COUNTRY NOTE

OECD

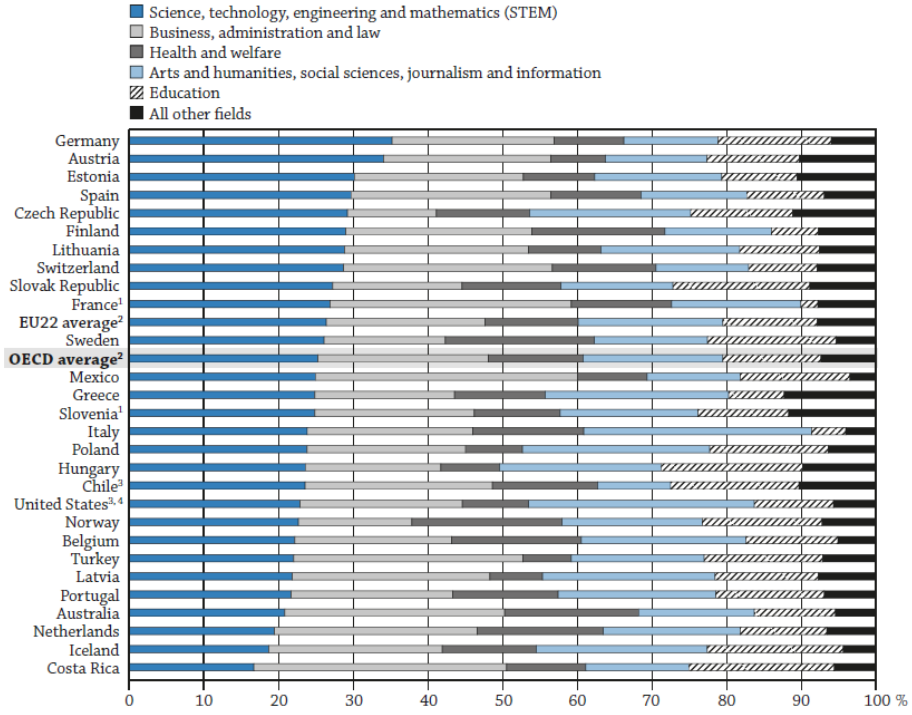
EDUCATION AT A GLANCE 2017

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 35 OECD countries and a number of partner countries.

Austria

- **Some 28% of tertiary-educated 25-64 year-olds have studied engineering, manufacturing and construction** which is the highest share of all OECD and partner countries with available data. Apart from in natural sciences, mathematics and statistics, women are still under-represented in most of the science, technology, engineering and mathematics (STEM) fields, where they represent only 28% of new entrants.
- **Austria attracts more tertiary students from abroad than it sends**: 16% of all students in tertiary education are international in Austria whereas only 4.6% of Austrian students are enrolled abroad**.**
- **Upper secondary vocational qualifications play a key role in Austria's economy.** About 40% of 25-34 year-olds have an upper secondary or post-secondary non-tertiary vocational qualification as their highest degree. Their employment rates (86%) are almost as high as for individuals with tertiary education (88%).
- **Some 13% of students who entered upper secondary education have not graduated and are no longer in education two years after the expected length of the programme**. This is a critical loss, since the unemployment rate for young adults (25-34 year-olds) who didn't complete upper secondary education is 18.3%.
- **Annual spending on education per student is higher than the OECD average across educational levels,** but Austria spends a smaller share of its wealth on educational institutions than the average of OECD countries for all educational levels except tertiary.

Figure 1. Fields of study among tertiary-educated 25-64 year-olds (2016)



Note: Science, technology, engineering and mathematics (STEM) comprise the ISCED-F 2013 fields of natural sciences, mathematics and statistics, information and communication technologies, and engineering, manufacturing and construction.
1. The age group refers to 25-34 year-olds.
2. The OECD and EU22 averages exclude France and Slovenia.
3. Year of reference differs from 2016. Refer to the source table for more details.
4. Data refer to bachelor's degree fields, even for those with additional tertiary degrees.

Countries are ranked in descending order of the field of STEM.

Source: OECD (2017), Table A1.3. See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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Austria's tertiary-educated labour force has a strong technical component

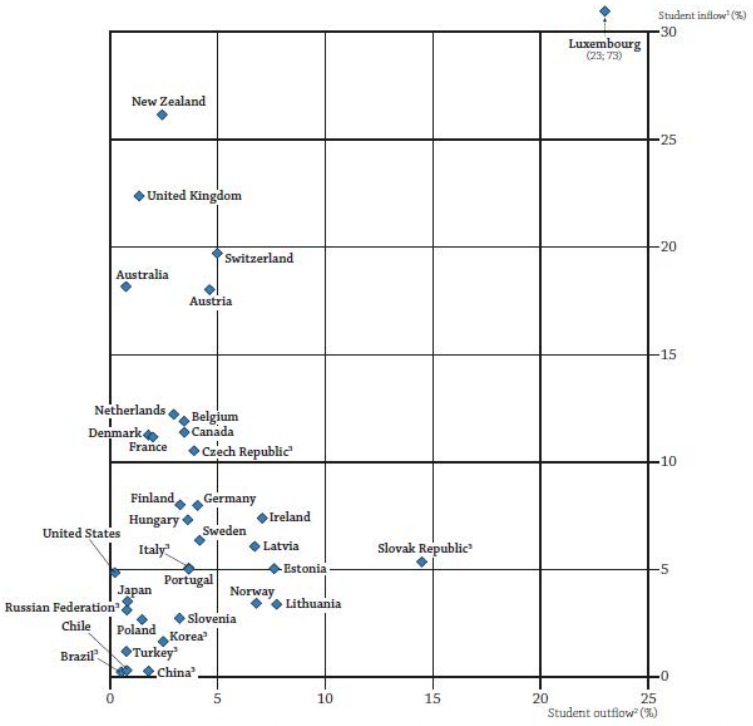
- In Austria, 28% of 25-64 year-olds with a tertiary degree studied engineering, manufacturing and construction which is the highest share of all OECD and partner countries with available data. The combined STEM fields – which also encompass natural sciences, mathematics and statistics; and information and communication technologies (ICT) – account for 34% of all tertiary-educated adults (Figure 1). Austria has one of the highest shares of recent tertiary graduates in STEM fields (29%) of all OECD and partner countries with available data.
- In most OECD countries, the most popular field of study among recent tertiary graduates is business, administration and law. In Austria, 22% of recent graduates studied this field, around the average for OECD countries (24%).
- The choice of field of study is strongly gender biased in Austria, as it is in most OECD countries. On the one hand, women are over-represented in fields such as education, where 78% of new entrants at tertiary level are women, the same as the OECD average. On the other hand, women are under-represented in most of the STEM fields, where they make up only 28% of new entrants. However the fields of natural sciences, mathematics and statistics have gender parity, with 49% female new entrants.
- Tertiary-educated adults enjoy solid labour market outcomes, regardless of their field of study: the employment rate for tertiary-educated 25-64 year-olds is 86% in Austria, slightly above the OECD average of 84%. However, there are variations depending on the fields studied, with 91% of ICT graduates in employment compared to 83% of graduates in arts and humanities, social sciences, journalism and information. The employment rate for the STEM fields overall is just above the OECD average of 86%.
- In Austria, upward educational mobility is low. About 10% of 30-44 year-olds whose parents did not attain tertiary education have attained a tertiary qualification themselves (tertiary-type A or an advanced research programme degree). In contrast, across OECD countries and economies, upward mobility is much higher: on average 20% of 30-44 year-olds whose parents did not attain tertiary education completed this level.

Austria attracts more students from abroad than it sends

- In 2015, Austria attracted about 68 000 international tertiary students, representing 16% of all students in tertiary education in Austria. This is more than twice the 6% share observed across OECD countries on average. In comparison, only 4.6% of Austrian tertiary students were enrolled abroad, similar to the OECD average of 5.9% (Figure 2).

Figure 2. International student circulation in total tertiary education (2015)

International or foreign students studying in the country and national students studying abroad as a percentage of total national students studying home and abroad



1. Student inflow represents the number of international students on a country's soil for every 100 national students studying home or abroad in the OECD area (y-axis).
2. Student outflow represents the percentage of national students studying abroad (x-axis).
3. Data refer to foreign students instead of international students.

Source: OECD (2017), Table C4.3. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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- In Austria, international students make up about one-fifth of students at bachelor's and master's level (18% and 19% respectively) and 27% at doctoral level. They make up a negligible share of students enrolled in short-cycle tertiary programmes (1%).
- The fields of study that attracted the largest shares of international students in Austria were social sciences, journalism and information (21% of all international students), followed by arts and humanities (16%), business administration and law (16%), and engineering, manufacturing and construction (16%). In common with the pattern across OECD countries, national students were more likely than international ones to choose education as their field of study: 15% compared with 6% of international students.

Austria's vocational education and training system ensures high employability for those not continuing to tertiary education

- Upper secondary vocational qualifications play a key role in Austria's educational system. About 40% of young adults (25-34 year-olds) have a vocational upper secondary or post-secondary non-tertiary qualification as their highest attainment, one of largest proportions among OECD countries (25% on average). In contrast, only 7% of young adults have a general upper secondary or post-secondary non-tertiary qualification as their highest attainment, one of the smallest shares among OECD countries (OECD average, 18%). Most young adults with a general qualification at the upper secondary level (mostly individuals with a *Matura*) pursue further education and do not enter directly into the labour market.
- In Austria, about three-quarters of 25-34 year-olds with an upper secondary or post-secondary non-tertiary vocational qualification have passed through the "dual-system" or work-study programmes combining inter-related study and periods of paid work as apprentices. This is also due to the fact that graduates of Colleges for higher vocational education (BHS) are counted at tertiary level.
- Most students who graduated from an upper secondary vocational programme in 2015 had studied the fields of engineering, manufacturing and construction (35% of all graduates), followed by business, administration and law (29%).
- The Austrian vocational education and training system ensures high employability. Employment rates for 25-34 year-olds with an upper secondary or post-secondary non-tertiary vocational qualification are as high as for individuals with a tertiary one (86% and 88% respectively). This holds true for both work-study programmes and school-based programmes.
- In contrast, individuals with a general qualification at the upper secondary or post-secondary non-tertiary level have difficulties finding employment. Among this small group of 25-34 year-olds, 72% are employed.

Upper secondary school dropouts face a high unemployment rate

- Although Austria provides broad access to upper secondary education, with nearly all young people entering this level, a considerable share of students do not graduate, at least without excessive delays. In 2015, only 60% of upper secondary students completed this level within the theoretical duration of the programme they began; the OECD average is 68% (for countries which submitted true cohort data). After an additional two years, average completion increases to 81%, meaning that some students need more time to complete this educational level. However, 13% have not graduated and are no longer enrolled at that stage, a smaller share than the average of OECD countries with equivalent data (21%). This is still a critical loss, since the unemployment rate for young adults who didn't complete upper secondary education is 18.3%, compared to 6.3% for those who did, a rate close to that of tertiary degree holders (4.2%).
- In many OECD countries (with available data) students may transfer from general to vocational upper secondary programmes from where they graduate successfully. In Austria, 9% of all students who originally entered a general upper secondary programme have instead graduated from a vocational programme within the theoretical duration plus two years.
- As in every country with available data, girls in Austria are more likely than boys to complete upper secondary education within the theoretical duration. In Austria, this gap is 10 percentage points, similar to the 8 percentage point difference on average across OECD countries with available data. After an additional two years, Austria's gender gap decreases to 5 percentage points.

High levels of funding are maintained at all educational levels

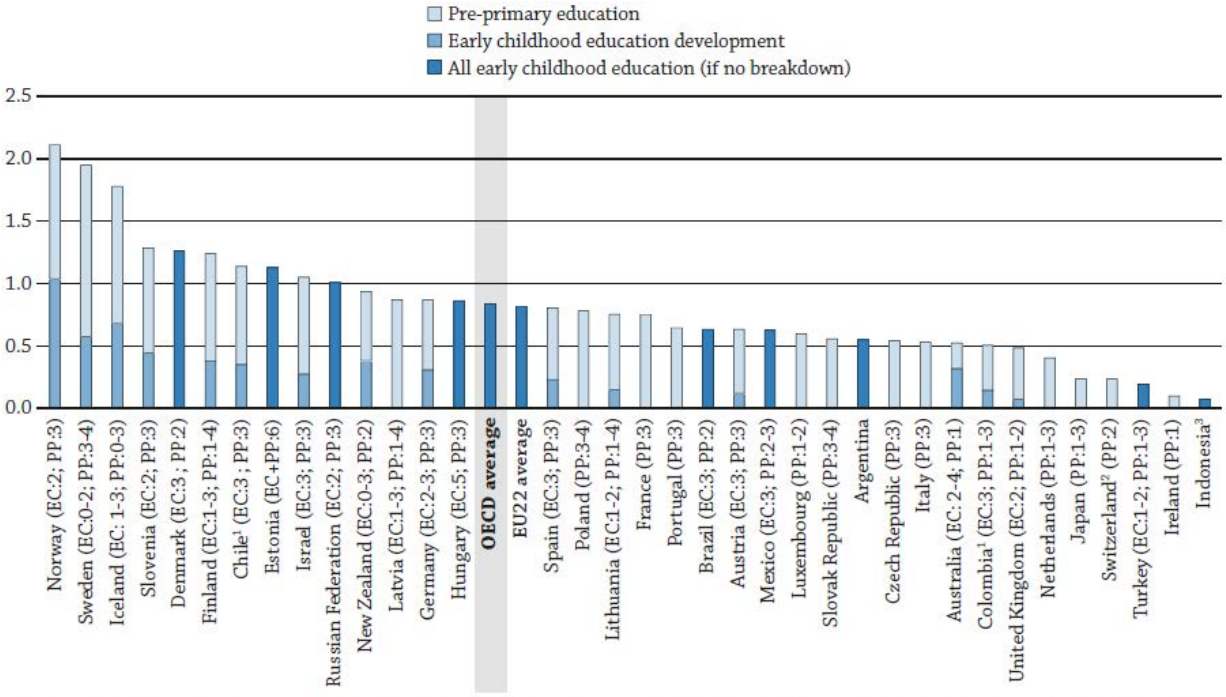
- Austria spends slightly more per student on early childhood education and care than the average for OECD countries: USD 9 525[1] per year compared to USD 8 858. However, spending as a share of gross domestic product

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

(GDP) is 0.6% in Austria, below the OECD average of 0.8% (Figure 3). Investing at an early stage in children's development and education can produce high returns since this constitutes a crucial foundation for future learning in life (OECD, 2017b).

Figure 3. Expenditure on early childhood education institutions (2014)

As a percentage of GDP, by category



Note: The number in parentheses corresponds to the theoretical duration of early childhood educational development (EC) and pre-primary (PP).
1. Year of reference 2015.
2. Public expenditure only.
3. Year of reference 2013.

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

Source: OECD (2017), Table C2.3. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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- Austria is above the OECD average in terms of expenditure in education, particularly for primary and secondary education. In 2014, annual expenditure per student for all services amounted to USD 11 154 for primary education (OECD average, USD 8 733), USD 15 106 for lower secondary education (OECD average, USD 10 235), and USD 15 079 for upper secondary education (OECD average, USD 10 182). This relatively higher funding is driven by actual teachers' salaries, which are above the OECD average in pre-primary, primary, lower secondary general and upper secondary general education, combined with lower student-teacher ratios than the OECD average. For instance, in Austria there are about 9 students per teacher at the secondary level which is the lowest student-teacher ratio across OECD countries and well below the OECD average of 13.
- Expenditure on primary, secondary and post-secondary non-tertiary education for core educational services, ancillary services, and research and development (R&D) amount to 3.1% of GDP in Austria, below the OECD average of 3.6%.
- Austria spends USD 16 933 (including R&D activities) on tertiary education, which is slightly above the OECD average (USD 16 143). Expenditure on tertiary education for core educational services, ancillary services and R&D account for 1.7% of GDP, slightly above the OECD average of 1.5%.

Note regarding data from Israel

The statistical data for Israel are supplied by and 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.

References

OECD (2017a), *Education at a Glance 2017: OECD Indicators*, OECD Publishing, Paris, http://dx.doi.org/10.1787/eag-2017-en.
OECD (2017b), *Starting Strong 2017: Key OECD Indicators on Early Childhood Education and Care*, OECD Publishing, Paris.

For more information on Education at a Glance 2017 and to access the full set of Indicators, visit www.oecd.org/education/education-at-a-glance-19991487.htm.

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

Explore, compare and visualise more data and analysis using: Education GPS
http://gpseducation.oecd.org/CountryProfile?primaryCountry=AUT&treshold=10&topic=EO.

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Key Facts for Austria in Education at a Glance 2017

Source	Main topics in *Education at a Glance*	Austria		OECD average		EU22 average	
	Fields of study						
	Graduates in upper secondary vocational programmes	2015					
		%	% Women	%	% Women	%	% Women
Table A2.1	Business, administration and law	29%	67%	20%	66%	19%	66%
	Engineering, manufacturing and construction	35%	12%	34%	12%	33%	11%
	Health and welfare	3%	79%	12%	82%	12%	82%
	Services	19%	73%	17%	60%	19%	59%
	New entrants to tertiary education	2015					
		%	% Women	%	% Women	%	% Women
Table C3.1	Education	**	**	**	**	**	**
	Business, administration and law	**	**	**	**	**	**
	Engineering, manufacturing and construction	**	**	**	**	**	**
	Tertiary students enrolled, by mobility status	2015					
		International students[1]	National students	International students[1]	National students	International students[1]	National students
Table C4.2.	Education	6%	15%	3%	8%	3%	8%
	Business, administration and law	16%	22%	27%	23%	26%	22%
	Engineering, manufacturing and construction	16%	17%	17%	12%	17%	15%
	Tertiary-educated 25-64 year-olds	2016					
Table A1.3	Education	**		**		**	
	Business, administration and law	**		**		**	
	Engineering, manufacturing and construction	**		**		**	
	Employment rate of tertiary-educated 25-64 year-olds	2016					
Table A5.3	Education	84%		83%		83%	
	Business, administration and law	87%		85%		85%	
	Engineering, manufacturing and construction	88%		87%		86%	
	Early childhood education						
	Enrolment rates in early childhood education at age 3	2015					
Table C2.1	ISCED 01 and 02	**		**		**	
	Expenditure on all early childhood educational institutions	2014					
Table C2.3	As a percentage of GDP	**		**		**	
	Proportions of total expenditure from public sources	**		**		**	
	Vocational education and training (VET)						
	Enrolment in upper secondary education, by programme orientation	2015					
		General	Vocational	General	Vocational	General	Vocational
Table C1.3	Enrolment rate among 15-19 year-olds	18%	43%	37%	25%	35%	29%
	Graduation rates, by programme orientation	2015					
		General	Vocational	General	Vocational	General	Vocational
Table A2.2	Upper secondary education - all ages	20%	80%	54%	44%	50%	49%
	Employment rate, by programme orientation	2016					
		General	Vocational	General	Vocational	General	Vocational
Figure A5.3.	25-34 year-olds with upper secondary or post-secondary non-tertiary education as their highest educational attainment level	72%	86%	70%	80%	69%	79%
	Tertiary education						
	Share of international or foreign students, by level of tertiary education	2015					
Table C4.1.	Bachelor's or equivalent	18%		4%		6%	
	Master's or equivalent	19%		12%		12%	
	Doctoral or equivalent	27%		26%		22%	
	All tertiary levels of education	16%		6%		8%	
	Educational attainment of 25-64 year-olds	2016					
Table A1.1	Short-cycle tertiary	**		**		**	
	Bachelor's or equivalent	**		**		**	
	Master's or equivalent	**		**		**	
	Doctoral or equivalent	**		**		**	
	Employment rate of 25-64 year-olds, by educational attainment	2016					
Table A5.1	Short-cycle tertiary	86%		81%		81%	
	Bachelor's or equivalent	77%		83%		82%	
	Master's or equivalent	89%		87%		87%	
	Doctoral or equivalent	92%		91%		91%	
	All tertiary levels of education	86%		84%		84%	
	Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)	2015					
Table A6.1	Short-cycle tertiary	138		122		124	
	Bachelor's or equivalent	91		146		138	
	Master's, doctoral or equivalent	184		198		177	
	All tertiary levels of education	153		156		153	

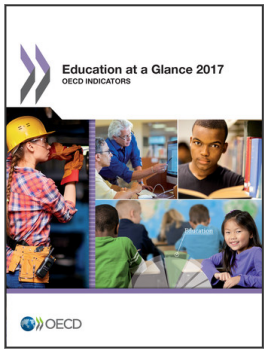
Source	Main topics in *Education at a Glance*	Austria		OECD average		EU22 average	
	Adult education and learning						
	Participation of 25-64 year-olds in adult education[2]	**2012**		2012[3]		2012	
Table C6.1a	Participation in formal education only	2%		4%		n.a.	
	Participation in non-formal education only	42%		39%		n.a.	
	Participation in both formal and non-formal education	4%		7%		n.a.	
	No participation in adult education	52%		50%		n.a.	
	Financial investment in education						
	Annual expenditure per student, by level of education (in equivalent USD, using PPPs)	**2014**					
Table B1.1	Primary education	**		**		**	
	Secondary education	**		**		**	
	Tertiary (including R&D activities)	**		**		**	
	Total expenditure on primary to tertiary educational institutions	**2014**					
Table B2.1	As a percentage of GDP	**		**		**	
	Total public expenditure on primary to tertiary education	**2014**					
Table B4.1	As a percentage of total public expenditure	9.3%		11.3%		9.9%	
	Teachers						
	Actual salaries of teachers in public institutions relative to wages of full-time, full-year workers with tertiary education	**2015**					
Table D3.2a	Pre-primary school teachers	**		**		**	
	Primary school teachers	**		**		**	
	Lower secondary school teachers (general programmes)	**		**		**	
	Upper secondary school teachers (general programmes)	**		**		**	
	Annual statutory salaries of teachers in public institutions, based on typical qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)	**2015**					
		Starting salary	**Salary after 15 years of experience**	Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience
Table D3.1a	Pre-primary school teachers	**	**	**	**	**	**
	Primary school teachers	**	**	**	**	**	**
	Lower secondary school teachers (general programmes)	**	**	**	**	**	**
	Upper secondary school teachers (general programmes)	**	**	**	**	**	**
	Organisation of teachers' working time in public institutions over the school year	**2015**					
		Net teaching time	**Total statutory working time**	Net teaching time	Total statutory working time	Net teaching time	Total statutory working
Table D4.1	Pre-primary school teachers	**	**	1001 hours	1608 hours	1034 hours	1564 hours
	Primary school teachers	779 hours	1776 hours	794 hours	1611 hours	767 hours	1557 hours
	Lower secondary school teachers (general programmes)	607 hours	1776 hours	712 hours	1634 hours	663 hours	1593 hours
	Upper secondary school teachers (general programmes)	589 hours	**	662 hours	1620 hours	629 hours	1580 hours
	Percentage of teachers who are 50 years old or over	**2015**					
Table D5.1	Primary education	37%		32%		33%	
	Upper secondary education	43%		40%		42%	
	Share of female teachers in public and private institutions	**2015**					
Table D5.2	Primary education	92%		83%		86%	
	Upper secondary education	55%		59%		61%	
	Tertiary education	43%		43%		44%	
	Ratio of students to teaching staff	**2015**					
Table D2.2	Primary education	**		**		**	
	Secondary education	**		**		**	
	Tertiary education	**		**		**	
	Equity						
	Intergenerational mobility in education[2]	**2012**		2012[3]		2012	
		Both parents have less than tertiary	**At least one parent attained tertiary**	Both parents have less than tertiary	At least one parent attained tertiary	Both parents have less than tertiary	At least one parent attained tertiary
Tables A4.1 and A4.2	Less than tertiary education (30-44 year-olds' own educational attainment)	84%	57%	69%	31%	n.a.	
	Tertiary-type B (30-44 year-olds' own educational attainment)	6%	11%	12%	16%	n.a.	
	Tertiary-type A and advanced research programmes (30-44 year-olds' own educational attainment)	10%	32%	20%	55%	n.a.	
	Transition from school to work						
	Percentage of people not in employment, nor in education or training (NEET)	**2016**					
Table C5.1	18-24 year-olds	12%		15%		15%	
	Education and social outcomes						
	Percentage of adults who report having depression	**2014**					
		Men	**Women**	Men	Women	Men	Women
Table A8.1	Below upper secondary	15%	16%	10%	15%	10%	14%
	Upper secondary or post-secondary non-tertiary	5%	8%	6%	10%	6%	10%
	Tertiary	4%	7%	5%	6%	4%	6%

The reference year is the year cited or the latest year for which data are available.
Refer to Annex 3 for country-specific notes and for more information on data presented in this key facts table (www.oecd.org/education/education-at-a-glance-19991487.htm).

1. For some countries foreign students are provided instead of international students.
2. Data refer to ISCED-97 instead of ISCED-A 2011.
3. OECD average includes some countries with 2015 data.

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

Cut-off date for the data: 19 July 2017. Any updates on data can be found on line at http://dx.doi.org/10.1787/eag-data-en



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