

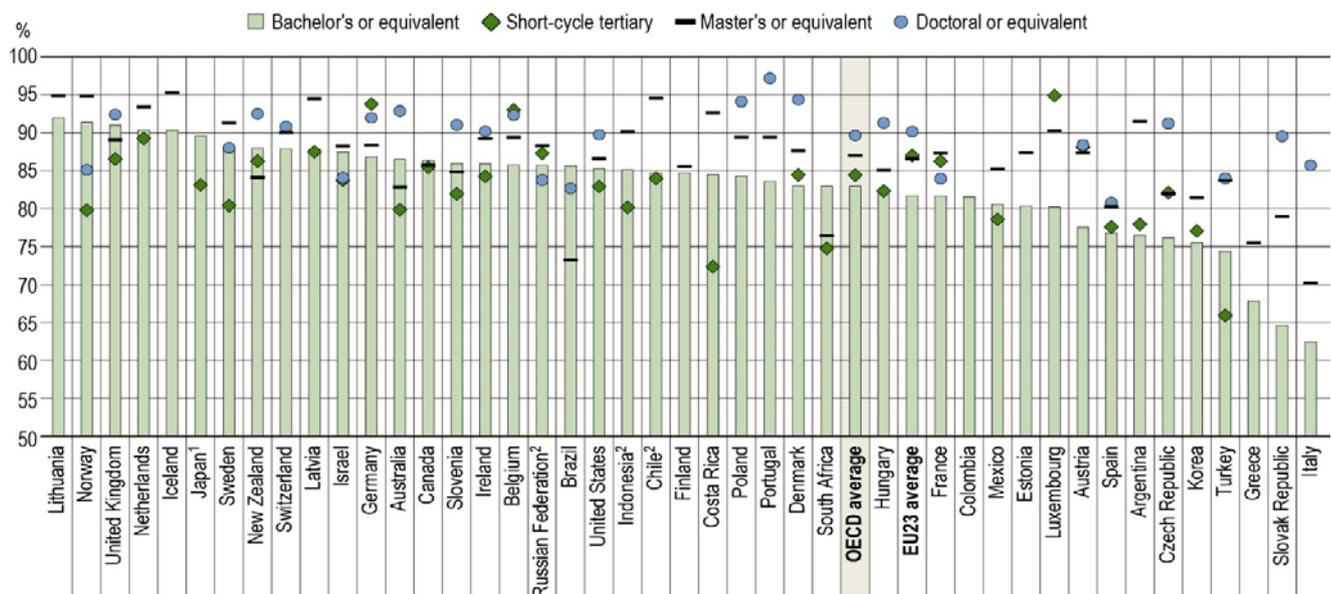
Education at a Glance: OECD Indicators (OECD, 2019^[1]) is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in OECD and partner countries.

Austria

- **Most young tertiary-educated adults in Austria hold either a short-cycle tertiary qualification (after a 5-year VET college programme) or a master's degree.** Introduced following the Bologna process, bachelor's programmes are gaining attractiveness, although **their learning and employment outcomes still lag** behind those of other OECD countries.
- **Students in upper secondary vocational programmes have good opportunities to pursue tertiary education** and are more likely to complete a tertiary degree than in other countries.
- **Children aged 3-5 are as likely to be enrolled in early childhood education and care as on average across OECD countries but the system relies more on teachers' aides than other countries:** 34% of contact staff at pre-primary level are teachers' aides, compared to 27% on average across the OECD.
- Austria's higher salary cost of teachers per student is driven **by below-average class sizes and above-average statutory salaries** at all levels of education.

Figure 1. Employment rates of tertiary-educated younger adults, by levels of tertiary education (2018)

25-34 year-olds



1. Data for tertiary education include upper secondary or post-secondary non-tertiary programmes (less than 5% of adults are in this group).

2. Year of reference differs from 2018. Refer to Table A3.1 for details.

Countries are ranked in descending order of the employment rate of tertiary-educated younger adults with a bachelor's or equivalent qualification.

Source: OECD (2019), *Education at a Glance Database*, <http://stats.oecd.org>. See Source section for more information and Annex 3 for notes (<https://doi.org/10.1787/f8d7880d-en>).

Bachelor's programmes are gaining popularity, but most students will go on to master's level where labour-market outcomes are better

- Tertiary education has progressed in Austria in the past decade. In 2018, 40% of younger adults (25-34 year-olds) in Austria held a tertiary qualification compared to 33% in 2008. Despite this progress, tertiary attainment in Austria remains below the OECD average of 44%, mostly as a result of its strong upper secondary vocational education system. In contrast to most OECD countries where a bachelor's degree is the most common, most tertiary-educated young adults in Austria attain either a short-cycle tertiary degree (39%) or a master's degree (36%).
- Introduced following the Bologna process, bachelor's programmes are relatively new in Austria. Still, by 2017, 40% of first-time entrants to tertiary education were enrolled in a bachelor's programme, almost the same as the share enrolled in short-cycle tertiary programmes (47%). In comparison, on average across OECD countries, 76% of first-time entrants enter a bachelor's programme while 17% enter a short-cycle tertiary programme (which are part of 5-year VET college programmes straddling across upper secondary and short-cycle tertiary level). However, bachelor's students in Austria are less likely to complete their degree than those entering any other programme: only 26% graduated within the theoretical duration of their programme, one of the lowest rates across OECD countries with available data, compared to 69% for short-cycle tertiary programmes and 40% for master's long first degrees.
- Most bachelor's students will go on to take a master's degree: among Austria's master's and bachelor's students in 2017, 25% were enrolled in a master's programme directly following their bachelor's degree in 2017, almost double the OECD average. Although doctorate holders currently represent 1% of the adult population, their share is set to increase. About 3.1% of adults are expected to enter a doctoral degree for the first time if current enrolment patterns continue, compared to 2.3% on average across OECD countries.
- The commonest broad field of study at tertiary level in Austria is engineering, manufacturing and construction, studied by 27% of tertiary-educated adults, the highest share across OECD countries. However, the attractiveness of the field may be declining: only 20% of tertiary graduates earned a degree in this field in 2017. Whereas the share of graduates earning a degree in engineering, manufacturing and construction tends to be higher at doctoral level than on average across all tertiary levels in two-thirds of OECD countries, the share is almost the same in Austria (21%). In contrast, the share of graduates in Austria who studied natural sciences, mathematics and statistics is much higher at doctoral level (18%) than on average across all tertiary levels (5%).
- The labour market is still adjusting to the recent introduction of bachelor's programmes in Austria. Only 78% of adults with a bachelor's degree are employed, one of the lowest rates across OECD countries, compared to 87% of young adults with a master's or doctoral degree and 88% with a short-cycle tertiary degree (Figure 1). Tertiary-educated adults who studied engineering, construction and manufacturing have among the best labour-market outcomes in Austria: 88% of them are employed compared to 86% of tertiary-educated adults. They also earn 67% more than an adult with upper secondary education, compared to 47% more for the average tertiary-educated worker. In contrast, tertiary-educated workers earn 57% more than their peers with upper secondary education on average across OECD countries.
- In 2016, Austria spent USD 18 332¹ on tertiary institutions compared to USD 15 556 on average across OECD countries. The government funds the largest share: 94% in Austria, compared to 66% on average across OECD countries. Public provision of tertiary education is strong: 82% of bachelor's, master's and doctoral students attend public tertiary institutions, and tuition fees for national students are less than USD 1 000 at all levels of education.

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

Adults with upper secondary vocational education have good prospects of continuing into higher education

- A larger share of the population have upper secondary or post-secondary non-tertiary education as their highest level of attainment in Austria than in other OECD countries: 53% of adults in Austria, compared to 44% on average across OECD countries. However this share has been falling among young adults in the past decade: 48% of 25-34 year-olds had attained upper secondary or post-secondary non-tertiary education as their highest level in 2018 compared to 55% in 2008.
- One of the reasons for the higher share of adults at this level can be explained by Austria's well established vocational education and training (VET) system and its prospects for further education. VET begins at upper secondary level in Austria, where 77% of upper secondary graduates have a vocational qualification, the highest share across OECD countries. At post-secondary non-tertiary level, all graduates hold a vocational qualification.
- Vocational upper secondary graduates in Austria have better prospects of continuing on to tertiary education than in other countries. This is also the result of the 5-year VET college programme which straddles upper secondary and short-cycle tertiary education and provides graduates with access to higher levels of tertiary education (Musset et al., 2013^[2]). Vocational upper secondary graduates represented about 51% of students entering bachelor's programmes in 2017 compared to 28% on average across countries with available data. However, their share among tertiary entrants is still 26 percentage points smaller than their share among upper secondary graduates. Students from upper secondary vocational tracks are also more likely to complete their degrees: 62% of entrants to bachelor's programmes from vocational upper secondary education had graduated three additional years after the theoretical duration of their programme, compared to 55% of students from general tracks.
- Employment prospects for young adults with upper secondary education have remained generally stable in Austria in the past decade, while those for tertiary-educated young adults have declined. As a result, Austria was the only OECD country in 2018 where young adults had the same employment prospects whether they had attained upper secondary or tertiary education: both groups had an employment rate of 85% – one of the highest rates for adults with an upper secondary education across OECD countries.

Participation of 3-5 year-olds in early childhood education and care is around average but the system relies more on teachers' aides than other countries

- Although compulsory education starts at the age of 6 in Austria, there is near universal enrolment of children by the age of 5 in early childhood education and care (ECEC). Participation decreases for younger age groups in Austria: in 2017, 89% of 3-5 year-olds were enrolled in ECEC, just slightly above the OECD average of 87% and up from 76% in 2005. Participation among children under 3 was 21% in 2017, below the OECD average of 36%.
- Most early childhood development institutions (ISCED 01) are privately owned whereas pre-primary institutions (ISCED 02) are mostly public in Austria: 67% of children at ISCED level 01 and 29% of children at ISCED level 02 attend a private institution, compared to 44% at ISCED 01 and 34% at ISCED 02 on average across OECD countries. As a consequence, 85% of expenditure at these levels is borne by the public sector in Austria compared to 82% on average across OECD countries.
- Austria invests USD 10 112 per child aged 3-5 enrolled in education, almost USD 2 000 more than the OECD average of USD 8 141. However spending per child on early childhood development programmes is similar to the OECD average. In 2016, Austria spent USD 11 995 per child at ISCED 01 compared to USD 12 080 on average across OECD countries.
- Children in Austria attending pre-primary benefit from a small ratio of children to contact staff, at 9 children for every contact staff member compared to 12 on average across OECD countries. However, 34% of

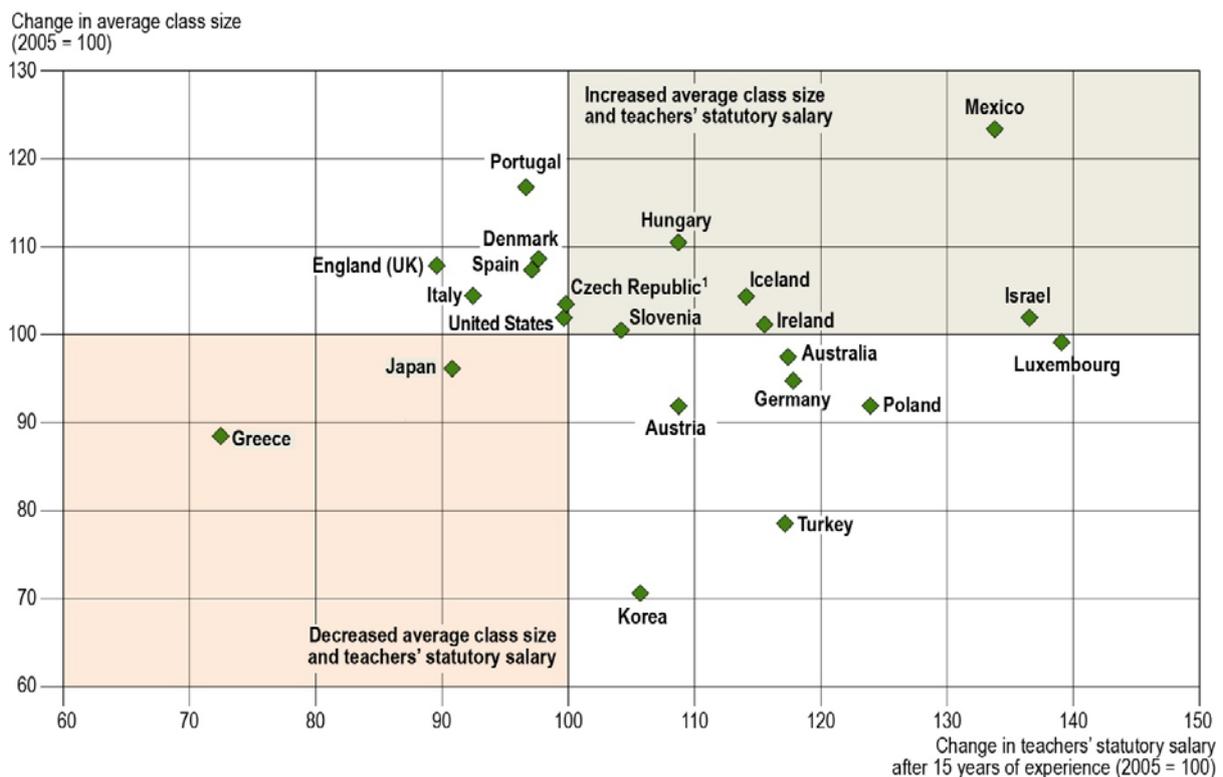
contact staff at this level are teachers' aides, compared to 27% on average across the OECD. As a result, the ratio of children to teachers at pre-primary level is much closer to the OECD average: 14 in Austria, just slightly below the OECD average of 16. In addition, ECEC teachers in Austria are less well qualified than in other countries: their most prevalent qualification is a short-cycle tertiary degree, compared to a bachelor's degree in the majority of OECD countries.

The salary cost of teachers per student is driven by below-average class sizes and above-average salaries

- The salary cost of teachers per student, is a function of students' instruction time, teachers' teaching time, teachers' salaries and theoretical class size. The salary cost of teachers per student in Austria is higher than the OECD average across primary and secondary education: USD 4 525 at primary level (OECD average: USD 2 784), USD 6 299 at lower secondary level (OECD average: USD 3 380) and USD 5 635 at upper secondary level (OECD average: USD 3 274). The two main factors influencing these higher costs are Austria's higher teachers' salaries and smaller class sizes.

Figure 2. Index of change in teachers' salaries and in average class size in primary education between 2005 and 2017

Public institutions only



Note: The source for the average class size is the UOE CLASS questionnaire. The average class size does not correspond to the theoretical class size (please see Definitions section).

1. Teachers' statutory salaries based on minimum qualifications instead of typical qualifications.

Source: OECD (2019), Education at a Glance database, <http://stats.oecd.org>. See Source section for more information and Annex 3 for notes (<https://doi.org/10.1787/f8d7880d-en>).

- Classes are smaller in Austria than on average across OECD countries, at all levels from primary to secondary. The average class size in Austria was 18 students at primary level and 21 at lower secondary, compared to 21 students at primary and 23 at lower secondary on average across OECD countries.
- Teachers' statutory salaries are higher in Austria than on average across other OECD countries at each level of education and at each point in their career. A primary teacher with the most prevalent qualifications is expected to earn a statutory salary of USD 42 702 at the start of their career, 29% more than the average across OECD countries. At the top of the scale, they would earn USD 76 160, 38% more than the OECD average.
- Between 2005 and 2017, teachers' salaries increased in most OECD countries, and this additional cost was often offset by similar increases in the average class size. In Austria however, the statutory salaries for teachers with 15 years of experience increased by 9% while class sizes fell by 8%. As a result, the salary cost of teachers per student increased over the same period (Figure 2).

References

- Musset, P. et al. (2013), *A Skills beyond School Review of Austria*, OECD Reviews of Vocational Education and Training, OECD Publishing, Paris, <https://dx.doi.org/10.1787/9789264200418-en>. [2]
- OECD (2019), *Education at a Glance 2019: OECD indicators*, OECD Publishing, Paris, <https://doi.org/10.1787/f8d7880d-en>. [1]

For more information on **Education at a Glance 2019** 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 <http://dx.doi.org/10.1787/eag-data-en> and by following the **StatLinks**  under the tables and charts in the publication.

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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On 25 May 2018, the OECD Council invited Colombia to become a Member. While Colombia is included in the OECD averages reported in this note, at the time of its preparation, Colombia was in the process of completing its domestic procedures for ratification and the deposit of Colombia's instrument of accession to the OECD Convention was pending.

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.

Key Facts for Austria in Education at a Glance 2019

Source	Main topics in <i>Education at a Glance</i>	Austria		OECD average		EU23 average	
Tertiary education							
Educational attainment of 25-64 year-olds							
2018							
Table A1.1	Short-cycle tertiary	15%		7%		5%	
	Bachelor's or equivalent	4%		17%		14%	
	Master's or equivalent	13%		13%		15%	
	Doctoral or equivalent	1%		1%		1%	
Tertiary attainment of 25-34 year-olds, by gender							
2008							
Table A1.2	Men	31%	36%	31%	38%	28%	36%
	Women	34%	45%	40%	51%	38%	50%
	Total	33%	40%	35%	44%	33%	43%
Distribution of first-time tertiary entrants by education level							
2017							
Table B4.1	Short-cycle tertiary	45%		17%		12%	
	Bachelor's or equivalent	40%		76%		80%	
	Master's or equivalent	15%		7%		8%	
Share of international or foreign students, by education level¹							
2017							
Table B6.1	Bachelor's or equivalent	19%		4%		7%	
	Master's or equivalent	21%		13%		13%	
	Doctoral or equivalent	30%		22%		22%	
	All tertiary levels of education	17%		6%		9%	
Employment rate of 25-64 year-olds, by educational attainment							
2018							
Table A3.1	Short-cycle tertiary	87%		82%		82%	
	Bachelor's or equivalent	79%		84%		84%	
	Master's or equivalent	89%		89%		89%	
	Doctoral or equivalent	90%		92%		93%	
	All tertiary levels of education	86%		85%		86%	
Employment rate of tertiary-educated 25-64 year-olds, by field of study							
2018							
Table A3.4	Education	86%		84%		85%	
	Business and administration and law	86%		86%		87%	
	Engineering, manufacturing and construction	88%		89%		89%	
	Health and welfare	86%		87%		88%	
Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)							
2017							
Table A4.1	Short-cycle tertiary	131		120		121	
	Bachelor's or equivalent	93		144		138	
	Master's, doctoral or equivalent	181		191		174	
	All tertiary levels of education	147		157		152	
Upper secondary and vocational education and training (VET)							
Upper secondary or post-secondary non-tertiary attainment rate							
2018							
Table A1.2	Share of 25-34 year-olds with upper secondary or post-secondary non-tertiary as their highest attainment	48%		41%		44%	
Percentage of first-time upper secondary graduates with a vocational qualification							
2017							
Table B3.1	Vocational programmes	77%		40%		46%	
Age at graduation from upper secondary education, by programme orientation							
2017							
Figure B3.1	General programmes	18		18		19	
	Vocational programmes	20		21		21	
Share of women among upper secondary graduates, by programme orientation							
2017							
Figure B3.2	General programmes	59%		55%		56%	
	Vocational programmes	46%		46%		46%	
Employment, unemployment and inactivity rates of 25-34 year-olds, with upper secondary or post-secondary non-tertiary education							
2018							
Table A3.3	Employment rate	85%		78%		79%	
	Unemployment rate	5%		7%		8%	
	Inactivity rate	11%		16%		14%	
Total expenditure on upper secondary educational institutions, in USD² per full-time equivalent student, by programme orientation							
2016							
Table C1.1	General programmes	USD 14 190		USD 9 397		USD 9 671	
	Vocational programmes	USD 17 827		USD 10 922		USD 11 320	
Early childhood education and care (ECEC)							
Enrolment rate of 3-5 year-olds in education							
2017							
Table B2.2	ECEC and primary education	89%		87%		90%	
Share of children enrolled in private institutions							
2017							
Table B2.3	Pre-primary level (ISCED 02)	29%		34%		27%	
Ratio of children to teaching staff							
2017							
Table B2.3	Pre-primary level (ISCED 02)	14		16		15	
Expenditure on children aged 3-5 enrolled in education							
2016							
Table B2.4	Annual expenditure per child, in USD ² per child	USD 10 112		USD 8 141		USD 8 926	

Source	Main topics in <i>Education at a Glance</i>	Austria		OECD average		EU23 average	
Social outcomes and adult learning							
Participation in formal and/or non-formal education, by educational attainment³		2016					
Table A7.1	Below upper secondary	31%		n.a.		26%	
	Upper secondary or post-secondary non-tertiary	57%		n.a.		44%	
	Tertiary	78%		n.a.		66%	
Participation in cultural or sporting activities in the last 12 months, by educational attainment⁴		2015					
Table A6.1	Below upper secondary	50%		n.a.		56%	
	Upper secondary or post-secondary non-tertiary	82%		n.a.		77%	
	Tertiary	92%		n.a.		92%	
Financial resources invested in education							
Total expenditure on educational institutions, by level of education²		2016					
Table C1.1 and C2.1		USD/student	% GDP	USD/student	% GDP	USD/student	% GDP
	Primary	USD 12 299	0.9%	USD 8 470	1.5%	USD 8 548	1.3%
	Lower secondary	USD 16 282	1.2%	USD 9 884	0.9%	USD 10 302	0.9%
	Upper secondary	USD 16 351	1%	USD 10 368	1.1%	USD 10 308	1.0%
	Tertiary (including R&D)	USD 18 332	1.8%	USD 15 556	1.5%	USD 15 863	1.2%
Share of expenditure on educational institutions, by final source of funds		2016					
Table C3.1		Public	Private	Public	Private	Public	Private
	Primary, secondary and post-secondary non-tertiary	95%	5%	90%	10%	92%	8%
	Tertiary (including R&D)	94%	6%	66%	32%	73%	24%
Total public expenditure on primary to tertiary education		2016					
Table C4.1	As a percentage of total government expenditure	9.7%		10.8%		9.6%	
Teachers, the learning environment and the organisation of schools							
Actual salaries of teachers and school heads in public institutions relative to earnings of full-time, full-year workers with tertiary education		2017					
Table D3.2a		Teachers	School heads	Teachers	School heads	Teachers	School heads
	Pre-primary	**	**	0.78	**	0.78	1.16
	Primary	0.74	1.04	0.84	1.25	0.85	1.24
	Lower secondary (general programmes)	0.87	1.15	0.88	1.34	0.89	1.34
	Upper secondary (general programmes)	0.96	1.4	0.93	1.43	0.95	1.43
Annual statutory salaries of teachers in public institutions, based on most prevalent qualifications, at different points in teachers' careers²		2018					
Table D3.1a		Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience
	Pre-primary	**	**	USD 31 276	USD 42 078	USD 30 615	USD 41 354
	Primary	USD 42 702	USD 51 788	USD 33 058	USD 45 947	USD 32 987	USD 45 748
	Lower secondary (general programmes)	USD 42 277	USD 54 406	USD 34 230	USD 47 675	USD 34 261	USD 47 772
	Upper secondary (general programmes)	USD 41 918	USD 59 626	USD 35 859	USD 49 804	USD 35 104	USD 49 875
Organisation of teachers' working time in public institutions over the school year		2018					
Tables D4.1a and D4.1b		Net teaching time	Total statutory working time	Net teaching time	Total statutory working time	Net teaching time	Total statutory working time
	Pre-primary	**	**	1 024 hours	1 613 hours	1 062 hours	1 550 hours
	Primary	779 hours	1 776 hours	783 hours	1 612 hours	754 hours	1 539 hours
	Lower secondary (general programmes)	607 hours	1 776 hours	709 hours	1 634 hours	673 hours	1 572 hours
	Upper secondary (general programmes)	589 hours	**	667 hours	1 629 hours	643 hours	1 558 hours
Percentage of teachers who are 50 years old or over		2017					
Table D5.1	Primary to upper secondary	45%		36%		39%	
Share of female teachers, in public and private institutions		2017					
Table D5.2	Primary	92%		83%		87%	
	Lower secondary	72%		69%		72%	
Total number of compulsory instruction time, by level of education		2019					
Table D1.1	Primary	2 820 hours		4 568 hours		4 258 hours	
	Lower secondary	3 600 hours		3 022 hours		3 002 hours	
	Upper secondary	**		**		**	
Average class size by level of education		2017					
Table D2.1	Primary	18		21		20	
	Lower secondary	21		23		21	

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

1. For some countries, data on foreign students are provided instead of international students.

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

3. EU23 average refers to the average of OECD countries that participated in the Adult Education Survey (AES).

4. EU23 average refers to the average of OECD countries that participated in the European Union Statistics on Income and Living Conditions 2015.

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

Cut-off date for the data: 19 July 2019. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>.