tertiary attainment rate for foreign-born who arrived by the age of 15 is significantly lower (23%). Both rates are below the average tertiary attainment rates for foreign-born adults across the OECD, which are 45% for those arriving at age 16 or older, 41% for those arriving by the age of 15 and 39% for native-born adults.

Germany has invested heavily into early childhood education, increasing public expenditure on it measured as share of GDP by 42% between 2015 and 2021. Despite this strong public investment in early childhood education, the enrolment rate of children aged 3–5 in early childhood education has declined from 96% to 93% between 2013 and 2022, while it has increased from 79% to 83% on average across the OECD.

Keywords: safety of the educational process; higher education; distance learning; participants in the educational process; efficiency and quality of higher education.

The problem statement in general terms and its connection with important scientific and practical tasks.

There is widespread recognition that lifelong learning – including continuing education – is becoming increasingly vital in today's knowledge- and information-based society. In July 2004, Germany's federal and state

governments jointly introduced a national strategy for lifelong learning (*Strategie für Lebenslanges Lernen in der Bundesrepublik Deutschland*). This approach encompasses all forms of learning: formal, non-formal, and informal. The strategy takes into account different stages of an individual's life, from early childhood through to old age. Its core principles

outline the primary directions for educational development. Built on existing structures, initiatives, and practical experience, the strategy proposes realistic long-term goals within a flexible and evolving framework.

Key focus areas of the strategy:

1. Recognition of informal learning
2. Support for self-directed learning
3. Skills and competence development
4. Strengthening networks and cooperation
5. Modular learning formats
6. Access to educational guidance and counselling
7. Promoting a culture that values learning
8. Ensuring equal access for all

Institutions involved in the initiative agree on essential reforms to enhance continuing education. The main objectives include:

1. Making the continuing education sector more transparent by establishing local and regional centers and expanding current programs
2. Improving quality assurance through accredited testing bodies and standardized certification processes
3. Introducing modular training systems with transferable credit points
4. Encouraging greater participation in continuing education
5. Aligning educational offerings with current labor market needs
6. Integrating continuing education into collective wage agreements
7. Advancing academic and research-based continuing education
8. Developing new models for funding lifelong learning

The 16 ministries responsible for education, culture, and science in each federal state set the policy direction for education, science, and the arts. They pass laws and administrative regulations and collaborate with federal and state-level authorities. These ministries oversee subordinate institutions and foundations and are supported by their own research bodies dedicated to school, higher, and continuing

education. Each ministry is led by a minister (called a senator in Berlin, Bremen, and Hamburg), who is accountable to the state parliament and is typically supported by a state secretary or director general.

Attainment

The proportion of 25-64 year-olds who have attained a general upper secondary or post-secondary qualification is one of the lowest among OECD and partner countries with available data. (4.7 %, rank 36/39 , 2023) [2]

The level of short-cycle tertiary attainment among 25-34 year-olds is one of the lowest among OECD and partner countries with available data. (0.3 %, rank 30/33 , 2023)

In Germany, the share of 25-34 year-olds who attained a doctoral or equivalent tertiary education degree is one of the highest among countries with available data. (1 %, rank 5/32 , 2023)

Attainment by gender

The proportion of 25-64 year-old men who have attained a general degree at the upper secondary or post-secondary level is one of the lowest among OECD and partner countries with available data. (5 %, rank 35/39 , 2023)

The proportion of 25-64 year-old women who have attained a general degree at the upper secondary or post-secondary level is one of the lowest among OECD and partner countries with available data. (4.5 %, rank 37/39 , 2023)

Germany has one of the largest share of women among 25-34 year-olds with a vocational upper secondary or post-secondary non-tertiary education. (48.3 %, rank 5/36 , 2023)

Germany has one of the largest share of women among 55-64 year-olds with a vocational upper secondary or post-secondary non-tertiary education. (54 %, rank 4/36 , 2023)

In Germany, the proportion of 25-34 year-old women who have attained a short cycle tertiary degree is one of the lowest among OECD and

partner countries with available data (0.3 %, rank 29/31 , 2023)

In Germany, the proportion of 25–34 year-old men who have attained a short cycle tertiary degree is one of the lowest among OECD and partner countries with available data (0.3 %, rank 29/31 , 2023) [4]

The share of 25–34 year-old women with vocational upper secondary or post-secondary non-tertiary education in Germany is one of the highest among countries with available data. (36.7 %, rank 4/36 , 2023)

Entrance

The share of women among tertiary education new entrants is one of the smallest compared to OECD and partner countries with available data. (50.9 %, rank 31/33 , 2022)

The share of female students entering bachelor's programmes in Germany is relatively small. (48.1 %, rank 39/40 , 2022)

In Germany, the share of first-time entrants in short-cycle tertiary programmes is one of the lowest among OECD countries and partner economies with available data. (1.2 %, rank 25/27 , 2022)

Entrance by field of education and gender

The share of female who enter tertiary education in the field of engineering, manufacturing and construction is one of the smallest among OECD and partner countries with available data. (21.7 %, rank 36/39 , 2022)

The share of female among new entrants in doctoral programmes enrolled in the field of engineering, manufacturing and construction in Germany is relatively small. (23 %, rank 34/37 , 2022)

In Germany, the share of women among new entrants in bachelor's programmes in the field of engineering, manufacturing and construction is one of the smallest among OECD and partner countries with available data. (18 %, rank 37/40 , 2022) [6]

The share of female students entering short cycle tertiary programmes in health and welfare in Germany is one of the smallest compared to other OECD countries and partner economies. (57.1 %, rank 29/29 , 2022)

The share of female in short-cycle tertiary programmes in the field of arts and humanities is one of the lowest among OECD countries and partner economies with available data. (15.2 %, rank 32/32 , 2022)

The share of female in short-cycle tertiary programmes in the field of agriculture, forestry, fisheries and veterinary is one of the smallest among OECD countries and partner economies with available data. (24 %, rank 24/26 , 2022)

Participation in education

In Germany, the percentage of female students enrolled in upper secondary vocational programmes is one of the lowest among OECD and partner countries. (34.5 %, rank 42/44 , 2022)

The enrolment rate of students aged 17 in post-secondary non-tertiary programmes in Germany is one of the highest among OECD and partner countries with available data. (3.8 %, rank 2/32 , 2022) [9]

The enrolment rate of students aged 18 in post-secondary non-tertiary programmes in Germany is one of the highest among OECD and partner countries with available data. (7.1 %, rank 2/32 , 2022)

The enrolment rate of students aged 19 in post-secondary non-tertiary programmes in Germany is one of the highest among OECD and partner countries with available data. (10.7 %, rank 4/32 , 2022)

The enrolment rate of students aged 19 tertiary programmes in Germany is one of the lowest among OECD and partner countries with available data. (0 %, rank 31/35 , 2022)

The enrolment rate of students aged 20 in post-secondary non-tertiary programmes in Germany is one of the highest among OECD

and partner countries with available data. (13.2 %, rank 1/31 , 2022)

The enrolment rate of students aged 20 in vocational upper secondary programmes in Germany is one of the highest among OECD and partner countries with available data. (16.5 %, rank 4/39 , 2022) [11]

In Germany, the percentage of students enrolled in private institutions at all early childhood education level is comparatively high. (66.8 %, rank 5/37 , 2022)

In Germany, the percentage of students enrolled in private institutions at pre-primary level is comparatively high. (64.5 %, rank 5/43 , 2022)

In Germany, the share of upper secondary students enrolled in programmes giving partial completion or insufficient for completion is relatively low compared to the other countries. (5.2 %, rank 13/17 , 2022)

The average age of post-secondary non-tertiary students enrolled in vocational programmes in Germany is among the lowest. (22.7 %, rank 27/27 , 2022)

In Germany, the share of post-secondary non-tertiary students among all vocational students is relatively large compared to other OECD and partner countries. (34.8 %, rank 4/26 , 2022)

The share of vocational students as a share of short-cycle tertiary students is among the largest in all OECD and partner countries. (100 %, rank 1/34 , 2022)

Short-cycle tertiary students represent a small share of all vocational students, compared to other OECD and partner countries with available data. (0.6 %, rank 28/32 , 2022)

The enrolment rate among students aged 15-19 in post-secondary non-tertiary programmes in Germany is one of the highest among OECD and partner countries with available data. (4.7 %, rank 2/32 , 2022)

The enrolment rate among students aged 20-24 in upper secondary vocational programmes

in Germany is one of the highest among OECD and partner countries with available data. (9 %, rank 4/39 , 2022)

The enrolment rate among students aged 20-24 in post-secondary non-tertiary programmes in Germany is one of the highest among OECD and partner countries with available data. (8.3 %, rank 2/31 , 2022)

The share of female students enrolled in lower secondary vocational programmes is one of the lowest among OECD countries and partner economies with available data. (39.4 %, rank 18/22 , 2022)

Graduation

In Germany, the average age of post-secondary non-tertiary graduates from vocational programmes is one of the lowest among OECD and partner countries with available data (24.5 Years, rank 23/25 , 2022)

The share of first-time short-cycle graduates is relatively low in Germany. (1.5 %, rank 24/28 , 2022)

In Germany, the share of first-time graduates in vocational programmes at post-secondary non-tertiary level is comparatively small. (94.3 %, rank 22/25 , 2022)

Graduation by gender

The share of female graduates from upper secondary general programmes is one of the smallest among OECD countries and partner economies with available data. (46.8 %, rank 43/43 , 2022)

Among OECD and partner countries with available data, Germany has one of the smallest shares of women graduates from tertiary programmes. (51.2 %, rank 33/34 , 2022)

In Germany, the share of female first-time bachelor's graduates is one of the smallest among OECD countries and partner economies with available data. (49 %, rank 33/34 , 2022)

In Germany, the share of female first-time master's graduates is relatively largest,

compared to OECD and partner countries with available data. (67.5 %, rank 5/24 , 2022)

Graduation by field of education

The percentage of tertiary graduates in the field of engineering, manufacturing and construction is one of the highest among OECD and partner countries with available data. (22.5 %, rank 1/42 , 2022)

The percentage of tertiary graduates in the field of health and welfare is one of the lowest among OECD and partner countries with available data. (7.9 %, rank 40/42 , 2022)

The share of doctoral graduates in the field of sciences, journalism and information in Germany is relatively small. (5.3 %, rank 40/42 , 2022)

The share of doctoral graduates in the field of health and welfare in Germany is relatively large. (32.3 %, rank 4/42 , 2022)

In Germany, the proportion of upper secondary vocational graduates in the field of business, administration and law is one of the highest among OECD and partner countries with available data. (31.4 %, rank 2/36 , 2022)

In Germany, the percentage of post-secondary non-tertiary vocational graduates in the field of services is relatively low. (6 %, rank 22/25 , 2022)

In Germany, the proportion of upper secondary and post-secondary non-tertiary vocational graduates in the field of business, administration and law is one of the highest among OECD and partner countries with available data. (27.1 %, rank 5/36 , 2022)

In Germany, the share of short-cycle tertiary vocational graduates in the field of services is relatively high compared to other OECD countries and partner economies with available data. (44.8 %, rank 3/37 , 2022)

In Germany, the proportion of bachelor's, master's and doctoral or equivalent graduates in the field of STEM is one of the highest among OECD and partner countries with available data. (36 %, rank 1/44 , 2022)

In Germany, the proportion of bachelor's, master's and doctoral or equivalent graduates in the field of health and welfare is one of the lowest among OECD and partner countries with available data. (7.9 %, rank 42/45 , 2022)

Graduation by field of education and gender

The proportion of female tertiary graduates in health and welfare is one of the lowest among OECD and partner countries. (11.1 %, rank 39/42 , 2022)

In Germany, the share of female doctoral graduates in the field of engineering, manufacturing and construction is relatively low. (20.4 %, rank 40/42 , 2022)

In Germany, the share of female tertiary graduates in the field of sciences, technology, engineering and mathematics is one of the largest among OECD and partner countries with available data. (19.6 %, rank 3/42 , 2022)

The share of male tertiary graduates in the field of science, technology, engineering and mathematics is relatively high in Germany. (52.8 %, rank 1/42 , 2022)

The share of male tertiary graduates in the field of health and welfare is relatively low in Germany. (4.6 %, rank 40/42 , 2022)

In Germany, the proportion of female graduates from upper secondary vocational programmes in the field of business, administration and law is one of the smallest among OECD and partner countries. (53.1 %, rank 35/39 , 2022)

In Germany, the proportion of female graduates from upper secondary vocational programmes in the field of services is one of the smallest among OECD and partner countries. (40.2 %, rank 37/38 , 2022)

In Germany, the share of female graduates in tertiary education in all fields is one of the smallest among OECD countries and partner economies with available data. (50.9 %, rank 40/42 , 2022)

In Germany, the share of female graduates in tertiary education in the fields of engineering,

manufacturing and construction is one of the smallest among OECD countries and partner economies with available data. (21.2 %, rank 39/42 , 2022)

In Germany, the share of female graduates in tertiary education in the fields of agriculture, forestry, fisheries and veterinary is one of the smallest among OECD countries and partner economies with available data. (39.6 %, rank 41/42 , 2022)

Fields of education

In Germany, the percentage of new entrants to tertiary education in the field of health and welfare is relatively low. (8 %, rank 37/39 , 2022)

The percentage of students enrolled in the field of health and welfare among all national tertiary students in Germany is relatively low. (9.9 %, rank 33/36 , 2022)

In Germany, the share of new entrants in short-cycle tertiary programmes in the field of business, administration and law is relatively small. (0 %, rank 32/33 , 2022)

In Germany, the share of new entrants in short-cycle tertiary programmes in the field of information and communication technologies is relatively small. (0 %, rank 30/32 , 2022)

In Germany, the percentage of new entrants to doctoral programmes in the field of health and welfare is relatively high, compared to other countries with available data. (32.6 %, rank 4/37 , 2022)

In Germany, the percentage of new entrants to doctoral programmes in the field of social sciences, journalism and information is relatively low, compared to other countries with available data. (5.5 %, rank 35/37 , 2022)

In Germany, the proportion of new entrants in social sciences, journalism and information bachelor's programmes is slightly low, compared to OECD and partner countries with available data. (6.4 %, rank 36/40 , 2022)

In Germany, the share of new entrants in health and welfare bachelor's programmes is relatively low, compared to other countries with available data. (6.3 %, rank 38/40 , 2022)

In Germany, the share of new entrants in health and welfare master's programmes is relatively lowest, compared to other countries with available data. (7.7 %, rank 37/39 , 2022)

Student mobility

The share of worldwide foreign and international students is one of the large among OECD and partner countries with available data. (8.6 %, rank 3/41 , 2022)

The share of international students entering short-cycle tertiary programmes is one of the smallest among OECD and partner countries with available data. (0 %, rank 27/30 , 2022)

In Germany, the proportion of international graduates among first-time short-cycle tertiary first-time graduates is relatively low. (0 %, rank 23/27 , 2022)

In Germany, the proportion of international or foreign students enrolled in short-cycle tertiary programmes is one of the smallest among OECD and partner countries with available data. (0 %, rank 31/35 , 2022)

In Germany, the share of international or foreign students enrolled in short-cycle tertiary programmes among men is relatively low compared to other OECD and partner countries. (0 %, rank 30/34 , 2022)

In Germany, the share of international or foreign students enrolled in short-cycle tertiary programmes among women is relatively low compared to other OECD and partner countries. (0 %, rank 30/34 , 2022)

Student mobility by field of education

The percentage of students enrolled in the field of engineering, manufacturing and construction among all international or foreign tertiary students in Germany is relatively high. (28.2 %, rank 1/36 , 2022)

In Germany, the percentage of international doctoral graduates in the field of social sciences, journalism and information is one of the lowest among OECD and partner countries with available data. (5.2 %, rank 36/38 , 2022)

In Germany, the percentage of international doctoral graduates in the field of Natural sciences, mathematics and statistics is one of the highest among OECD and partner countries with available data. (36.5 %, rank 4/38 , 2022)

Expenditure per student

The total annual expenditure per full-time equivalent student on upper secondary general education is one of the largest among OECD and partner countries with available data. (16694 USD Equivalent, rank 5/28 , 2021)

The total annual expenditure per full-time equivalent student on upper secondary vocational education is one of the largest among OECD and partner countries with available data. (23761 USD Equivalent, rank 2/28 , 2021)

Expenditure in education and national wealth

In Germany, expenditure on post secondary non-tertiary educational institutions as a percentage of GDP is comparatively high. (0.2 %, rank 1/20 , 2021)

In Germany, international expenditure on educational institutions as a percentage of GDP on primary, secondary and post-secondary non-tertiary education from final source of funds is relatively high. (0 %, rank 4/33 , 2021)

Government and private expenditure in education

In Germany, total public expenditure on primary educational institutions as a percentage of total public expenditure is comparatively low. (1.5 %, rank 41/43 , 2021)

In Germany, total public expenditure on post-secondary non-tertiary educational institutions as a percentage of total public expenditure is comparatively high. (0.2 %, rank 5/22 , 2021)

Who the teachers are

The share of women among teaching staff in short-cycle tertiary education is one of the smallest among OECD and partner countries with available data. (32.4 %, rank 25/27 , 2022)

The percentage of female teachers under 30 in lower secondary education is especially high in Germany. (76.6 %, rank 3/38 , 2022)

In Germany, the share of short-cycle tertiary teachers aged between 30 and 49 is relatively low, compared to other countries with data available. (41.2 %, rank 25/25 , 2022)

In Germany, the share of bachelor's, master's and doctoral level teachers older than 50 is relatively low, compared to other countries with data available. (29.4 %, rank 32/34 , 2022)

In Germany, the share of tertiary teachers older than 50 is relatively low, compared to other countries with data available. (29.5 %, rank 34/36 , 2022)

In Germany, the share of tertiary teachers younger than 30 is relatively high, compared to other countries with data available. (22.6 %, rank 3/36 , 2022)

In Germany, the share of short-cycle tertiary female teachers younger than 30 is relatively low, compared to other countries with data available. (34.2 %, rank 22/24 , 2022)

In Germany, the share of short-cycle tertiary female teachers older than 50 is relatively low, compared to other countries with data available. (31.8 %, rank 23/25 , 2022)

In Germany, the share of women among teaching staff in early childhood educational development is one of the lowest, compared to OECD and partner countries with available data. (94.4 %, rank 17/21 , 2022)

The share of teachers under 30 in upper secondary vocational education is especially low in Germany. (2.8 %, rank 28/30 , 2022)

In Germany, the share of post secondary non-tertiary education teachers under 30 is one of the lowest among OECD and partner countries with available data (2.9 %, rank 18/19 , 2022)

Teachers' salaries

After 15 years of experience, a lower secondary teacher with minimum qualification can expect to have one of the highest salaries among OECD and partner countries with available data. (102337 USD Equivalent, rank 2/35, 2023) [25]

The ratio of lower secondary teachers' salaries to earnings of full-time, full-year workers with tertiary education is one of the highest among OECD and partner countries with available data. (0.98 Ratio, rank 5/17, 2023)

The ratio of upper secondary teachers' salaries to earnings of full-time, full-year workers with tertiary education is one of the highest among OECD and partner countries with available data. (1.02 Ratio, rank 4/17, 2023)

The average actual primary teacher's salary among teachers aged between 25-64 is one of the highest per hour of net teaching time among OECD and partner countries with available data. (90323 USD Equivalent, rank 1/23, 2023)

The average actual lower secondary teacher's salary among teachers aged between 25-64 is one of the highest per hour of net teaching time among OECD and partner countries with available data. (99340 USD Equivalent, rank 1/23, 2023)

The average actual upper secondary teacher's salary among teachers aged between 25-64 is one of the highest per hour of net teaching time among OECD and partner countries with available data. (103949 USD Equivalent, rank 1/23, 2023) [28]

After 15 years of experience, a lower secondary teacher with typical qualification can expect to have one of the highest salaries among OECD and partner countries with available data. (102337 USD Equivalent, rank 2/35, 2023)

After 15 years of experience, an upper secondary teacher with typical qualification can expect to have one of the highest salaries among OECD and partner countries with

available data. (105777 USD Equivalent, rank 2/35, 2023)

After 15 years of experience, a primary teacher with typical qualification can expect to have one of the highest salaries among OECD and partner countries with available data. (93943 USD Equivalent, rank 2/35, 2023)

Teachers' salaries progression

Starting salaries for teachers with minimum training in primary education are especially high. (77547 USD Equivalent, rank 2/39, 2023)

Salaries of primary school teachers with minimum training after 10 years of experience are especially high. (89029 USD Equivalent, rank 2/36, 2023)

Starting salaries for lower secondary teachers with minimum training are especially high. (85732 USD Equivalent, rank 2/39, 2023) [30]

Salaries of lower secondary teachers with minimum training after 10 years of experience are especially high. (97360 USD Equivalent, rank 3/36, 2023)

Migrant background

Earnings of foreign-born aged between 25 and 64 who work full-time full-year with tertiary education are low compared to those of native-born with the same characteristics. (89 Index, rank 27/27, 2021)

The share of 25-64 year-old foreign-borns who attained tertiary education and who arrived in Germany by the age of 15 is one of the lowest among OECD and partner countries with available data (22.9 %, rank 26/27, 2023)

Ratio of student to teaching staff

In Germany, the ratio of children to teaching staff in early childhood educational development is one of the lowest compared to other OECD and partner countries with available data. (4.7 Ratio, rank 18/21, 2022)

In Germany, the share of teachers' aides among contact staff in early childhood educational development is one of the lowest of OECD and

partner countries with available data. (9.8 Ratio, rank 13/13 , 2022)

In Germany, the share of teachers' aides among contact staff in pre-primary education is one of the lowest among OECD and partner countries with available data. (10.7 Ratio, rank 14/18 , 2022)

Employment and educational attainment

The employment rate among 25-34 year-olds with a vocational upper secondary or post-secondary non-tertiary education is relatively high compared to other OECD and partner countries. (89.8 %, rank 3/36 , 2023) [35]

The employment rate among 25-34 year-olds with a short-cycle tertiary education is comparatively high. (93.8 %, rank 2/32 , 2023)

Employment by gender and educational attainment

In Germany, the employment rate among 25-34 year-old women with vocational upper secondary or post-secondary non-tertiary education is comparatively high (86.2 %, rank 2/36 , 2023)

In Germany, the share of employed 25-64 year-old women with vocational upper secondary or post-secondary non-tertiary education is relatively high, compared to other OECD and partner countries with available data. (81.8 %, rank 3/36 , 2023) [36]

Earnings and educational attainment

The gap in average earnings between 25-64 year-old women with a short-cycle tertiary education degree and those with upper secondary or post-secondary non-tertiary education is one of the lowest among OECD and partner countries with available data. (108 Index, rank 26/29 , 2022)

The share of 25-64 year-old workers without an upper secondary education earning more than twice the overall median in Germany is one of the lowest among countries with available data. (0 Index, rank 37/38 , 2022)

The share of 25-64 year-old workers without an upper secondary education earning at or below

half the overall median in Germany is one of the highest among countries with available data. (43 Index, rank 4/41 , 2022)

In Germany, the distribution of worker earning more than 1.5 times the median but at or below twice the median among those with below upper secondary education is comparatively low . (1 Index, rank 36/37 , 2022)

Earnings, gender and educational attainment

The earnings of women without an upper secondary education are relatively low compared to those of women with an upper secondary education. (64 Index, rank 40/41 , 2022)

Earnings of women as a percentage of men's earnings (among 25-64 year-olds without an upper secondary education with income from employment) are one of the lowest among countries with available data. (69 %, rank 37/41 , 2022)

Earnings of women (as a percentage of men's earnings) among full- and part-time 25-64 year-olds with below upper secondary education are one of the lowest among countries with available data. (54 %, rank 37/40 , 2022)

Earnings of women as a percentage of men's earnings (45-54 year-olds with general upper secondary or post-secondary non-tertiary education working full-time full-year) are one of the lowest among countries with available data. (68.9 %, rank 37/41 , 2022)

Earnings of women as a percentage of men's earnings (45-54 year-olds with vocational upper secondary or post-secondary non-tertiary education working full-time full-year) are one of the highest among countries with available data. (82.3 %, rank 5/28 , 2021)

Conclusions

Neither in education nor employed

The percentage of native-born 15-29 year-olds neither employed nor in education and training is one of the lowest among OECD and partner

countries with available data. (6.5 %, rank 31/34 , 2023) [41,]

The share of women with vocational upper secondary or post-secondary non-tertiary education neither in employment nor in education and training (25-29 year-olds) in Germany is relatively low (9.8 %, rank 28/29 , 2023)

The share of men with vocational upper secondary or post-secondary non-tertiary education neither in employment nor in education and training (25-29 year-olds) in Germany is relatively low (4.3 %, rank 26/27 , 2023)

The share of 25-29 year-olds neither in employment nor in education and training with vocational upper secondary or post-secondary non-tertiary education in Germany is relatively low. (6.9 %, rank 30/30 , 2023)

The share of women with upper secondary or post-secondary non-tertiary education neither in employment nor in education and training (25-29 year-olds) in Germany is relatively low. (11.7 %, rank 39/41 , 2022)

The share of men with upper secondary or post-secondary non-tertiary education neither in employment nor in education and training (25-29 year-olds) in Germany is relatively low. (5.3 %, rank 39/40 , 2022) [40]

The share of 25-29 year-olds neither in employment nor in education and training with upper secondary or post-secondary non-tertiary in Germany is relatively low. (8.3 %, rank 39/41 , 2022)

The share of men with tertiary education neither in employment nor in education and training (25-29 year-olds) in Germany is relatively low. (3.4 %, rank 30/33 , 2022)

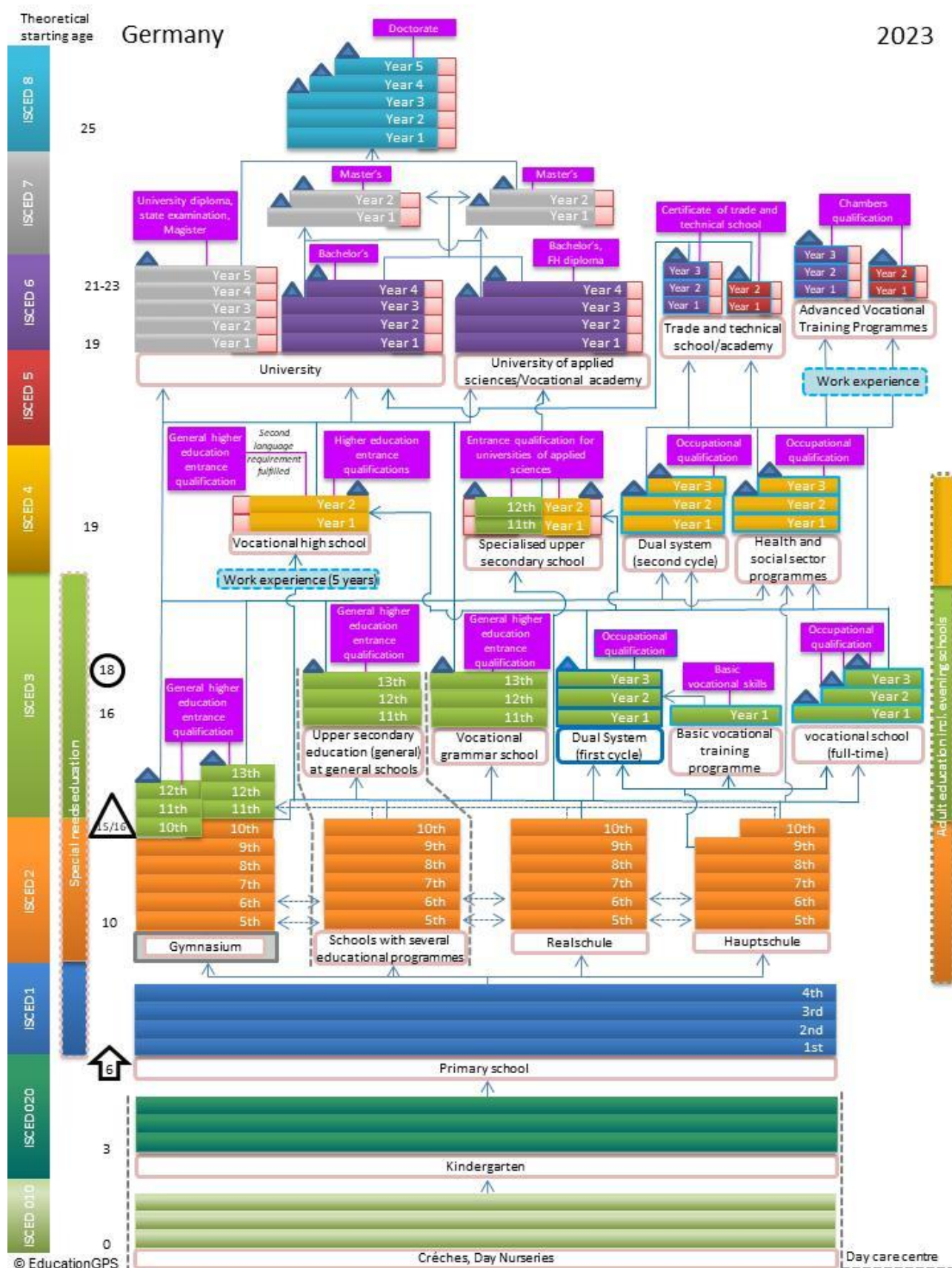
The share of women who are unemployed NEET (15-29 year-olds) in Germany is relatively low. (1.9 %, rank 38/42 , 2022)

The share of women who are unemployed NEET (18-24 year-olds) in Germany is relatively low. (2 %, rank 35/39 , 2022)

The share of men who are unemployed NEET (15-29 year-olds) in Germany is relatively low. (2.7 %, rank 38/42 , 2022)

The share of unemployed NEET (15-29 year-olds) in Germany is relatively low. (2.3 %, rank 38/42 , 2022)

Among 15-29 year-olds, the share of youth without an upper secondary or post-secondary non tertiary degree who are neither employed nor in education or training in Germany is relatively low. (6.8 %, rank 39/42 , 2022)



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