COUNTRY NOTE

EDUCATION AT A GLANCE 2020

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

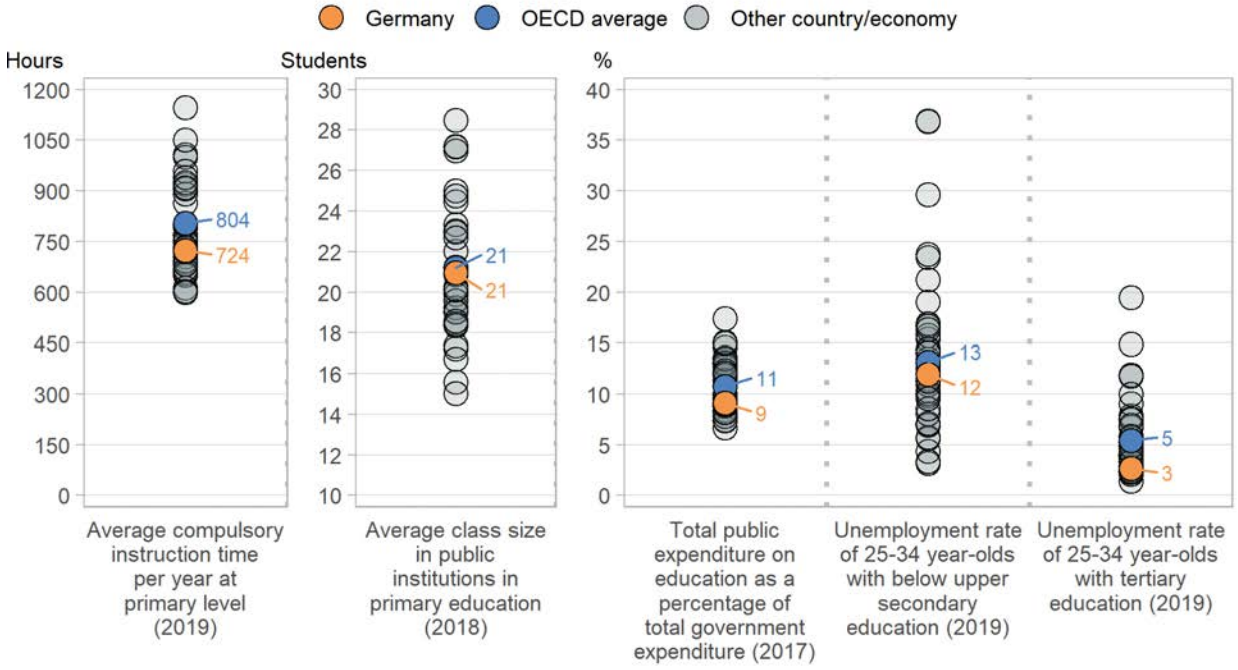
Highlights

- **Vocational education and training (VET) is one of the strengths of the German education systems and will play a strong role in the COVID-19 recovery phase.** About one in two (46%) upper secondary students opt for a VET programme and most of them (89%) are enrolled in a combined school- and work-based programmes.
- **The vocational education and training systems in particular ensures high employability.** In 2019, 88% of 25-34 year-olds with an upper secondary or post-secondary non-tertiary vocational qualification were employed, the same percentages as their peers with a tertiary education (88%). However, having a professional qualification at the tertiary level offers a considerable earnings advantage. Tertiary-educated adults earn about two thirds (61%) more than their peers with an upper secondary education.
- **Tertiary education has grown in Germany in the past decade.** However, despite an increase of 8 percentage points from 26% in 2009 to 33% in 2019, the share of 25-34 year-olds with a tertiary degree remains well below the average across OECD countries (45%).
- **Expenditure on primary to tertiary educational institutions per full-time student is higher than in most other OECD countries**. In 2017, Germany invested a total of USD 13 529 per student compared to USD 11 231 on average across OECD countries.
- **As in many other OECD countries, a large share of teachers in Germany will reach retirement age in the next decade** increasing the pressure to recruit and train new teachers. In 2018, 41% of primary and secondary teachers in Germany were over 50 years old and only 7% were under 30.

The impact of COVID-19 on education

- The global 2020 COVID-19 pandemic has sent shockwaves around the world. In a first effort to contain the virus, many countries have imposed a lockdown and schools and/or universities have closed for several months across all OECD and partner countries. In Germany, the closures were localised from 3 March 2020 and on 18 March 2020, closures became nationwide. Schools started progressively reopening on 4 May 2020. By the end of June, Germany had experienced 17 weeks of effective school closures in some form, compared to 14 weeks on average across OECD countries (UNESCO, 2020).
- Excluding the non-compulsory part of the curriculum, students in public institutions in Germany attended classes for 724 hours per year on average at primary level and 904 hours at lower secondary level in 2019. Each week of school closure therefore represents about 19 hours of compulsory instruction time at the primary level and 24 hours of compulsory instruction time at lower secondary level during which students have physically not attended school (Figure 1).

Figure 1. Snapshot of indicators relevant to the impact of COVID-19 on education



Note: Only countries and economies with available data are shown. The years shown in parentheses is the most common year of reference for OECD and partner countries. Refer to the source table for more details.
Source: OECD (2020), indicator A3, D1, D2, and C4. See Education at a Glance Database http://stats.oecd.org/ for more information and Annex 3 for notes (https://doi.org/10.1787/69096873-en).

- During this time, Germany like many other OECD and partner countries have turned to distance learning to ensure the continuity of education. Successful learning outcomes will depend on schools' capacity to enhance teaching and learning using digital devices. However, this may be more challenging in Germany. Data from the 2018 cycle of the Programme for International Student Assessment (PISA) show that only 33% of students were enrolled in a school whose principal "agreed" or "strongly agreed" that an effective online learning support platform is available in Germany, compared to 54% on average across OECD countries and over 90% in Denmark and Singapore (OECD, 2019).
- While there is uncertainty about the likely overall impact of the COVID-19 pandemic on education expenditure, governments will face difficult decisions on the allocation of resources, as government funds are injected into the economy and the health sector. In 2017, public spending on primary to tertiary education as a share of government expenditure in Germany was 9%, lower than the OECD average of 11% (Figure 1).
- With the economic crisis, private funding of education may also be at risk. In Germany, funding of vocational education relies most heavily on private expenditure mainly coming from firms and companies. In 2017, at upper secondary level, more than one third (37%) of total expenditure on vocational education was funded by private sources, a much higher share than on average across OECD countries (13%). The dependency on private funding of vocational education and training is even larger at the post-secondary non-tertiary level where more than half (56%) of funding comes from private sources.
- Unemployment may increase, as the economy struggles to cope with the reduced activity that resulted from the lockdown. Those with lower educational attainment are the most vulnerable, as

they are the most unlikely to benefit from remote working. In 2019, before the pandemic hit, 12% of young adults with below upper secondary education in Germany were unemployed compared to 3% of tertiary-educated 25-34 year-olds. These figures are similar to the average unemployment rate by educational attainment on average across OECD countries, where 13% of young adults without upper secondary education and 5% of tertiary-educated ones were unemployed (Figure 1). Germany may appear more resilient to economic slowdown than most countries: In the aftermath of the 2008 financial crisis, the unemployment of young adults increased by 1.7 percentage points between 2008 and 2009 for adults without upper secondary education and less than 1 percentage point among those with upper secondary or tertiary education, one of the lowest increases across OECD countries. However, the consequences of the current crisis may differ as some sectors of the German economy have been more affected than others.

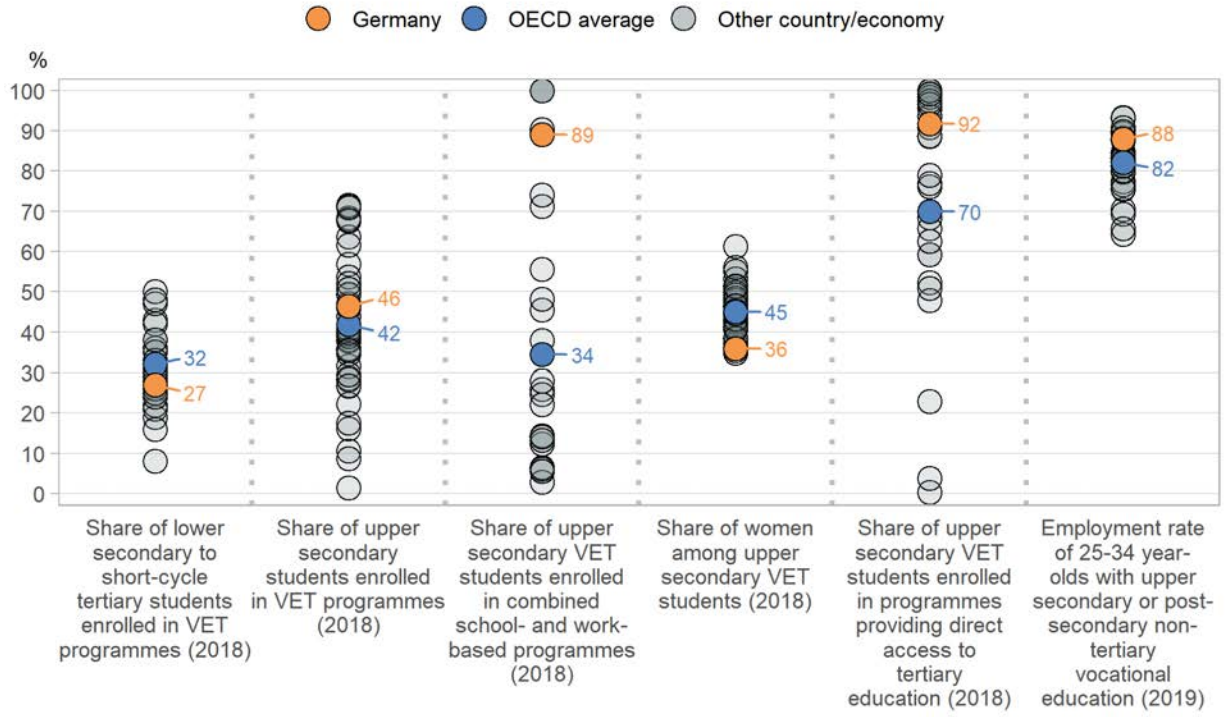
- The cost to individuals and societies from school closures is very high, but school reopening in the context of the pandemic is contingent on the capacity to maintain a safe distance between pupils and staff. Countries with smaller class sizes may find it easier to comply with new restrictions on social distancing. In Germany, the average class size in public institutions is close to the OECD average, with 21 students per class at primary level and 23 students at lower secondary level. However, the need to reduce class size may depend on other factors such as physical space, the availability of rooms and staff, and personal decisions by students and staff on whether to return to school (Figure 1).

Participation and outcomes of vocational education and training

- Many of the professions that formed the backbone of economic and social life during the lockdown hinge on vocational qualifications. Vocational education can play a central role in ensuring the alignment between education and work, the successful transition into the labour market, and for employment and the economic recovery more generally.
- About one in three students from lower secondary to short-cycle tertiary level are enrolled in a VET programme on average across OECD countries. However, there are wide variations across countries, ranging from less than 20% of students enrolled in vocational education to more than 45% in a few countries. In Germany, 27% of lower secondary to short-cycle tertiary students are enrolled in vocational programmes, lower than the OECD average (32%). The majority of these students in a VET programme (55%) is found in upper secondary education, while 10% are enrolled in lower secondary education. In addition, vocational education is also offered at post-secondary non-tertiary level in Germany: about a third of vocational students are enrolled at this level compared to 10% on average across OECD countries. In contrast, short-cycle tertiary programmes, often vocational in most countries, are not common in Germany (Figure 2).
- VET is an important part of upper secondary education in most OECD countries. On average, 46% of all upper secondary students opt for VET programmes in Germany, a slightly higher proportion than the OECD average of 42% (Figure 2). Certain fields of study are more common than others at this level. In Germany, the most common broad fields are engineering, manufacturing and construction, and business, administration and law, with about a third of upper secondary vocational graduates earning a qualification in each, compared to 33% and 18% respectively on average across OECD countries.
- The organisation and delivery of upper secondary VET programmes varies considerably from country to country. In combined school- and work-based programmes, between 25% and 90% of the curriculum is taught as work-based learning, while the remainder is organised within the school environment. The future or work-based component will hinge critically on the willingness and ability of employers to provide education amidst the Covid-19 related restrictions. In Germany, 89% of upper secondary vocational students are enrolled in combined school- and work-based programmes, which is considerably higher than the OECD average of 34% (Figure 2).

- VET also addresses the learning needs of younger adults seeking to reskill or continue their education. As a result, the share of upper secondary vocational students tends to increase for higher age groups. In Germany, the share of upper secondary students enrolled in VET is 33% among 15-19 year-olds (OECD average: 37%), and 89% among 20-24 year-olds (OECD average: 62%).
- To support upper secondary vocational students' transition to post-secondary education and improve their career prospects, many countries have created direct pathways from vocational programmes to higher levels of education. In Germany, 92% of upper secondary vocational students are enrolled in programmes that offer the chance of direct access to tertiary education, higher than the OECD average of 70% (Figure 2).
- In 2019, 46% of 25-34 year-olds in Germany held an upper secondary or post-secondary non-tertiary vocational qualification as their highest educational level while 8% held a general one. The employment rate of younger adults with a vocational upper secondary or post-secondary non-tertiary education tends to be higher than the employment rate of those with general qualifications at this level (by 9 percentage points on average across OECD countries). Young adults in Germany with a vocational qualification have a particularly strong advantage: 88% of 25-34 year-olds with an upper secondary or post-secondary non-tertiary vocational qualification are employed compared to 61% of those with a general qualification (Figure 2).
- Vocational qualifications can help smooth the transition into the labour market which is reflected in the share of young people who are neither employed nor in education or training (NEET). In Germany, 8.1% of 18-24 year-olds are NEET, one of the smallest shares across OECD countries and much lower than the OECD average of 14.3%.

Figure 2. Snapshot of vocational education



Note: Only countries and economies with available data are shown. The years shown in parentheses is the most common year of reference for OECD and partner countries. Refer to the source table for more details.
Source: OECD (2020), indicator A3 and B7. See Education at a Glance Database. http://stats.oecd.org/ for more information and Annex 3 for notes (https://doi.org/10.1787/69096873-en).

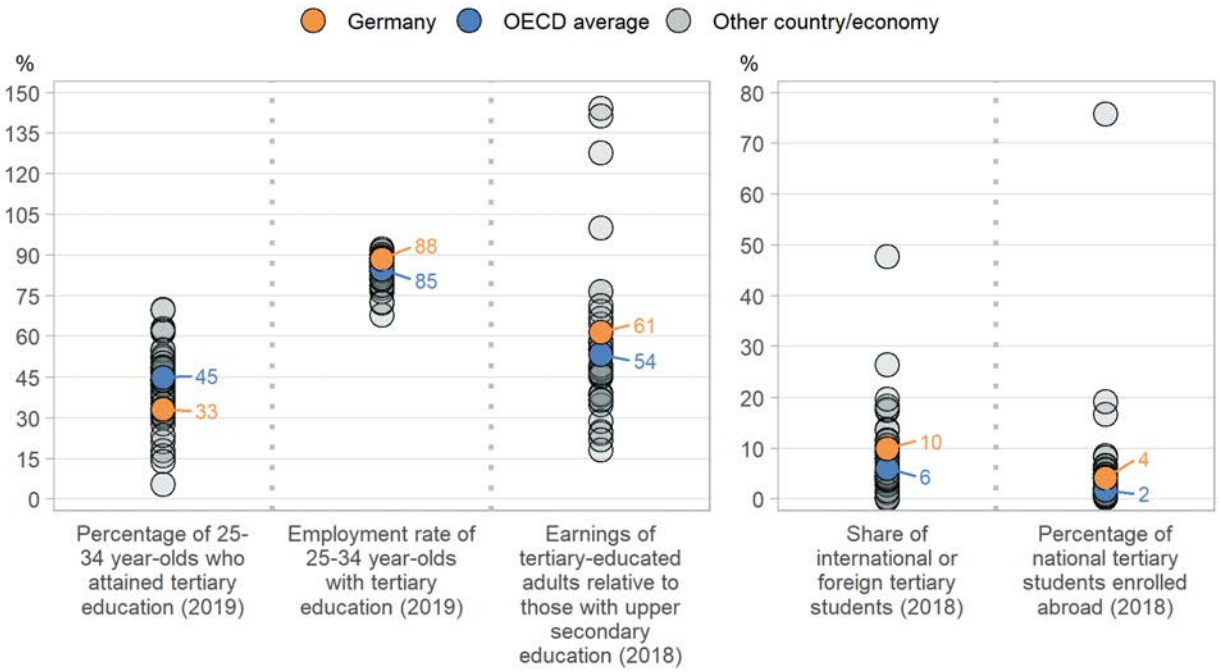
- While the employment advantage of vocational qualifications remains strong in Germany, earnings are much lower. On average across OECD countries, adults with an upper secondary or post-secondary non-tertiary vocational education have similar earnings to their peers with a general education at this level. While the difference in relative earnings between adults with general and vocational upper secondary or post-secondary non-tertiary attainment is less than 5 percentage points in about one quarter of OECD and partner countries, it is 15 percentage points in favour of general qualifications in Germany. However, the share of adults with a general qualification at this level is only about 5%.
- Poorer labour-market prospects of VET qualifications combined with higher tertiary attainment may have contributed to the decline in the share of adults with an upper secondary vocational qualification across generations in many countries. While this has also been the case in Germany, the share remains relatively high in comparison to other OECD countries: among those with upper secondary or post-secondary non-tertiary education as their highest attainment, 97% of 55-64 year-olds (older adults) and 86% of 25-34 year-olds (younger adults) held a vocational qualification. In comparison, the equivalent OECD averages are 72% for older adults and 59% for younger adults. By comparing these age groups, it has to be taken into account, that a large amount of the younger age group holding a general upper secondary qualification have not completed their initial education and are still enrolled in university education.

The rising demand for tertiary education

- The expansion of tertiary education is a trend observable across the participating countries. Between 2009 and 2019, the share of 25-34 year-olds with a tertiary degree increased in all OECD and partner countries. In Germany, the share increased by 8 percentage points during this period, slightly lower than the average increase across OECD countries (9 percentage points). In 2019, 33% of 25-34 year-olds had a tertiary degree in Germany compared to 45% on average across OECD countries (Figure 3).
- While young women are more likely than young men to achieve tertiary education in all OECD countries, their attainment levels are almost equal in Germany: 34% of 25-34 year-old women had a tertiary qualification compared to 32% of their male peers, while on average across OECD countries the shares are 51% of young women and 39% of young men.
- If current entry patterns continue, it is estimated that 49% of young adults will enter tertiary education for the first time in their life before the age of 25 on average across OECD countries (excluding international students). In Germany, 45% of young adults will enter tertiary education by that age. While most first-time tertiary entrants in Germany enter at bachelor's or equivalent level, 19% of them enter a Master's or equivalent level, the second highest share across OECD countries and more than double the OECD average of 6%.
- Science, technology, engineering and mathematics (STEM) are important fields of study. They are attractive in Germany, where 35% of all tertiary graduates in 2018 graduated with a degree in these fields, a higher share than on average across OECD countries (23%). Among STEM fields, 21% of tertiary graduates studied engineering, manufacturing and construction, the largest shares across OECD countries. Similarly, the share of adults with a degree in the broad field of arts and humanities, social sciences, journalism and information is increasing in Germany: 19% of tertiary graduates in 2018 earned a degree in this field compared to 14% among the tertiary-educated adult population.

- International student mobility has been expanding quite consistently in the past twenty years. In 2018, 5.6 million tertiary students worldwide had crossed a border to study, more than twice the number in 2005. In Germany, the share of foreign or international students increased from 8% in 2014 to 10% in 2018. Meanwhile 4% of all German tertiary students are enrolled abroad compared to 2% in total across OECD countries (Figure 3). Among students leaving Germany to study, the most popular destination country is Austria.
- Young people can face barriers at labour market entry as they transition from school to work, but higher educational attainment increases their likelihood of being employed and is associated with higher incomes. On average across OECD countries, the employment rate in 2019 was 61% for 25-34 year-olds without upper secondary education, 78% for those with upper secondary or post-secondary non-tertiary education as their highest attainment and 85% for those with tertiary education. In Germany, the shares are 59% for below upper secondary, 84% for upper secondary or post-secondary non-tertiary and 88% for tertiary attainment. Having a tertiary degree also carries a considerable earnings advantage in most OECD and partner countries. In Germany, in 2018, 25-64 year-olds with a tertiary degree with income from full-time, full-year employment earned 61% more than full-time, full-year workers with upper secondary education, while the earnings advantage among those with a post-secondary non-tertiary education is only 13% (Figure 3).
- Beyond the economic and employment outcomes, higher educational attainment is related to greater social benefits. For example, those with a tertiary education are more likely to feel they have a say in what their government does. In 2018, on average across OECD countries participating in the European Social Survey, 52% of tertiary-educated adults agreed with this sentiment compared to 26% of those with below upper secondary education. In Germany, 61% of tertiary-educated adults feel this way compared to 36% of those with below upper secondary education.

Figure 3. Snapshot of tertiary education

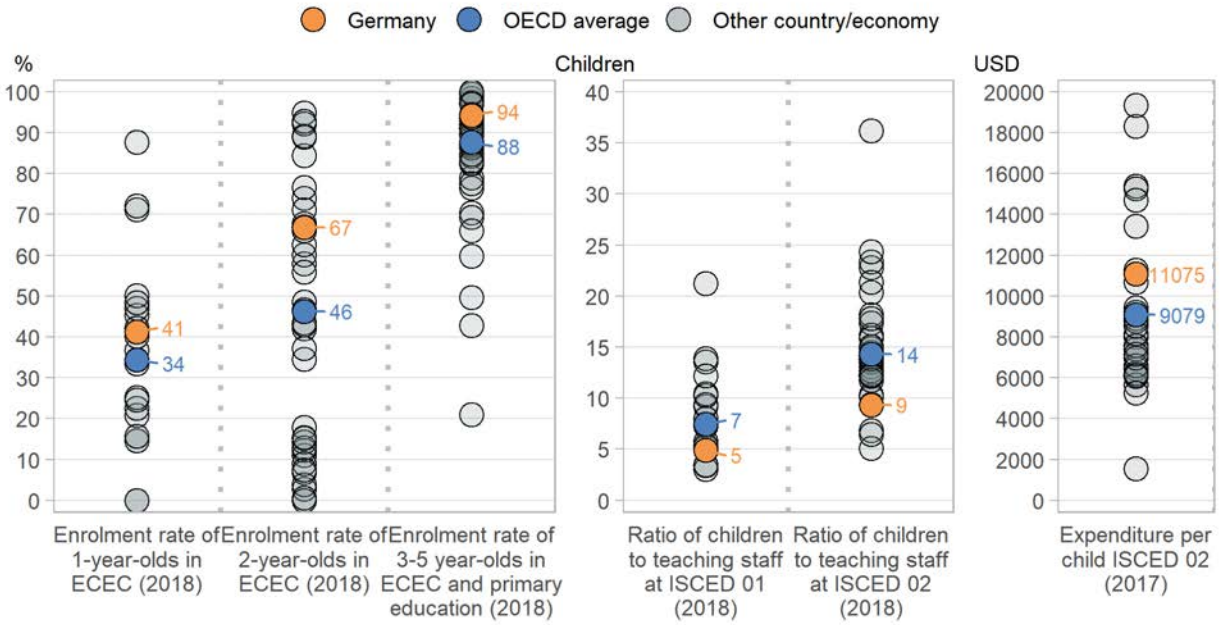


Note: Only countries and economies with available data are shown. The years shown in parentheses is the most common year of reference for OECD and partner countries. Refer to the source table for more details.
Source: OECD (2020), indicator A1, A3, A4 and B6. See Education at a Glance Database http://stats.oecd.org/for more information and Annex 3 for notes (https://doi.org/10.1787/69096873-en).

Starting strong

- Early childhood education and care (ECEC) has experienced a surge of policy attention in OECD countries in recent decades, with a focus on children under the age of 3 in many countries. In Germany, 41% of 1-year-olds were enrolled in a formal ECEC programme (Krippen, Altersgemischte Einrichtungen or Kindertagespflege) in 2018, well above the OECD average of 34%. Among 2-year-olds, the enrolment rate in formal ECEC is 67% in Germany, 21 percentage points above the OECD average of 46% (Figure 4).
- In many OECD countries, ECEC begins for most children long before they turn 5 and there are universal legal entitlements to a place in ECEC services for at least one or two years before the start of compulsory schooling. While compulsory education begins at age 6 in Germany, 94% of 3-5 year-olds in 2018 are enrolled in ECEC programmes and primary education, compared to 88% on average across OECD countries (Figure 4).
- On average across OECD countries, more than one in two of the children in early childhood educational development services (ISCED 01) are enrolled in private institutions. In Germany, 73% of children enrolled in ISCED 01 programmes attend private ECEC institutions. Enrolment in private institutions is usually less common for 3-5 year-olds, who are usually enrolled in pre-primary education (ISCED 02), than for younger children. In Germany, 65% of children attending pre-primary education are enrolled in private institutions, compared to one in three children on average across OECD countries.

Figure 4. Snapshot of early childhood education and care



Note: Only countries and economies with available data are shown. Annual expenditure per child is shown in equivalent USD converted using PPPs. The years shown in parentheses is the most common year of reference for OECD and partner countries. Refer to the source table for more details.
Source: OECD (2020), indicator B2. See Education at a Glance Database http://stats.oecd.org/ for more information and Annex 3 for notes (https://doi.org/10.1787/69096873-en).

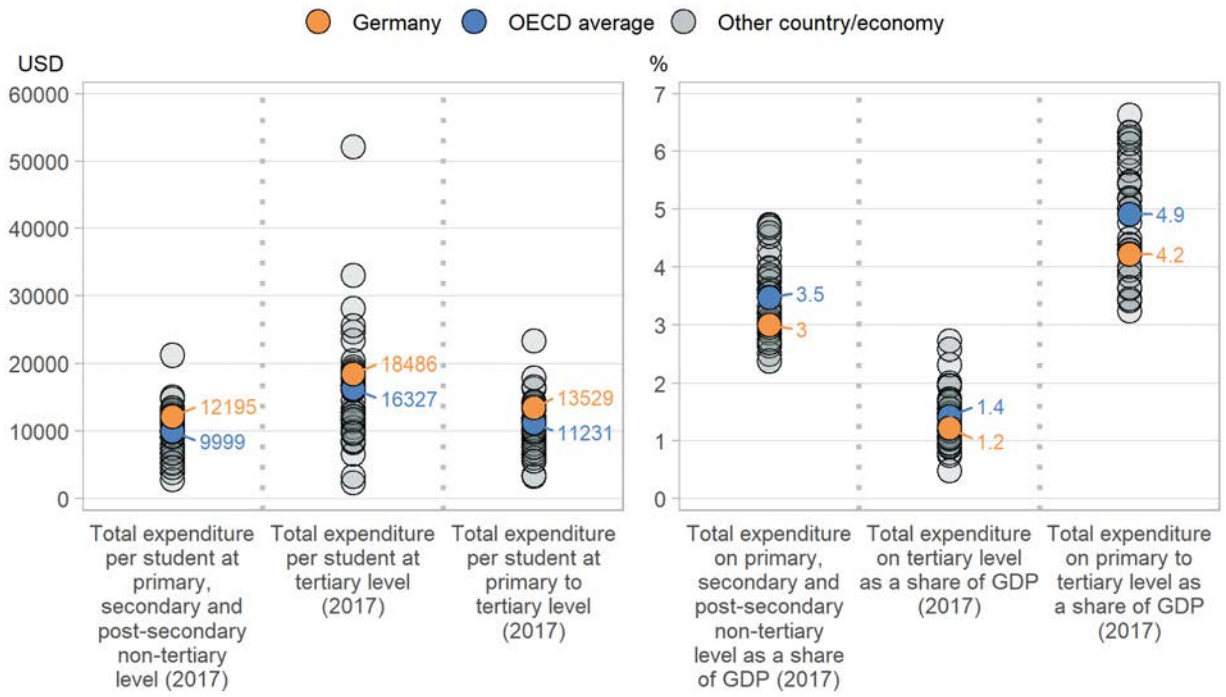
- The workforce is at the heart of high-quality early-childhood education and care: stimulating environments and high-quality pedagogy are fostered by better-qualified practitioners and high-quality interactions between children and staff facilitate better learning outcomes. In that context, lower child-staff ratios are found to be consistently supportive of staff-child relationships across different types of ECEC settings (NICHD, 2002). In Germany, there are 5 children for every teacher working in early childhood educational development services (ISCED 01) compared to 7 on average across OECD countries. In Germany, the ratio of children for every full-time equivalent (FTE) teacher working in pre-primary education (ISCED 02) is 9 compared to 14 on average across OECD countries (Figure 4).
- Sustained public financial support is critical for the growth and quality of ECEC programmes. In 2017, annual total expenditure in pre-primary settings averaged USD 11 075 per child in Germany, higher than the average across OECD countries (USD 9 079) (Figure 4).

Investing in education

- Annual expenditure per student on educational institutions from primary to tertiary level provides an indication of the investment countries make in each student. In 2017, Germany spent more on primary to tertiary educational institutions per full-time student than the OECD average, investing a total of USD 13 529 per student compared to USD 11 231 on average across OECD countries (Figure 5).
- The way education is provided influences how resources are allocated between levels of education and between public and private institutions. In 2017, Germany spent USD 12 195 per student at non-tertiary level (primary, secondary and post-secondary non-tertiary education), USD 2 196 higher than the OECD average of USD 9 999. Germany's annual spending per student is particularly high at the upper secondary level, about 40% higher than the average for OECD countries (USD 15 466 compared to USD 10 888 on average). In contrast, Germany's annual spending per student is about the same as the OECD average at primary level (USD 9 572 compared to USD 9 090 on average) and 14% higher than at lower secondary level (USD 11 975 compared to USD 10 527 on average). At tertiary level, Germany invested USD 18 486 per student, USD 2 159 more than the OECD average (Figure 5). Research and development (R&D) make up a large share of expenditure at tertiary level. Excluding expenditure on R&D, Germany spends USD 10 436 per tertiary student, below the OECD average of USD 11 234.
- In most OECD countries, expenditure per upper secondary student varies according to programme orientation. Spending per student on upper secondary vocational programmes tends to be higher than for upper secondary general ones due to the higher cost of equipment, lower student-to-teacher ratios, and work-based requirements of such programmes. On average across OECD countries, expenditure per student in upper secondary vocational programmes was USD 1 470 higher than in general programmes in 2017. Germany follows the same pattern: spending per student amounted to USD 17 960 in upper secondary vocational programmes, USD 4 997 higher than spending per student on general ones at the same level.
- Between 2012 and 2017, expenditure on educational institutions grew at an average rate of 1.1% a year, while the number of students remained fairly stable in Germany. This resulted in an average annual growth rate of 1.1% in expenditure per student over this period, compared to 1.3% on average across OECD countries. However, the rise in education spending per student on primary to tertiary institutions is mainly attributed to a positive annual growth in expenditure per student at the primary, secondary and post-secondary non-tertiary level (1.5% annual growth rate). At tertiary level, expenditure per student fell by 1.3% per year over this period: Although spending increased at this level (1.8% annual growth rate), it did not follow the same pace as the number of students (3.1% annual growth rate).

- The share of national wealth devoted to educational institutions is lower in Germany than on average among OECD countries. In 2017, Germany spent 4.2% of gross domestic product (GDP) on primary to tertiary educational institutions, 0.7 percentage points lower than the OECD average. Across levels of education, Germany devoted a below average share of GDP than the OECD average at both non-tertiary and tertiary levels (Figure 5).
- In Germany, three-quarters of public expenditure on education are funded by the Länder. The federal government funds 6% of primary to post-secondary non-tertiary education and about 20% of tertiary education.
- Tuition fees in tertiary public institutions in Germany are among the lowest for an academic programme at the tertiary level across countries with available data. National students were charged USD 136 per year in 2016/17, 81% less than they paid on average in 2007/08.
- Capital costs represent a lower than average share of expenditure on primary to tertiary institutions in Germany. At primary, secondary and post-secondary non-tertiary level, capital costs account for 7% of total spending on educational institutions, similar to the OECD average. At the tertiary level, capital costs represent 8%, slightly lower than the average across OECD countries of 10%.

Figure 5. Snapshot of the financial resources invested in educational institutions

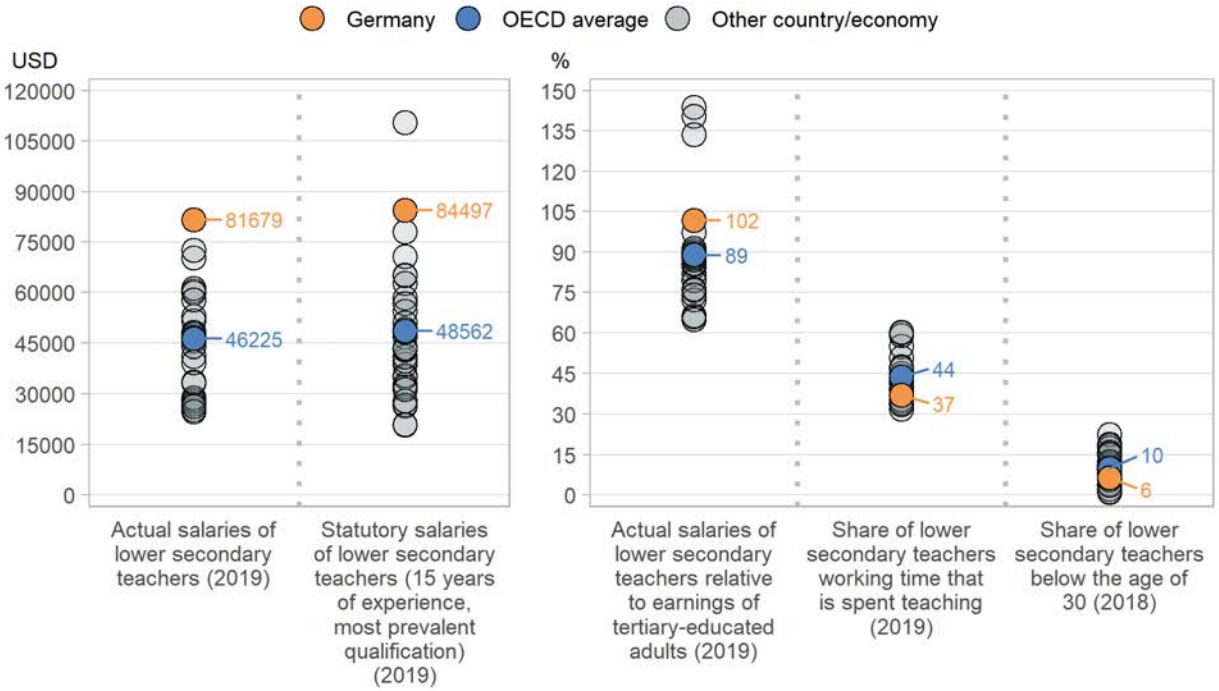


Note: Only countries and economies with available data are shown. Expenditure in national currencies is converted into equivalent USD by dividing the national currency figure by the purchasing power parity (PPP) index for GDP. The years shown in parentheses is the most common year of reference for OECD and partner countries. Refer to the source table for more details.
Source: OECD (2020), indicator C1 and C2. See Education at a Glance Database http://stats.oecd.org/ for more information and Annex 3 for notes (https://doi.org/10.1787/69096873-en).

Working conditions of school teachers

- The salaries of school staff, and in particular teachers and school heads, represent the largest single expenditure in formal education. Their salary levels also have a direct impact on the attractiveness of the teaching profession. Statutory salaries of teachers (and school heads) in public educational institutions increase with the level of education they teach. In most OECD countries and economies, they also increase with experience. On average, statutory salaries of teachers with maximum qualifications at the top of their salary scales are 81% higher than those of teachers with the minimum qualifications at the start of their career, for each level of education. In Germany, maximum salaries are 31% to 40% higher than minimum salaries at primary and secondary education levels.
- Between 2005 and 2019, the statutory salaries of teachers with 15 years of experience and the most prevalent qualifications increased between 5 to 7% at primary and general lower and upper secondary levels, on average across OECD counties, despite a decrease of salaries following the 2008 financial crisis. In Germany, teachers' salaries at these levels increased by 19-20% at primary and general lower secondary level and 11% at general upper secondary level over this period.
- Teachers' actual salaries reflect their statutory salaries and additional work-related payments. Average actual salaries depend also on the characteristics of the teaching population such as their age, level of experience and qualification level. In Germany, teachers' average actual salaries amount to USD 74 407 at the primary level, USD 81 679 at the general lower secondary level and USD 87 822 at the general upper secondary level, between 69% and 77% higher than the average across OECD countries at all levels of education (Figure 6).

Figure 6. Snapshot of teachers' working conditions



Note: Only countries and economies with available data are shown. Teachers' salaries are shown in equivalent USD converted using PPPs. The years shown in parentheses is the most common year of reference for OECD and partner countries. Refer to the source table for more details.
Source: OECD (2020), indicator D3, D4 and D5. See Education at a Glance Database http://stats.oecd.org/ for more information and Annex 3 for notes (https://doi.org/10.1787/69096873-en).

- Teachers' average actual salaries remain lower than those of tertiary-educated workers in almost all countries, and at almost all levels of education. Teachers' average actual salaries at pre-primary (ISCED 02), primary and general secondary levels of education are 80-94% of the earnings of tertiary-educated workers on average across OECD countries and economies. In Germany, while the proportion is 93% at primary level, secondary teachers earn more than average tertiary educated workers do with 102% at lower secondary level and 109% at the upper secondary level (Figure 6).
- In Germany, teachers typically teach less than on average across OECD countries for all levels of education except for pre-primary. While the average number of statutory teaching hours per year in public educational institutions in OECD countries decreases from 993 hours at pre-primary level (ISCED 02), to 778 hours at primary level, 712 hours at lower secondary level (general programmes) and 680 hours at upper secondary level (general programmes), teachers in Germany teach 1 755 hours per year at pre-primary level, 698 hours per year at primary level, 651 hours at lower secondary level (general programmes) and 622 hours at upper secondary level (general programmes). At the pre-primary level, there is nearly no difference between the number of hours of teaching time and total working time.
- During their working time, teachers also perform various non-teaching tasks such as lesson planning and preparation, marking students' work and communicating or co-operating with parents or guardians. At the lower secondary level, teachers in Germany spend 37% of their statutory working time on teaching, compared to 44% on average among OECD countries (Figure 6).
- Large proportions of teachers in many OECD countries will reach retirement age in the next decade, while the size of the school-age population is projected to increase in some countries, putting many governments under pressure to recruit and train new teachers. In 2018, 41% of primary and secondary teachers in Germany were over the age of 50 and only 7% were under 30. In contrast, on average across OECD countries, 35% of primary to secondary teachers were over the age of 50 and 11% were under 30. In Germany, 9% of primary teachers are considered young teachers (under the age of 30) and 6% at lower and upper secondary level (Figure 6). However, in recent years, Germany has been successful in reducing the average age of school-teachers: Between 2005 and 2018, the proportion of young teachers at upper secondary level increased by 3 percentage points in Germany, whereas it fell by 4 percentage points on average across OECD countries during this period.

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More information

For more information on Education at a Glance 2020 and to access the full set of Indicators, visit www.oecd.org/education/education-at-a-glance-19991487.htm

For more information on to the methodology used during the data collection for each indicator, the references to the sources and the specific notes for each country, visit Annex 3 of the publication (https://doi.org/10.1787/69096873-en).

For general information on methodology, please refer to the OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications (https://doi.org/10.1787/9789264304444-en).

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.

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The calculation on the number of weeks of school closures due to the COVID-19 pandemic is based on data from UNESCO (UNESCO, 2020). For general information on the methodology considered for the data, please refer to the methodological note.

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On 15 May 2020, the OECD Council invited Costa Rica to become a Member. While Costa Rica is included in the OECD averages reported in this note, at the time of its preparation, Costa Rica was in the process of completing its domestic procedures for ratification and the deposit of the instrument of accession to the OECD Convention was pending.