

## EDUCATION AT A GLANCE 2015

*Education at a Glance: OECD Indicators* is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in the 34 OECD countries and a number of partner countries.

### Austria

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

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

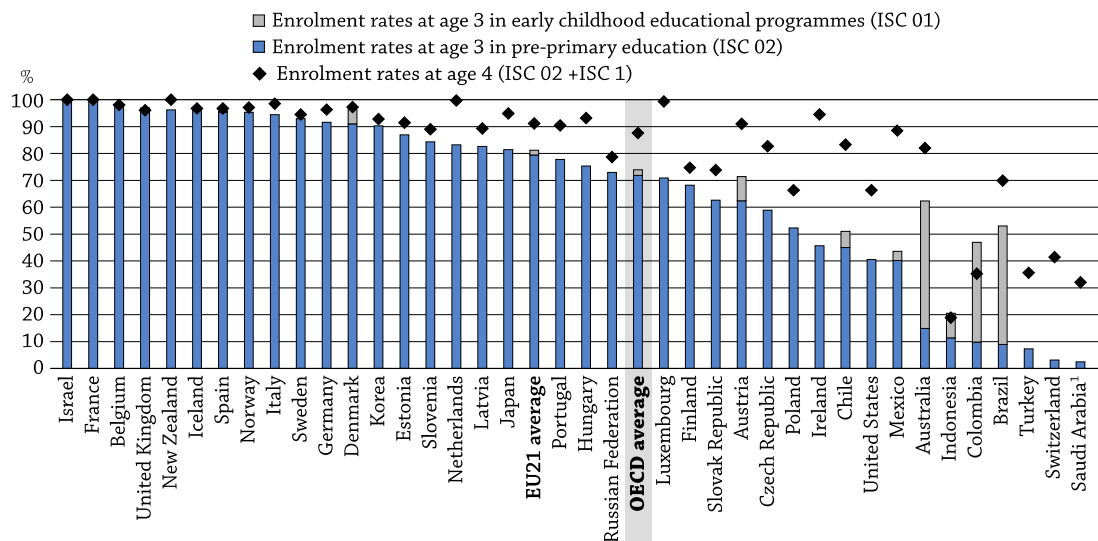
#### Early childhood through upper secondary education

*Early childhood education in Austria is almost universal for 4-5 year-old children, but is still below the OECD average for the 2- and 3- year-olds. Most children are enrolled in public institutions.*

In Austria, compulsory education starts at the age of 6 (Table C1.Annex); however, for most young children, formal education starts well before. Around one out of three (34%) 2-year-olds are enrolled in an early childhood education programme, slightly below the OECD average of 39%. More than two out of three 3-year-olds (71%) are enrolled in an early childhood education programme, while there is nearly universal enrolment of 4- and 5-year-olds in pre-primary education (91% and 96%, respectively) (Table C2.1).

Three out of four pre-primary pupils in Austria attend programmes in public institutions (72%, compared with the OECD average of 61%) (Table C2.2). Most of the private programmes are run by not-for-profit providers, often religious institutions.

Figure 1: Enrolment rates at age 3 and 4 in early childhood education (2013)



1. Year of reference 2014.

Countries are ranked in descending order of the enrolment rates of 3 year-olds in pre-primary programmes.

Source: OECD. Table C2.1.

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

StatLink  <http://dx.doi.org/10.1787/888933284184> (Education at a Glance 2015, Chart C2.1)

*Most adults in Austria have attained at least upper secondary education.*

Some 90% of young adults (25-34 year-olds) in Austria have attained at least upper secondary education; the OECD average is 83% (Table A1.2a).

The majority of students (70%) in Austria are enrolled in a vocational track at the upper secondary level (the OECD average is 46%). Half of these students are enrolled in a dual-system programme that combines school and work (Table C1.2); the majority of other students are enrolled in a vocational programme that leads to tertiary education.

For young adults (25-34 year-olds) who do not go on to tertiary education, completing vocational rather than general programmes is associated with a 15 percentage-point increase in the employment rate (85% and 70%, respectively), against the OECD average of 10 percentage points (79% and 69%, respectively) (Table A5.5a and Chart A5.3).

### Tertiary education: Short-cycle, bachelor's, master's and doctoral programmes

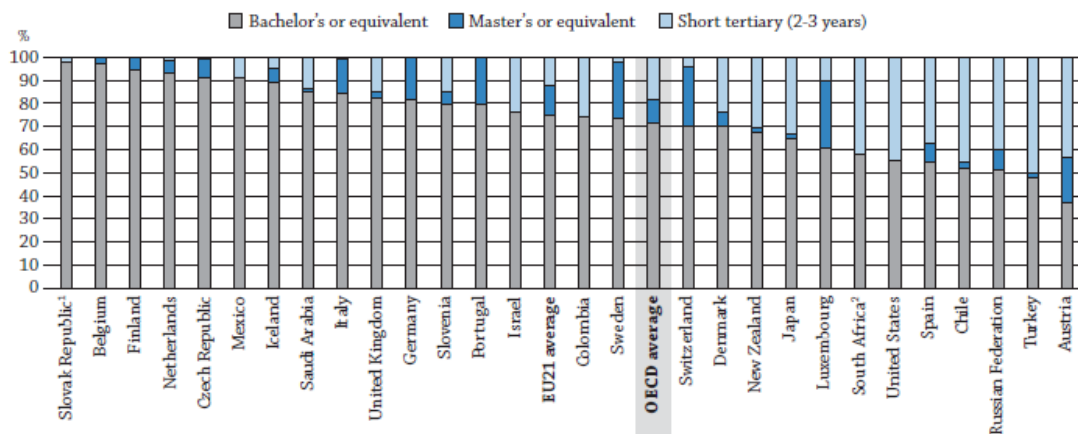
*More than half of all young adults in Austria enrol in tertiary education. Austria's tertiary system also attracts many international students.*

In Austria, 57% of young adults – excluding international students – are expected to enter tertiary education at least once during their lifetime (compared to the OECD average of 60%) (Table C3.1). When considering both domestic students and international students, the first-time entry rate increases to 74%. In Austria, 23% of all first-time entrants are international students; this is one of the highest percentages among OECD countries.

Some 44% of first-time new entrants into tertiary education, including international students, will enter short-cycle tertiary programmes, one of the highest rates among OECD countries (Table C3.2). The other first-time students will either enter a bachelor's (37%) or a master's and diploma programme (19%).

The share of international students in short-cycle tertiary programmes is negligible, but they account for 24% of first-time new entrants into bachelor's programmes (compared with 9% across the OECD) (Tables C3.3). At higher levels of tertiary education, the proportion of international students is at the OECD average, accounting for 28% of new entrants at the master's level and 36% at the doctoral level, compared with 21% and 31%, respectively, across OECD countries (Table C3.4).

**Figure 2: Distribution of first-time new entrants by level of education (2013)**




1. Master's degrees are included with Bachelor's degrees.

2. Year of reference 2012.

Countries are ranked in decreasing order of the percentage of first-time entrants in bachelor's degrees or equivalent.

Source: OECD, Table C3.2.

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

StatLink  <http://dx.doi.org/10.1787/888933284224> (Education at a Glance 2015, Chart C3.2)

## Educational attainment and participation in the labour market

*Tertiary attainment is increasing, but still below the OECD average.*

Tertiary attainment of young adults has steadily increased, from 31% in 2005 to 38% in 2014 (Table A1.4a). Even though tertiary attainment rates are rising, they still remain slightly below the OECD average (32% in 2005 and 41% in 2014). Nevertheless, 15% of young people attain master's degrees and 1% attain doctoral degrees, around the OECD averages of 14% and 1%, respectively (Table A1.3a). Among 30-34 year-olds, this proportion is even higher, and above the OECD average.

*The employment opportunities for tertiary graduates are better than for those with any other level of educational attainment.*

Employment rates in Austria are around the OECD averages across all attainment levels. In general, as in all OECD countries, adults in Austria with higher qualifications have better employment opportunities. Some 85% of tertiary-educated adults in Austria are employed (the OECD average is 83%) compared with 76% of adults with an upper secondary or post-secondary non-tertiary education (the OECD average is 74%), and with 53% of adults with below upper secondary education (the OECD average is 56%) (Table A5.3a).

Adults with a degree from a short-cycle tertiary programme have better employment prospects than those with a bachelor's or equivalent degree. Among adults with a short-cycle tertiary education, the employment rate is 7 percentage points higher (84%) than among those with a bachelor's or equivalent degree (77%)(Table A5.1a and A5.2a).

The Austrian labour market provides strong incentives to pursue tertiary education up to master's level. Among adults with a master's or diploma degree, the employment rate is 12 percentage points higher than that among adults with a bachelor's degree. This is the second greatest difference among OECD countries. Unlike in most OECD countries, however, holding a doctoral rather than a master's degree is not associated with better employment prospects.

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

Earnings increase with educational attainment and, to a lesser extent, with higher skills. Results for Austria show that among adults with low literacy or numeracy proficiency, adults with tertiary education earn 31% and 37% more per hour, respectively, than adults with below upper secondary education (the earnings advantages from high proficiency in literacy are about 9 percentage points lower than the OECD average among countries with available data) (Tables A9.2 [L] and A9.2 [N]).

### Equity in education and the labour market

*Austria has managed to keep the proportion of young people who are neither in employment nor in education or training (NEET) relatively low.*

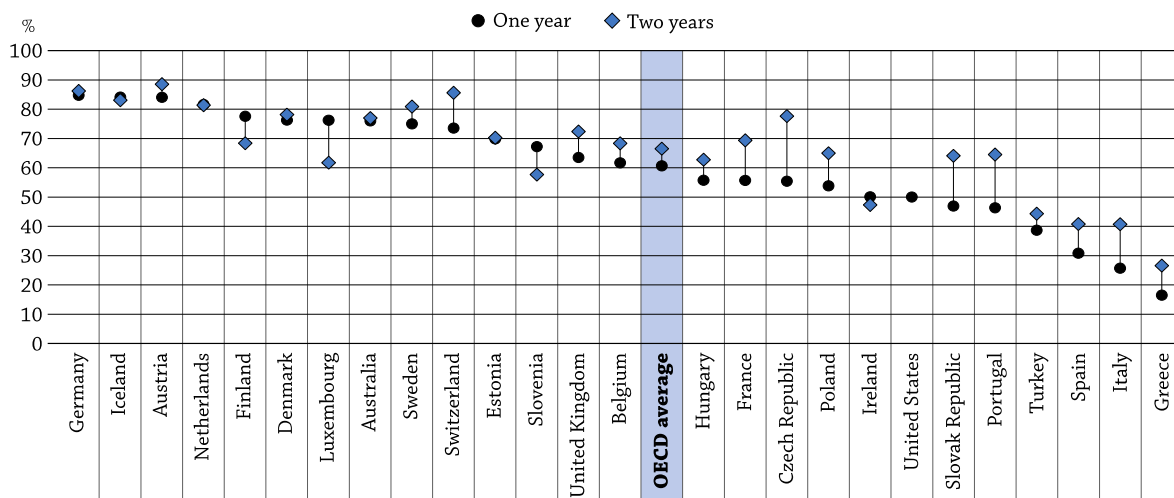
In Austria, 85% of 15-19 year-olds, 39% of 20-24 year-olds and 18% of 25-29 year-olds are still in education (Table C5.2b).

The proportion of young people who are neither in employment nor in education or training (NEET) is a measure of the difficulties young people face when they are searching for a job. In Austria, 12.0% of 20-24 year-olds were NEET in 2014, well below the OECD average of 17.9% and comparable to the proportions in 2005 and 2010 (12.7% and 13.0%, respectively) (Table C5.2b).

Across OECD countries, women are more often NEET than men. Some 16.4% of 20-24 year-old men are NEET compared with 19.4% of women that age. In Austria, the gender gap among NEET is one of the smallest across OECD countries and in contrast to the OECD average favourable to women (12.5% of men are NEET compared with 11.5% of women) (Table C5.2b).

*The transition from school to work for those who attain upper secondary and post-secondary non-tertiary education is smoother in Austria than in any other OECD country, largely due to Austria's vocational education system.*

Together with Germany and Iceland, Austria is one of the three countries with the best employment opportunities for recent upper secondary and post-secondary non-tertiary graduates. In 2013, 84% of graduates (15-34 year-olds) in Austria who were not enrolled in further education were able to find a job in the year following their graduation, well above the OECD average of 61%. Employment prospects are even better for recent tertiary graduates. In 2013, 83% of all 20-34 year-old non-students with tertiary education in Austria had found employment one year after graduation, compared to the OECD average of 74% (Table A5.b).

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

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

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

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

StatLink  <http://dx.doi.org/10.1787/888933283658> (Education at a Glance 2015, Chart A5.a)

*Although women make up a larger share of bachelor's degree graduates, their numbers decline steeply at higher levels of tertiary education.*

Although 60% of first-time bachelor's graduates are women (compared to the OECD average of 58%) (Table A3.4), their share declines to 55% among master's and 44% among doctoral graduates, lower than the OECD averages of 56% and 47%, respectively. Furthermore, women make up only 33% of science graduates and 21% of those in engineering, manufacturing and construction, below the OECD averages of 39% and 24%, respectively (Table A3.7).

*While women have generally good labour market outcomes regarding employment prospects, their salaries lag behind their male counterparts.*

In Austria, the gender gap in employment rates is one of the smallest across OECD countries, regardless of the level of education. For example, the gender gap in the employment rate among tertiary-educated adults is four percentage points (83% for women and 87% for men), whereas there is a nine percentage-point difference, on average across OECD countries (88% and 79%, respectively) (Tables A5.3b and A5.3c). The gender gap widens as educational attainment decreases.

Regardless of the level of education, women tend to earn less than men. In Austria, a 35-44 year-old tertiary-educated women earns 71% of what a similarly educated man earns (OECD average 74%). (Table A6.2a).

*Educational upward mobility remains remarkably rare.*

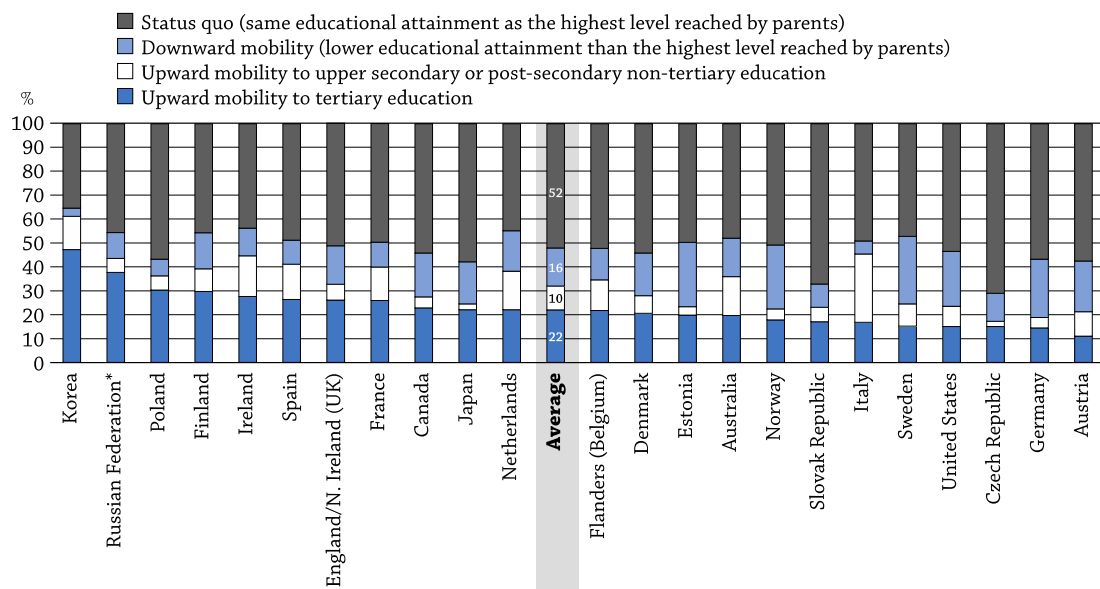
Only 21% of young adults in Austria have attained higher educational qualifications than their parents, one of the lowest rates of upward educational mobility across OECD countries (Table A4.1a). Austria has

the lowest level of upward mobility at the tertiary level, with 11% of young adults surpassing their parents' attainment by attending university compared with the OECD average of 22%.

Educational attainment increases students' earnings potential regardless of their parents' educational attainment; and parents' background has little impact on the employment prospects of tertiary-educated adults (Tables A4.2d and A4.3a). Nevertheless, having parents with tertiary as opposed to below upper secondary education raises an adult's likelihood of being highly proficient in literacy by 20 percentage points, regardless of the adult's own educational attainment (Table A4.3c). This is one of the strongest effects seen among OECD countries.

**Figure 4: Intergenerational mobility in education (2012)**

*Survey of Adult Skills, educational attainment of 25-34 year-old non-students compared with their parents*




\* See note on data for the Russian Federation in the Methodology section.

Countries are ranked in descending order of upward mobility to tertiary education among tertiary-educated 25-34 year-old non-students.

Source: OECD, Table A4.1a.

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

StatLink  <http://dx.doi.org/10.1787/888933283540> (Education at a Glance 2015, Chart A4.1)

## Financing of education

*Austria maintains a high level of spending per student at all education levels in a system characterised by public funding and fiscal federalism.*

At USD 13 189<sup>1</sup> per student, Austria's annual expenditure from primary through tertiary education is well above the OECD average of USD 10 220 (Table B1.1a). Austria devoted a particularly large amount of funding to secondary students; its spending of USD 13 806 per student is among the highest across OECD countries.

Households and other private entities contribute only 4% to the expenditure on primary, secondary and post-secondary non-tertiary education compared to the OECD average of 9% (Table B3.1). Only 4.7% of tertiary funding comes from private sources, compared to the OECD average of 30% (EU-21\* average is

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

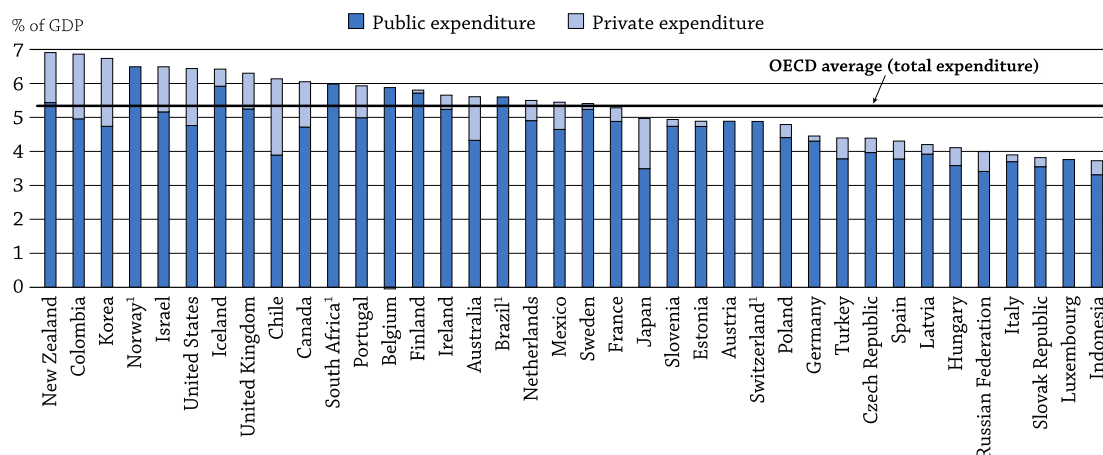
only 21.9%), because tuition fees are very low at all levels of tertiary education and they account for a marginal share of private contributions (Table B5.1a).

The Austrian federal system is characterised by large fiscal transfers between different tiers of government. Redistributing funding from central government boosts regional educational spending by 36 percentage points, one of the largest increases across OECD countries (Table B4.3).

*Austria still invests less of its national wealth and its overall public budget in education than other countries do.*

Austria spends 4.9% of its GDP on primary to tertiary educational institutions, which is slightly below the OECD average of 5.3%. Some 3.1% of GDP was devoted to primary, secondary and post-secondary non-tertiary institutions in 2012 (the OECD average was 3.7% of GDP) (Table B2.1 and Chart B2.1).

**Figure 5: Expenditure on primary to tertiary education institutions as a percentage of GDP (2012)**  
From public and private sources, including undistributed programmes




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

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

Source: OECD, Table B2.3.

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

StatLink  <http://dx.doi.org/10.1787/888933283940> (Education at a Glance 2015, Chart B2.1)

Some 9.6% of Austria's total public expenditure is devoted to education (primary to tertiary). This is below the OECD average of 11.6%, but close to the average of OECD countries that are also members of the European Union (10%) (Table B4.1).

## The teaching profession

*Austria has a rapidly ageing teaching workforce.*

In recent years, Austria has seen a 19 percentage-point rise in the proportion of secondary teachers aged 50 or older, from 26% in 2005 to 45% in 2013 (the most rapid increase among OECD countries with comparable data) (Table D5.2). A significant proportion of the Austrian teaching workforce is therefore set to retire in the coming years.



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

Austrian teachers' statutory salaries are among the highest across OECD countries at all levels of education. In 2013, upper secondary teachers at the top of their salary scale, for example, were paid USD 74 195, well above the OECD average of USD 52 822 (Table D3.1a). Maximum salaries are about twice as high as starting salaries across all school types, compared to an average increase of around 60% across OECD countries (Table D3.3b). However, Austria recently reformed the structures of teachers' salaries, reducing the difference between starting and maximum salaries. The results of this reform will be shown in forthcoming editions of *Education at a Glance*.

After an increase between 2006 and 2010, teachers' salaries in Austria, in real terms, declined between 2010 and 2013 (Table D3.5a).

Teachers' salaries, at all school levels, lag behind those of tertiary-educated workers in other fields. For example, at the start of their career, 25-34 year-old teachers in lower secondary schools receive 84% of a similarly educated worker's average salary and upper secondary teachers receive 92% of what they might get in other occupations (Table D3.2a).

*In Austria, across primary and secondary education there are fewer pupils per teacher than in most other OECD countries; but in pre-primary education, the student-to-teacher ratio is average.*

The ratio of children to teaching staff is an indicator of the resources devoted to education. In Austria, there are, on average, 9 pupils per teacher in early childhood educational development programmes and 14 pupils per teacher in pre-primary programmes (the OECD average is 14 pupils per teacher at both levels, excluding teacher aides) (Table C2.2). The average student-to-teacher ratio at the primary (12 pupils per teacher) and secondary (9 students per teacher) levels of education are below the OECD averages (15 pupils per teacher at the primary level and 13 students per teacher at the secondary level) (Table D2.2).

Low student-to-teacher ratios are also reflected in class size compared to the OECD average. The average primary school class in Austria has 18 pupils (compared to the OECD average of 21 pupils), while lower secondary classes have 21 students (compared to the OECD average of 24 students) (Tables D2.1 and D2.2).

\* EU21 countries are those that are members of both the European Union and the OECD. These 21 countries are Austria, Belgium, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Luxembourg, the Netherlands, Poland, Portugal, Slovenia, the Slovak Republic, Spain, Sweden and the United Kingdom.



## References

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


### Note regarding data from Israel

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

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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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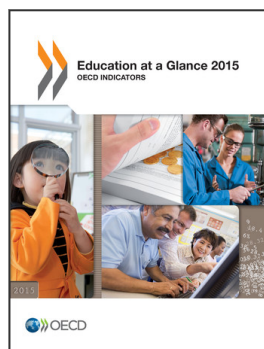
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## Key Facts for Austria in Education at a Glance 2015

Table	Indicator	Austria	OECD average
<b>Educational Access and Output</b>			
	<b>Enrolment rates</b>	<b>2013</b>	<b>2013</b>
C2.1	3-year-olds (in early childhood education)	71%	74%
	<b>Highest educational attainment level of 25-64 year-olds</b>	<b>2014</b>	<b>2014</b>
A1.4a	Below upper secondary	16%	24%
	Upper secondary or post-secondary non-tertiary	54%	43%
	Tertiary	30%	34%
	<b>Highest educational attainment level of 25-64 year-olds (disaggregation at tertiary level)</b>	<b>2014</b>	<b>2014</b>
A1.1a	Short cycle tertiary	15%	8%
	Bachelor's or equivalent	2%	16%
	Master's or equivalent	11%	11%
	Doctoral or equivalent	1%	1%
	<b>Entry and graduation rates</b>	<b>2013</b>	<b>2013</b>
C3.1	Percentage of today's young people expected to enter tertiary education at least once during their lifetime	74%	67%
A3.1	Percentage of today's young people expected to graduate with a bachelor's or equivalent degree in their lifetime	25%	36%
<b>Economic and Labour Market Outcomes</b>			
	<b>Unemployment rate of 25-64 year-olds</b>	<b>2014</b>	<b>2014</b>
A5.4a	Below upper secondary	10.8%	12.8%
	Upper secondary and post-secondary non-tertiary	4.5%	7.7%
	Tertiary	3.7%	5.1%
	<b>Average earnings premium for tertiary-educated 25-64 year-olds (upper secondary = 100)</b>	<b>2013</b>	<b>2013</b>
A6.1a	Short cycle tertiary	136	125
	Bachelor's or equivalent	171	157
	Master's, Doctoral or equivalent	**	214
	All tertiary	152	160
	<b>Percentage of people not in employment, education or training (NEET) for 15-29 year-olds</b>	<b>2014</b>	<b>2014</b>
C5.2b	Men	11.1%	13.2%
	Women	12%	17.9%
<b>Financial Investment in Education</b>			
	<b>Annual expenditure per student (in equivalent USD, using PPPs)</b>	<b>2012</b>	<b>2012</b>
B1.1a	Primary education	9563 USD	8247 USD
	Secondary education	13806 USD	9518 USD
	Tertiary (including R&D activities)	15549 USD	15028 USD
	<b>Total expenditure on primary to tertiary educational institutions</b>	<b>2012</b>	<b>2012</b>
B2.2	As a percentage of GDP	4.9%	5.2%
	<b>Total public expenditure on primary to tertiary education</b>	<b>2012</b>	<b>2012</b>
B4.2	As a percentage of total public expenditure	9.6%	11.6%
<b>Schools and Teachers</b>			
	<b>Ratio of students to teaching staff</b>	<b>2013</b>	<b>2013</b>
D2.2	Primary education	12 students per teacher	15 students per teacher
	Secondary education	9 students per teacher	13 students per teacher
	<b>Average actual teachers' salaries</b>	<b>2013</b>	<b>2013</b>
D3.4	Pre-primary school teachers	55346 USD	37798 USD
	Primary school teachers	55346 USD	41248 USD
	Lower secondary school teachers (general programmes)	63863 USD	43626 USD
	Upper secondary school teachers (general programmes)	69632 USD	47702 USD

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

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



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## Education at a Glance 2015

OECD Indicators

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### Please cite this chapter as:

OECD (2015), "Austria", in *Education at a Glance 2015: OECD Indicators*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/eag-2015-44-en>

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