

EDUCATION AT A GLANCE 2013

AUSTRIA

Austria weathered the economic crisis reasonably well, with relatively low unemployment rates...

While unemployment rates rose modestly during the early years of the economic crisis, regardless of workers' age or educational attainment, the unemployment rate among 25-34 year-olds without an upper secondary education dropped from 13.4% in 2008 to 10.1% in 2011 (OECD average: 13.6% in 2008 to 18.1% in 2011), while during the same period, the unemployment rate for adults of the same age but with a tertiary education increased from 2.1% to 3.3% (OECD average: 4.6% to 6.8%) (Table A5.4a).

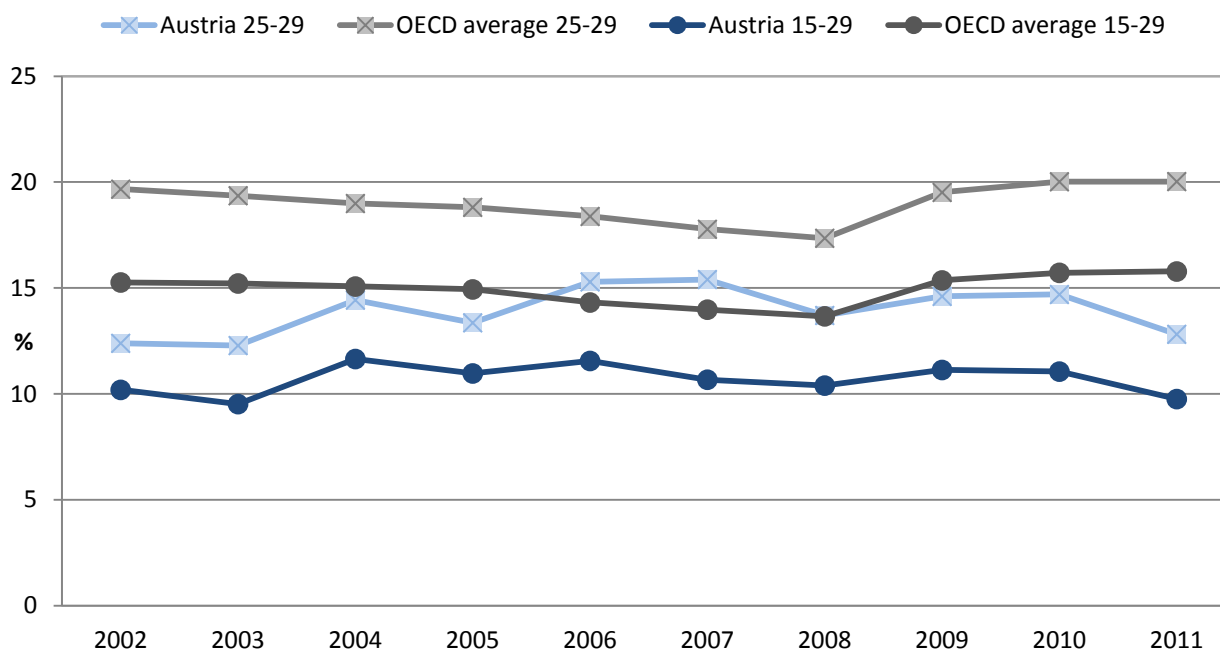
Among 25-34 year-olds, 3.9% of those with a vocational upper secondary or post-secondary non-tertiary are unemployed, compared to 6.2% of among those with a general upper secondary or post-secondary non-tertiary education. The relatively low unemployment levels among those with lower levels of education have been attributed to Austria's well-developed system of vocational education and training (VET). The unemployment rate among 25-34 year-old graduates of vocational programmes at upper secondary or post-secondary level is even slightly lower than that among their peers with a tertiary-type A or B degree (4.1%). Inactivity is also less of a problem among 25-34 year-olds with a vocational upper secondary or post-secondary non-tertiary education: 10% of them are considered inactive compared with 25% of 25-34 year-olds with a general education at the same level (Table A5.5c, available on line).

Meanwhile, some 44% of 15-29 year-olds who are no longer in education are employed – one of the highest proportions among all OECD countries (the OECD average is 37%) (Table C5.2a).

...and one of the lowest proportions of youth who were neither employed nor in education or training (NEET) among all European countries.

In many OECD countries, the global recession hit young people particularly hard, leading to increases in the population of 15-29 year-olds who were neither employed nor in education or training (NEET). However, in some countries, namely Austria, Germany, Switzerland and Turkey, the NEET population fell or remained stable during the global recession. In Austria in 2011, 10% of 15-29 year-olds were NEET, which is slightly less than in 2008. Only in Iceland, Luxembourg, the Netherlands, Norway, Sweden and Switzerland were the NEET proportions among 15-29 year-olds smaller than 10% in 2011. On average across OECD countries, the NEET population increased from 14% in 2008 to 16% in 2011 (Table C5.4a).

Young people neither employed nor in education or training (NEET) in Austria and on average across OECD countries, by age group



Source: Table C5.4a.

Austria's education system produces the largest share of graduates from VET programmes.

The majority of 25-34 year-olds in Austria (59%) holds a vocational upper secondary or post-secondary non-tertiary qualification. Only in the Czech Republic and the Slovak Republic is the share of young people with a vocational education at ISCED 3 or 4 level higher (Table A1.5b, available on line). A strong VET system, as in Austria, is considered to produce positive labour market outcomes among its graduates. However, the modern knowledge society has also increased the demand for tertiary educated individuals with strong general competences and skills. General programmes are still the traditional pathway to higher education in most countries, including Austria. However, given the high number of graduates in VET programmes in Austria, assuring permeability between the different tracks and providing access to higher education institutions for VET graduates is particularly important in Austria.

More young men than young women attain at least upper secondary education.

Today an upper secondary education degree is standard in most OECD countries. Women, in particular, have caught up in regards to educational attainment and have often even surpassed their male peers. Across EU21 countries, 86% of women aged 25-34 have attained at least an upper secondary education, compared to 82% of 25-34 year-old men (OECD average: 84% for women and 81% for men). Only in very few countries, the share of men attaining at least upper secondary education surpasses the share among women, namely Austria, the Czech Republic, Germany, Mexico, Switzerland and Turkey (Table A1.2b, available on line). While tertiary attainment rates may be slightly higher among 25-34 year-old women (23%; OECD average is 43%) than men (20%; OECD average is 34%),

there are also more young women (13%; OECD average is 16%) than men (10%; OECD average is 19%) who left the education system without attaining an upper secondary qualification (Tables A1.3b and A1.4b, available on line).

Austria has one of the highest levels of expenditure-per-student among all OECD countries...

Austria spends considerably more per student per year than the OECD average in primary and secondary education. For example, the country spends USD 8 893 per pre-primary student per year (the OECD average is USD 6 762); USD 10 244 per primary student per year (the OECD average is USD 7 974); and USD 12 551 per secondary student per year (the OECD average is USD 9 014) (Table B1.1a).

...with smaller classes and higher teachers' salaries than in many other OECD countries

Class size and teachers' salaries are among the factors that influence spending per student. In Austria, classes are smaller and teachers' salaries are above the OECD average, contributing to higher per-student spending. Average class size in primary and secondary education decreased substantially between 2000 and 2011. In primary education, the average class shrank from 20.0 to 18.2 students, and in general lower secondary education it shrank from 23.9 to 21.3 students. Average class size in Austria is now smaller than that in many other OECD countries (the OECD average in primary education is 21.2 students; in lower secondary education, it is 23.2 students) (Tables D2.1 and D2.4, available on line).

Despite a slight decrease in teachers' salaries in real terms between 2010 and 2011, teachers' salaries have increased in Austria over the last decade – between 2000 and 2011 by 13 percentage points in primary education and by 18 percentage points in lower secondary education (Table D3.4).

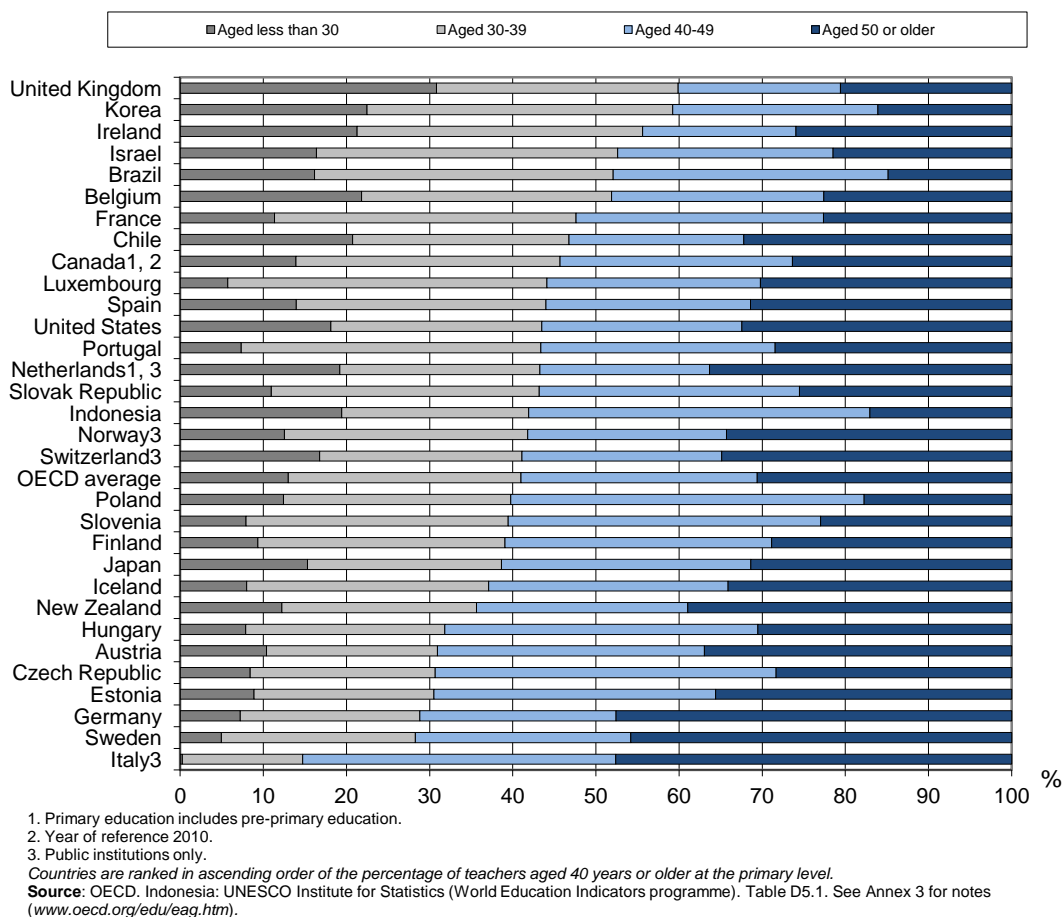
Teachers' salaries become particularly attractive towards the end of their career. While Austrian primary and secondary teachers at the top of the salary scale earn around twice as much as teachers who have just entered the teaching profession (on average across OECD countries, teachers at the top of the salary scale earn around 60% more than beginning teachers), but it takes an average of 34 years for a teacher in Austria to reach the top of the salary scale (the OECD average is 24 years) (Table D3.2).

Yet, teachers' salaries vary with respect to the level of education taught (Table D3.2). Current efforts to reform and reorganise teacher training and to train teachers according to the same standards would help to balance teachers' salaries across the levels of education. These structural and financial changes may also help to improve the attractiveness of the teaching profession, which is particularly important given the large numbers of teachers close to retirement.

...Austria must attract new teachers to replace the large numbers of teachers who will be retiring in the near future.

Austria has one of the oldest teaching forces among OECD countries. Some 37% of primary school teachers are 50 or older (the OECD average is 31%), 40% of upper secondary teachers are in that age group (the OECD average is 34%), and almost one in two lower secondary teachers (46%) is 50 or older (the OECD average is 37%). Only 10% of primary school teachers are younger than 30 (the OECD average is 13%), as are only 7% of lower secondary and 6% of upper secondary teachers (the OECD averages are 11% and 9%, respectively) (Table D5.1).

Age distribution of teachers in primary education (2011)



The share of private expenditure on education is one of the smallest among OECD countries.

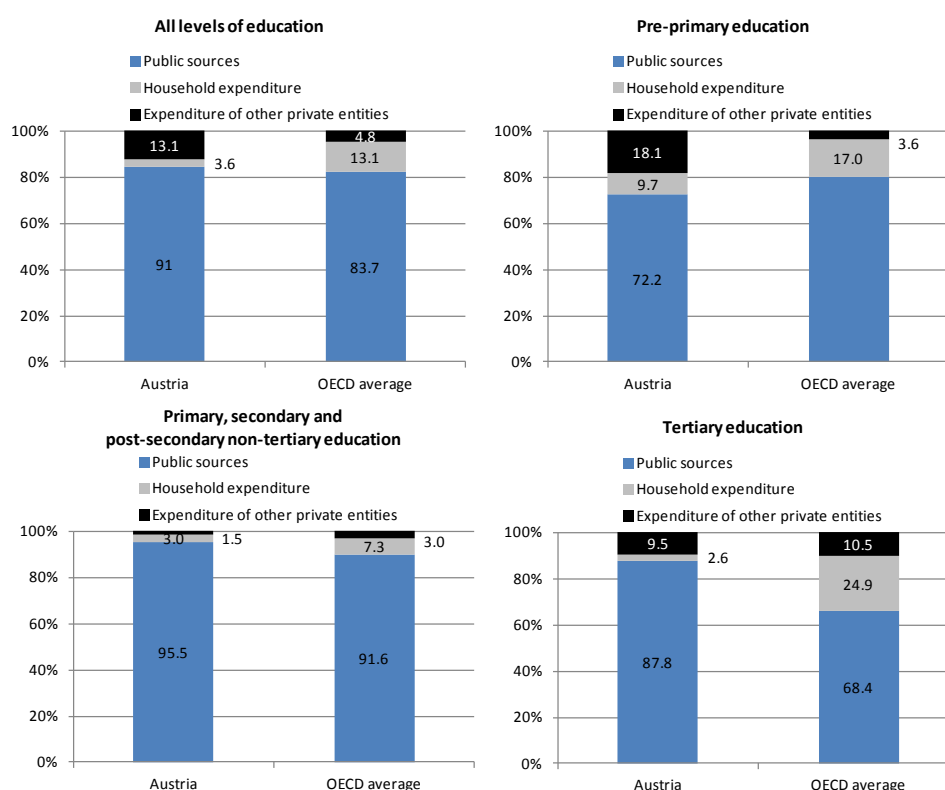
On average among OECD countries, 8% of expenditure on primary, secondary and post-secondary non-tertiary educational institutions – and 32% of expenditure on tertiary institutions – comes from private sources. In Austria, only 5% of expenditure on primary through post-secondary non-tertiary institutions – and 12% of expenditure on tertiary institutions – comes from private sources. Some 28% of expenditure on pre-primary education comes from private sources, significantly above the OECD average of 18%. Less than 10% of that private expenditure comes from households, however; the rest comes from other private sources.

Similarly, Austrian households contribute less than 3% of the private expenditure on tertiary education; 10% comes from other private sources, such as businesses and non-profit organisations. Austria is one of only a few countries, including Belgium, the Czech Republic, the Slovak Republic and Sweden, where private expenditure from entities other than households is greater than private expenditure from households. This is largely due to low tuition fees charged by tertiary institutions in Austria (Tables B3.2a and B3.2b).

As part of the 2012 consolidation package, Austria envisages additional public funds for tertiary education of about EUR 1 billion over the period 2013 to 2016. Some of those funds will be allocated partly based on performance indicators (OECD, 2013a). The government is discussing reintroducing tuition fees for public universities, which the OECD has recommended in several reviews (OECD, 2011; OECD, 2013a, b). In order to avoid socio-economic segregation, tuition fees should be accompanied by a comprehensive system of grants and income-contingent student loans. In 2011, only a minority of students (16%) enrolled in tertiary institutions received benefits from scholarships and grants, and there is no public loan scheme in Austria (Table B5.2).

The balance between public and private financing of education is an important policy issue in many OECD countries, especially at the pre-primary and tertiary levels of education, for which full or nearly full public funding is less common. At these levels, private funding comes mainly from households, raising concerns about equity of access to education. The debate is particularly intense with respect to funding for tertiary education. Some stakeholders are concerned that the balance between public and private funding should not become so tilted as to discourage potential students from entering tertiary education. Others believe that countries should significantly increase public support to students, while still others support efforts to increase the amount of funding to tertiary education provided by private enterprises. By contrast, primary, secondary and post-secondary non-tertiary education, which is mainly compulsory, is usually conceived as a public good and is thus mainly financed by public funds.

Public and private spending on education in Austria and on OECD average, by levels of education (2010)



Source: Tables B3.1, B3.2a and B3.2b.

Although improving, tertiary entry and graduation rates remain below the OECD average.

Austria has traditionally been known for the high level of educational attainment among its population; yet the country has lagged behind other OECD countries in tertiary attainment rates. Entry rates into tertiary-type A programmes increased from 27% in 1995 (when the OECD average was 39%) to 52% in 2011 (when the OECD average was 60%). Based on current patterns, an estimated 16% of Austrians are expected to enter tertiary-type B (generally shorter, vocationally oriented) programmes, which usually lead directly to the labour market (the OECD average is 19%). This is a 7 percentage-point increase from 2003, the first year for which data were available (Table C3.2a).

The universities of applied science (*Fachhochschulen*), introduced in the early 1990s, have contributed substantially to improving tertiary entry and graduation rates over the past decade. *Fachhochschulen* provide academically based vocational education and training, shorter programmes, and up-skilling for those already trained in a vocation. These universities are highly regarded by students, employers and the general public, and enrolments in them have tripled since they were founded (Musset et al., 2013).

Other findings

In 2011, more women than men in Austria were awarded a tertiary degree; and more women in higher education are choosing to pursue studies in traditionally male-dominated fields, such as engineering, manufacturing and construction, science, physical sciences, mathematics, and statistics and computing (in German: MINT subjects). In 2000, 36% of tertiary degrees were awarded to women; by 2011, 54% were. During the same period, the share of graduates in engineering, manufacturing and construction who were women rose from 18% in 2000 to 25% in 2011; and the share of graduates in physical sciences who were women rose from 24% to 32% during the same period. The proportion of female graduates in the fields of sciences, and mathematics and statistics also increased 3 percentage points (from 33% to 36%), and the share of female graduates in computing increased from 11% to 15%. On average across OECD countries, the share of women in these traditionally male-dominated fields of study was larger in 2000 than the proportion in Austria in 2011 and has grown further, albeit not dramatically. Across OECD countries in 2011, an average of 41% of graduates in sciences, 27% in engineering, manufacturing and construction, 43% in physical sciences, 45% in mathematics and statistics, and 19% in computing were women (Table A3.3, available on line).

Austria is one of the countries where individuals without upper secondary education tend to have the largest earnings disadvantage compared to workers who have that level of education. In contrast, the differences in earnings between tertiary-educated individuals and those with upper secondary or post-secondary education tend to be larger with age, albeit less so than in most other countries. While 25-34 year-old workers with only below upper secondary education earn 73% (OECD average: 80%) of what workers with an upper secondary or post-secondary degree earn, when they reach the age of 55-64, they only earn 54% (OECD average: 72%) of what their better-educated peers earn. Only in Canada, Greece, Italy, Portugal and Spain does the difference in relative earnings increase to a larger extent with age. In most countries, the relative earnings of tertiary-educated individuals tend to increase with age compared to the earnings of those with an upper secondary education. This is also true in Austria, but the differentials are smaller. In Austria, tertiary-educated 25-34 year-olds earn 41% more (OECD average: 40% more) than workers with upper secondary or post-secondary education of the same age. At the age of 55-64, they earn 54% more

(OECD average: 72% more). This may be because, in Austria, adults with an upper secondary or post-secondary education can enjoy substantial salary increases throughout their working life so that earnings remain competitive with those of tertiary-educated workers. It may also explain the large decrease in relative earnings for individuals with below upper secondary education, as they may not receive salary increases on a par with their better-educated peers (Table A6.1).

Income differentials between men and women in Austria are below the OECD average and tend to shrink with age. Women with a tertiary degree earn 75% of what tertiary-educated men earn (the OECD average is 72% of men's earnings); women with upper secondary or post-secondary non-tertiary education earn 77% of what men with the same level of education earn (OECD average: 76%); and women with a below upper secondary education earn 81% of what men with the same level of education earn (OECD average: 76%). Among 55-64 year-olds, income differentials tend to be smaller: women with a tertiary education earn 79% of what similarly educated men earn (OECD average is 74%); women with upper secondary or post-secondary non-tertiary education earn 83% of what similarly educated men earn (OECD average: 79%); and women with below upper secondary education earn 86% of what similarly educated men earn (OECD average: 72%) (Table A6.3a).

The proportion of 35-44 year-old tertiary-educated women who work full time is particularly low. While 81% of tertiary-educated men in this age group work full time (the OECD average is 86%), only 48% of women do (the OECD average is 66%). This reflects the persistent employment pattern found in two-earner families, where one parent works full time and other, usually the mother, works part time so as to be able to combine family responsibilities with work. Older women are better represented in full-time work: 68% of women aged 55-64 work full time (compared to 65% across OECD countries), compared with 86% of men (the OECD average is 78%) (Table A5.6).

Austria's ageing population will soon put a strain on the country's large public pension system, making it all the more important to encourage labour-force participation and full-time work among younger women. Policies to reconcile work and care responsibilities within families should be strengthened. In particular, Austria should strengthen institutional child care for children of all ages. Despite efforts at federal, *Länder* and municipal levels, these services are still not sufficiently accessible and affordable. Subsidies to kindergarten help to keep fees low, but opening hours and lack of access during holiday periods are often incompatible with the schedules of two parents who are both employed full time (OECD, 2013a).

Secondary school teachers in Austria are required to teach fewer hours than the OECD average, but their statutory working time is slightly more than the OECD average. Teachers in public secondary schools are required to teach fewer hours than on average across OECD countries (primary: 779 hours compared with the OECD average of 790 hours; lower secondary: 607 hours compared with the OECD average of 709 hours; and upper secondary: 589 hours compared with the OECD average of 664 hours) (Table D4.2). However, teachers' total working time per year is 1 776 hours at the primary and lower secondary levels, slightly above the OECD averages (1671 and 1667 hours respectively) (Table D4.1). This could indicate that teachers in Austria have more time to spend on other activities, such as lesson planning and correcting homework and exams.

Obesity is related to low levels of education. For the first time, *Education at a Glance* examined the link between obesity and educational attainment. Some 13% of adults in Austria are obese, compared with the OECD average of 19%. As in most countries, individuals with lower levels of education in Austria are at greater risk of being obese, although this relationship seems less strong among men. In 2006, some 14% of men with below upper secondary education were obese, compared to 12% of men

with tertiary education. Meanwhile, 24% of women with below upper secondary education were obese, compared to only 7% of tertiary-educated women (Table A8.1).

References:

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OECD (2013b), "Austria", in OECD, *Economic Policy Reforms 2013: Going for Growth*, OECD website, <http://www.oecd.org/eco/growth/Austria.pdf>, accessed 29 May 2013.

Please note: all Tables, Charts and Indicators are found in *Education at a Glance 2013* (www.oecd.org/edu/eag.htm)

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Key Facts for Austria in Education at a Glance 2013

Table	Indicator	Austria		OECD average		EU21 average		Rank among OECD countries and other G20 countries*
Educational Access and Output								
	Enrolment rates	2011	2005	2011	2005	2011	2005	
C2.1	3-year-olds (in early childhood education)	60%	47%	67%	64%	77%	73%	22 of 36
	4-year-olds (in early childhood and primary education)	91%	82%	84%	79%	90%	84%	19 of 36
C1.1a	5-14 year-olds (all levels)	98%		99%		98%		22 of 38
	Percentage of population that has attained below upper secondary education	2011	2000	2011	2000	2011	2000	
A1.4a	25-64 year-olds	18%	24%	26%	34%	25%	34%	22 of 35
	Percentage of population that has attained upper secondary education	2011	2000	2011	2000	2011	2000	
A1.4a	25-64 year-olds	63%	62%	44%	44%	48%	46%	4 of 36
	Percentage of population that has attained tertiary education	2011	2000	2011	2000	2011	2000	
A1.3a A1.4a	25-64 year-olds	19%	14%	31%	22%	28%	20%	29 of 36
	30-34 year-olds	24%		39%		37%		28 of 34
	25-34 year-olds	21%	14%	39%	26%	36%	24%	33 of 36
	55-64 year-olds	16%	10%	24%	15%	21%	14%	27 of 36
	Entry rates into tertiary education	2011	2000	2011	2000	2011	2000	
C3.1a	Vocational programmes (Tertiary-type B)	16%	m	19%	16%	15%	11%	20 of 32
	University programmes (Tertiary-type A)	52%	34%	60%	48%	59%	46%	21 of 36
	Graduation rates	2011	2000	2011	2000	2011	2000	
A2.1a	Percentage of today's young people expected to complete upper secondary education in their lifetime***	67%	m	83%	76%	83%	77%	25 of 27
A3.1a	Percentage of today's young people expected to complete university education (tertiary-type A) in their lifetime***	35%	15%	39%	28%	41%	27%	17 of 26
Economic and Labour Market Outcomes								
	Unemployment rate of 25-64 year-olds - Men and Women	2011	2008	2011	2008	2011	2008	
A5.4b	Below upper secondary	7.1%	6.3%	12.6%	8.8%	15.6%	10.4%	26 of 35
	Upper secondary and post-secondary non-tertiary	3.2%	2.9%	7.3%	4.9%	8.5%	5.2%	35 of 36
	Tertiary	2.3%	1.7%	4.8%	3.3%	5.2%	3.2%	35 of 36
	Unemployment rate of 25-64 year-olds - Women	2011	2008	2011	2008	2011	2008	
A5.4d	Below upper secondary	6.2%	6.4%	12.2%	9.5%	15.1%	11.0%	28 of 35
	Upper secondary and post-secondary non-tertiary	3.2%	3.0%	8.0%	5.7%	9.1%	6.1%	32 of 35
	Tertiary	2.7%	2.0%	5.1%	3.6%	5.5%	3.6%	33 of 36
	Average earnings premium for 25-64 year-olds with tertiary education**	2011 or latest year available		2011		2011		
A6.1	Men and women	158		157		158		14 of 33
	Men	154		162		164		17 of 33
	Women	163		161		161		13 of 33
	Average earnings penalty for 25-64 year-olds who have not attained upper secondary education**	2011 or latest year available		2011		2011		
A6.1	Men and women	66		76		77		30 of 33
	Men	67		77		78		30 of 33
	Women	73		74		75		21 of 33
	Percentage of people not in employment, education or training for 15-29 year-olds, by level of education attained	2011	2008	2011	2008	2011	2008	
C5.4d	Below upper secondary	12.3%	13.4%	15.8%	14.4%	15.3%	13.5%	22 of 34
	Upper secondary	8.7%	8.9%	16.2%	13.6%	15.1%	11.8%	30 of 34
	Tertiary	5.8%	6.3%	13.3%	10.6%	12.3%	9.6%	32 of 34

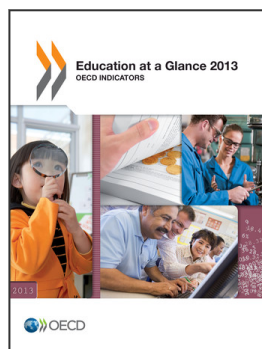
Key Facts for Austria in Education at a Glance 2013

Table	Indicator	Austria		OECD average		EU21 average		Rank among OECD countries and other G20 countries*
Financial Investment in Education								
	Annual expenditure per student (in equivalent USD, using PPPs)	2010		2010		2010		
B1.1a	Pre-primary education	8893 USD		6762 USD		7085 USD		6 of 32
	Primary education	10244 USD		7974 USD		8277 USD		6 of 34
	Secondary education	12551 USD		9014 USD		9471 USD		4 of 34
	Tertiary education	15007 USD		13528 USD		12856 USD		15 of 33
	Total expenditure on educational institutions as a percentage of GDP	2010	2000	2010	2000	2010	2000	
B2.1	As a percentage of GDP	5.8%	5.5%	6.3%	5.4%	5.9%	5.2%	24 of 33
	Total public expenditure on education	2010	2000	2010	2000	2010	2000	
B4.1	As a percentage of total public expenditure	11.2%	10.7%	13.0%	12.6%	11.4%	11.4%	22 of 32
	Share of private expenditure on educational institutions	2010	2000	2010	2000	2010	2000	
B3.2a	Pre-primary education	27.8%		17.9%		11.3%		6 of 28
B3.2a	Primary, secondary and post-secondary non-tertiary education	4.5%	4.2%	8.5%	7.1%	6.1%	5.6%	20 of 31
B3.2b	Tertiary education	12.2%	3.7%	31.6%	22.6%	22.7%	14.3%	24 of 30
B3.1	All levels of education	9.0%	6.0%	16.4%	12.1%	10.7%	7.9%	22 of 29
Schools and Teachers								
	Ratio of students to teaching staff	2011		2011		2011		
D2.2	Pre-primary education	14 students per teacher		14 students per teacher		13 students per teacher		16 of 31
	Primary education	12 students per teacher		15 students per teacher		14 students per teacher		26 of 35
	Secondary education	9 students per teacher		14 students per teacher		12 students per teacher		34 of 36
	Total intended instruction time for students (hours)	2011		2011		2011		
D1.1	Primary education	3000 hours		4717 hours		m		26 of 31
	Lower secondary education	3780 hours		3034 hours		m		8 of 31
	Number of hours of teaching time per year (for teachers in public institutions)	2011	2000	2011	2000	2011	2000	
D4.2	Pre-primary education	779 hours		994 hours		977 hours		23 of 29
	Primary education	779 hours	m	790 hours	780 hours	777 hours	776 hours	18 of 31
	Lower secondary education	607 hours	m	709 hours	697 hours	669 hours	658 hours	24 of 30
	Upper secondary education	589 hours	m	664 hours	628 hours	651 hours	635 hours	20 of 31
	Index of change in statutory teachers' salaries for teachers with 15 years of experience/minimum training (2000 = 100)	2011	2008	2011	2008	2011	2008	
D3.4	Primary school teachers	113	112	120	120	121	122	11 of 23
	Lower secondary school teachers	118	116	116	116	121	121	8 of 22
	Upper secondary school teachers	109	108	117	118	118	119	12 of 22
	Ratio of teachers' salaries to earnings for full-time, full-year adult workers with tertiary education	2011		2011		2011		
D3.2	Pre-primary school teachers	0.57		0.80		0.77		19 of 22
	Primary school teachers	0.57		0.82		0.80		24 of 27
	Lower secondary school teachers	0.62		0.85		0.84		22 of 27
	Upper secondary school teachers	0.64		0.89		0.89		23 of 27

* Countries are ranked in descending order of values.

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

*** Programmes spanning ISCED levels 3 and 4 (Höhere berufsbildende Schule) are not included.



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