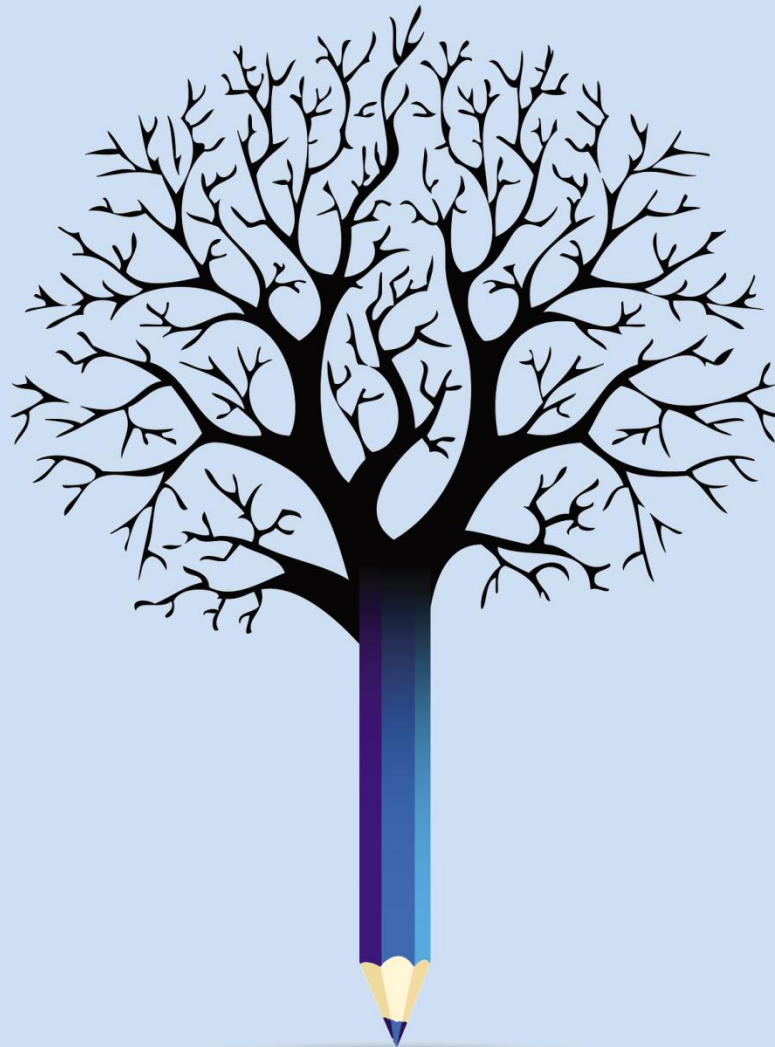




# EDUCATION POLICY OUTLOOK **AUSTRIA**



## EDUCATION POLICY OUTLOOK

This **policy profile on education** in Austria is part of the *Education Policy Outlook* series, which presents comparative analysis of education policies and reforms across OECD countries. Building on the OECD's substantial comparative and sectoral knowledge base, the series offers a comparative outlook on education policy by providing analysis of individual countries' educational context, challenges and policies (education policy profiles), analysis of international trends, and insight into policies and reforms on selected topics. In addition to country-specific profiles, the series also includes a recurring publication. The first volume, *Education Policy Outlook 2015: Making Reforms Happen*, was released in January, 2015.

Designed **for policy makers, analysts and practitioners** who seek information and analysis of education policy that takes into account the importance of national context, the country policy profiles offer constructive analysis of education policy in a comparative format. Each profile reviews the current context and situation of a country's education system and examines its challenges and policy responses, according to six policy levers that support improvement:

- Students: How to raise outcomes for all in terms of 1) equity and quality and 2) preparing students for the future
- Institutions: How to raise quality through 3) school improvement and 4) evaluation and assessment
- System: How the system is organised to improve education policy in terms of 5) governance and 6) funding.

Some country policy profiles contain spotlight boxes on selected policy issues. They are meant to draw attention to specific policies that are promising or showing positive results and may be relevant for other countries. This country profile also includes a spotlight on the European Union perspective for Austria, based on challenges and recommendations identified by the Council of the European Union and the European Commission as part of their activities with EU member countries.

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**Authors:** This country policy profile was prepared by Diana Toledo Figueroa, Gillian Golden, Manon Giovinazzo, Judith Peterka and Marie Ullmann from the Education Policy Outlook team of the Policy Advice and Implementation Division, led by Paulo Santiago. Editorial support was provided by Sally Hinchcliffe and Célia Braga-Schich. This profile builds on the knowledge and expertise of many project teams across the OECD Directorate for Education and Skills, to whom we are grateful. Klaus Körner and Mónica Képe-Holmberg contributed on behalf of the European Commission Directorate-General for Education and Culture.

**Sources:** This country profile draws on OECD indicators from the Programme for International Student Assessment (PISA), the Survey of Adult Skills of the Programme for International Assessment of Adult Competencies (PIAAC), the Teaching and Learning International Survey (TALIS) and the annual publication *Education at a Glance*. It also refers to country and thematic studies, such as OECD work on early childhood education and care, teachers, school leadership, evaluation and assessment for improving school outcomes, equity and quality in education, governing complex education systems, vocational education and training, and tertiary education. Much of this information and documentation can be accessed through the OECD Education GPS at <http://gpseducation.oecd.org>.

Most of the figures quoted in the different sections refer to Annex B, which presents a table of the main indicators for the different sources used throughout the country profile. Hyperlinks to the reference publications are included throughout the text for ease of reading, and also in the references and further reading section, which lists both OECD and non-OECD sources.

More information is available from the OECD Directorate for Education and Skills ([www.oecd.org/edu](http://www.oecd.org/edu)) and its web pages on Education Policy Outlook ([www.oecd.org/edu/policyoutlook.htm](http://www.oecd.org/edu/policyoutlook.htm)), as well as on the EU Education and Training Monitor ([http://ec.europa.eu/education/tools/et-monitor\\_en.htm](http://ec.europa.eu/education/tools/et-monitor_en.htm)) and Eurydice (<https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Austria:Overview>).



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## HIGHLIGHTS

**Students:** Austria performed above the OECD average in science and mathematics in PISA 2015, with performance in reading below the OECD average. Students' performance in science has declined across PISA cycles. The impact of students' socio-economic background in Austria is higher than the OECD average. Early childhood education and care (ECEC) usually starts at the age of 3, with enrolment rates above the OECD average. Tracking of students into different types of school starts at 10, much earlier than the OECD average age of 14, and may hamper equity if not managed appropriately. At the same time, Austria has above-average upper secondary attainment and a well-established vocational education and training (VET) system with one of the highest enrolment rates among OECD countries. Attainment and graduation rates in tertiary education remain slightly below the OECD average. Average proficiency in literacy among 16-65 year-olds is slightly higher than in other OECD countries participating in the Survey of Adult Skills in 2012 and 2015, while proficiency in numeracy is also above average. Overall unemployment rates are comparatively low.

**Institutions:** Students and school principals report mixed views of the Austrian school learning environment in PISA 2015. While previously a three-year qualification in education was required to teach at general lower secondary schools, the new teacher education implemented in 2015/16 is at master's level and includes a one-year induction phase. Austria has a high proportion of teachers over the age of 50 compared to many other OECD countries. Teaching conditions include below-average class sizes and below-average teaching time in secondary education. School leaders are required to have a specific teaching qualification for the type of school they are applying for, as well as school leadership education and experience in teaching. They are formally expected to carry out both administrative and pedagogical activities. There is a long tradition of school inspection which looks at both the quality of teaching and implementation of administrative tasks.

**System:** The Federal Ministry of Education (*Bundesministerium für Bildung*) has overall legislative and implementation responsibility for primary and secondary education and school-based VET, while the nine provinces (*Länder*) are responsible for school maintenance and for staffing matters of institutions of compulsory education. At pre-primary level, the responsibility lies with the provinces. The Federal Ministry of Science, Research and Economy (*Bundesministerium für Wissenschaft, Forschung und Wirtschaft*) is responsible for the higher education sector including Universities of Applied Sciences (*Fachhochschulen*), with the exception of University Colleges of Teacher Education (*Pädagogische Hochschulen*), which fall within the remit of the Federal Ministry of Education. Decision-making is shared across central government, the provinces, municipalities and schools. Although expenditure per student is higher than average, expenditure on educational institutions as a percentage of GDP (for all education levels combined) is below the OECD average with a greater share coming from public sources than the OECD average.

### Key policy issues

Austria faces challenges in increasing the participation of children from certain backgrounds in Early Childhood Education and Care (ECEC) (such as immigrant children), facilitating a smoother transition between ECEC and primary education, and reducing the achievement gaps between students from disadvantaged or immigrant backgrounds and their peers. It also has gender gaps in performance, choice of field of study and labour market outcomes. Attracting teachers to the profession and improving teacher education are also key challenges in the context of an ageing teacher workforce. Implementing significant governance reforms and continuing to increase spending and improve resource efficiency will also be key goals for Austria in the coming years.

### Recent policy responses

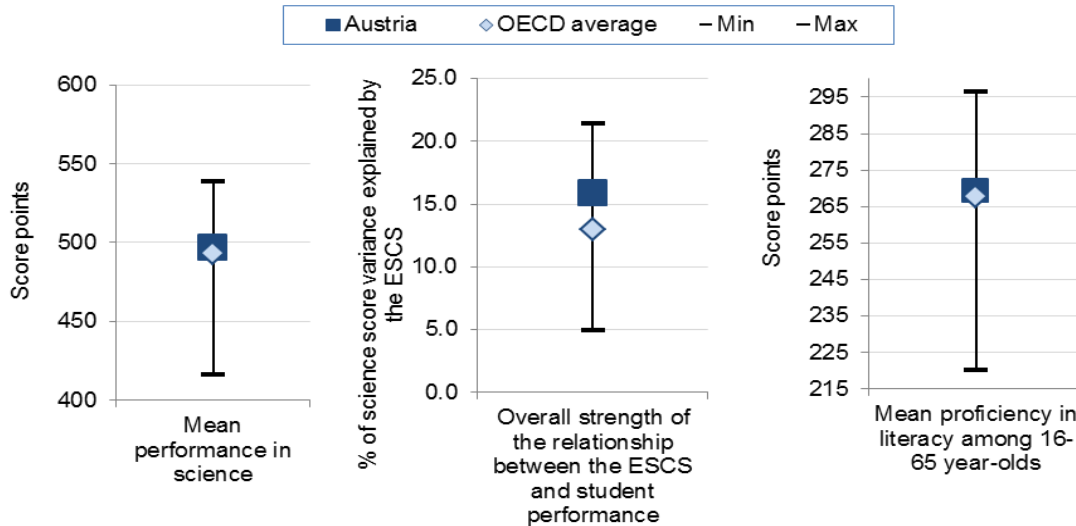
In 2015, Austria completed proposals for a comprehensive education reform. In 2016, it adopted its first reform package which manages the transition between ECEC and primary school and in 2017, it adopted a second reform package on school autonomy and school administration (see Spotlight 3).

In 2013, Austria developed a new national quality assurance system for general education schools, (*Schulqualität Allgemeinbildung, SQA*). It requires school leaders, in consultation with teachers, to put development plans in place. These should cover several years and be updated annually, and need to include self-evaluation as part of the plan, which can be either internal or through external consultation from specially trained school development advisors.



Austria achieved above-average scores in science and mathematics and below-average scores in reading on PISA 2015. Across PISA cycles, student performance in science has declined, while remaining the same in mathematics and reading. The percentage of variation of student performance explained by socio-economic background is higher than the OECD average (15.9%, compared to the OECD average of 12.9%). Literacy proficiency among adults (16-65 year-olds) was slightly above the average of participating OECD countries in the 2012 and 2015 Survey of Adult Skills, a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC) (Figure 1).

**Figure 1. Performance of 15-year-olds in science, relationship between student performance and economic, social and cultural status (ESCS) (PISA 2015) and performance of adults in literacy (Survey of Adult Skills)**

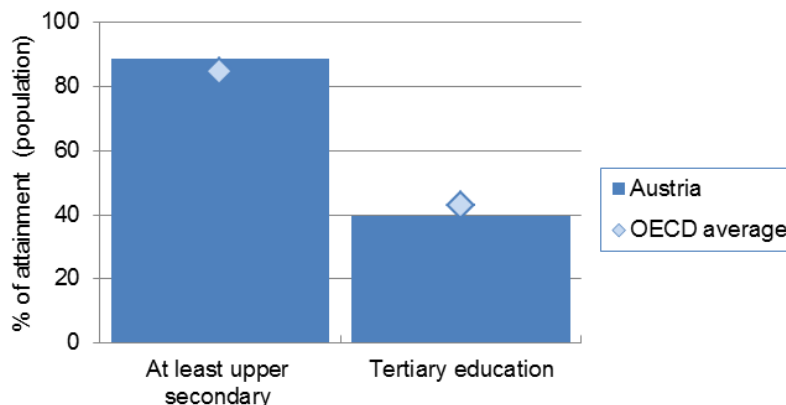


Note: "Min"/"Max" refer to OECD countries with the lowest/highest values.

Source: OECD (2016), *PISA 2015 Results (Volume I): Excellence and Equity in Education*, PISA, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264266490-en>; OECD (2016), *Skills Matter: Further Results from the Survey of Adult Skills*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264258051-en>.

In Austria, 88.6% of 25-34 year-olds have at least an upper secondary education, above the OECD average of 84.6%. The proportion of 25-34 year-olds with a tertiary education in Austria is 39.7%, 3 percentage points below the OECD average of 43.1% in 2016 (Figure 2).

**Figure 2. Upper secondary and tertiary attainment for 25-34 year-olds, 2016**



Source: OECD (2017), *Education at a Glance 2017: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2017-en>.



### Spotlight 1. The European Union perspective: Austria's education and training system and the Europe 2020 Strategy

In the European Union's growth and employment strategy, *Europe 2020*, education and training is recognised as a key policy area in contributing to Europe's economic growth and social inclusion. The European Union set a two-fold target in education by 2020: reducing the rates of early school leaving below 10%, and reaching at least 40% of 30-34 year-olds completing tertiary or equivalent education. Countries set their own related national targets. The Europe 2020 goals are monitored through the European Union's yearly assessment of the main economic and growth issues.

The [Council of the European Union 2017 recommendation to Austria](#) with regard to education and training is:

"Improve the educational achievements of disadvantaged young people, in particular those from a migrant background."

The [European Semester Country Report 2017](#) identified a number of key issues for Austria in education and training:

- School education in Austria produces average outcomes in terms of basic skills and the influence of socio-economic status remains important. Austria's 15-year-olds performed less well in mathematics, reading and science in PISA 2015 than in 2012. The proportion of low achievers reached 21% in science and 22% in reading and mathematics. The share of top performers in science has fallen from 10% in 2006 to 8% in 2015. These developments may hinder future potential to innovate. Education outcomes for those with an immigrant background remained significantly below those without an immigration background.
- Austrian teachers do not yet make sufficient use of digital teaching tools. According to the Austrian Education Report 2015, nearly all teachers — 90%, irrespective of their age — use digital means and the Internet for preparing lessons, but much less often during the lessons themselves. Teachers do not know enough about relevant digital teaching methods. In addition, Austria faces challenges in meeting the growing demand for information and communications technology (ICT) specialists, digital skills among the general workforce, and e-entrepreneurs. ICT specialists make up around 4% of the Austrian workforce, only around the EU average. Students' motivation to engage in science has further deteriorated since 2006 and is now at one of the lowest levels in the EU.
- Austria's tertiary attainment rate was 38.7% in 2015 and reached its Europe 2020 national target of 38%, close to the EU target of 40%. But funding remains an issue in the higher education system and is preventing Austria from improving education outcomes. The big increases in student numbers in recent years have not been matched by corresponding staff or funding increases. The parliament decided upon the Act for the new financing of the universities based on study places in August 2017.
- Recent measures have aimed to improve skill levels. The recently adopted act on compulsory education and training until the age of 18 (*Ausbildungspflichtgesetz*) provides a framework for upgrading the skills of disadvantaged young people. In addition, planned standardised forms of partial qualifications aim to improve the educational achievement of learners. Although participation in lifelong learning in Austria is 14.4%, almost reaching the EU benchmark of 15%, the Educational Guidance and Counselling Austria (*Bildungsberatung Österreich*) initiative is promoting further cost-free educational guidance and counselling for adults.

The government has started to implement the first package of its November 2015 education reform plan. This provides for better transitions by linking the last compulsory year of early childhood education with the first two years of primary school, allowing for additional support if needed. The system of grading has been adapted in primary school. The number of all-day school places more than doubled between 2007 and 2016, from 77 000 to approximately 160 000 (See Equity and Quality). About 40% of school locations now offer all-day schooling, but only 5% of schools have a curriculum with classes during the whole day. The federal and regional governments have taken several measures to address the integration of refugees. Across all 9 regions, a total of 99 specific transition classes for approximately 1 900 young asylum seekers/refugees were created. Extra resources are being invested in 2016 and 2017 to expand the language training available to refugees.



## EQUITY AND QUALITY: MANAGING EARLY STRATIFICATION FOR GREATER EQUITY

Austria's student performance and **equity indicators** are around the OECD average. In PISA 2015, 15-year-olds performed above the OECD average in science as well as mathematics, and below the average in reading. Proportions of low and high-performing students in science were similar to the OECD average (20.8% were low performers in 2015, just below the OECD average of 21.2%, and 7.7% were high performers, the same as the OECD average) (Figure 3). However, 15.9% of the variance in student performance in PISA was explained by socio-economic status, which was greater than the OECD average of 12.9% and has remained unchanged across PISA cycles. Performance variance is below the OECD average within Austrian schools (59%, compared to 69% on average for OECD countries), it is higher between schools (46%, compared to an OECD average of 30%). Austria's gender gap in science performance has increased by 11 score points between 2006 and 2015, which was the second largest increase among all OECD countries (the average increase was 1 score point). In PISA 2015, boys outperformed girls in science by 19 score points, which was above the OECD average difference of 4 score points, and was also the largest gap among OECD countries.

**Early childhood education and care (ECEC)** policies aim to foster equity, but face coverage challenges. In Austria, participation in ECEC is just below average for 3-year-olds (75%, compared to the OECD average of 78%), and above average for 4-year-olds (92%, compared to the OECD average of 87%). Furthermore, [evidence suggests](#) that enrolment in ECEC can be low for children from certain groups (such as immigrant children) and increasing it could benefit their early socialisation and language development, as well as their mothers' labour market participation.

Some **system-level policies**, such as early tracking, may hinder equity if not managed properly. In Austria, education is compulsory from the age of 6 to 15 (one year less than the OECD average). School principals reported in PISA 2015 that 15-year-olds were grouped by ability less often than average (for example, 83.6% of Austrian students were in schools where no students were grouped into different classes by ability for any subject, compared to the OECD average of 54.2%). However, Austrian students have already been tracked into different educational pathways from the age of 10, when they enter lower secondary schools with either an academic or general focus. According to the evidence in PISA 2012, Austria is one of only two countries within the OECD with such a young tracking age (the OECD average is 14). OECD evidence shows that early tracking can increase inequities in students' learning and can exacerbate the impact of socio-economic background on performance. Although the selection into educational tracks is formally based on academic achievement and recommendation by teachers in Austria, in practice, socio-economic background plays an important role in families' choice of the track students take at the end of primary education. School choice is limited in Austrian compulsory schools, although it is gradually increasing. In primary education, students are generally assigned to geographical catchment areas (*Schulsprengel*) where they attend school. For secondary education, students are free to choose which school to attend within their province.

Students with an **immigrant background** made up 20.3% of the total student population in PISA 2015, significantly higher than the OECD average of 12.5%. PISA 2015 showed Austria had a similar performance gap to the OECD average between immigrant students and their non-immigrant peers (18 score points lower in science after accounting for socio-economic status and language spoken at home, compared with an OECD average of 19). However, grade repetition is higher among immigrant students. In PISA 2015, 26.5% of immigrant students reported having repeated a grade, compared to 12.1% of non-immigrant students (above the OECD average of 19.9% and 10.9% respectively). According to [Eurostat evidence](#), foreign-born students also have almost three times the early school leaving rates of native-born students (14.7% compared to 5.5% in 2016.)

**The challenge: Promoting effective, equal opportunities for all children regardless of cultural or socio-economic background.**

### Recent policies and practices

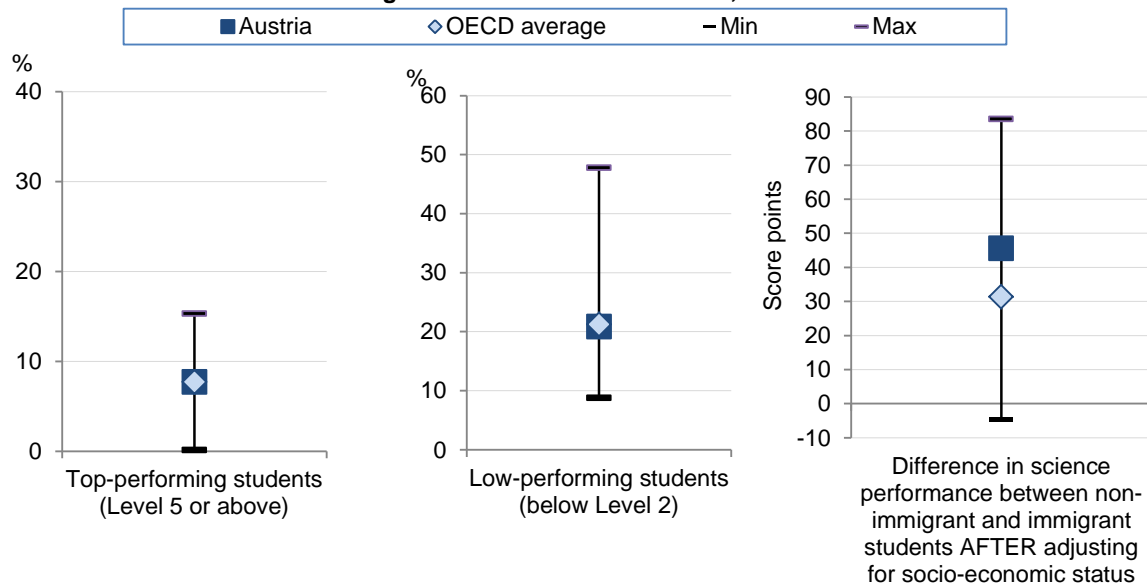
The federal government provides [language support courses](#) for non-German speakers, additional support to non-German speaking students during the first two years of school, and specialised language support staff in schools. In addition, [targeted support](#) for refugees in the form of beginner language groups and/or language support classes was introduced in 2016/17.

The government is investing heavily in [expanding all-day schooling](#), aiming to have 40% of schoolchildren attending all-day schooling by 2025. These expanded school day offerings include morning and afternoon courses and aim to make it easier for people to combine family responsibilities and work, especially for women. All-day schooling can be integrated by the school or offered by external providers.

The [New Secondary School](#) (*Neue Mittelschule*, NMS) aims to reduce the impact of early tracking and provide more equitable learning outcomes for all students (see Spotlight 2).



Figure 3. Percentage of low and top performers and performance difference between non-immigrant and immigrant students in mathematics, PISA 2015



Note: "Min"/ "Max" refer to OECD countries with the lowest/highest values.

Source: OECD (2016), *PISA 2015 Results (Volume I): Excellence and Equity in Education*, PISA, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264266490-en>.

### Spotlight 2. The New Secondary School

In Austria, students have traditionally been tracked from the age of 10 (the end of primary schooling) into two different pathways: the general secondary school (*Hauptschule*) or the academic secondary school (*Allgemeinbildende Höhere Schule, AHS*). Academic secondary schools focus on preparing students for higher education and require a previous good academic performance or success in other selective processes to gain entry. General secondary schools are non-selective and group students by ability, with many going on to attend vocational tracks later.

To reduce the stratifying effect of early tracking, a new lower secondary school model, the New Secondary School (*Neue Mittelschule, NMS*) was introduced in 2007/08 with the purpose of providing all students with basic, comprehensive education. The new schools now cover over 60% of all students transferring from primary school and had completely replaced general secondary schools by the start of the 2015/16 school year for new entrants (with complete replacement expected by 2018/19). Academic lower secondary education was eventually not replaced by the NMS and continues to be provided as a separate track. NMS students are not grouped by ability in core subjects in the first years (Years 5 and 6), after which *de facto* streaming takes place through a differentiated grading system for students in Years 7 and 8, based on student ability. The new model features some innovative teaching methods (e.g. the introduction of team teaching in some mathematics, English and German lessons with the inclusion of AHS teachers) and aims to have a curriculum and educational goals closer in content to the AHS. The total amount of investment for the introduction of the NMS is estimated at between EUR 164 million and EUR 250 million per year. The additional funding is intended to introduce new pedagogical methods, such as team teaching, in order to better respond to the needs of the heterogeneous population catered by the NMS.

According to the [summative evaluation](#) of the NMS pilot in 2015, the introduction of the NMSs has had mixed results. Compared to general secondary schools, the new schools appeared to provide slightly more positive learning environments overall and higher levels of student support. However, the report also found deficiencies in the implementation process, with interpretations of the model varying between schools. At the time of the report, students' overall levels of achievement had not yet improved in the NMSs. Given the recent rollout of the system, further research and a full evaluation of NMSs will be required to fully assess its impact.





## PREPARING STUDENTS FOR THE FUTURE: A WELL-DEVELOPED VET SYSTEM

The capacity of education systems to effectively develop **skills and labour market perspectives** can play an important role in the educational decisions of young people. In the OECD Survey of Adults Skills (2012 and 2015), Austrian 16-65 year-olds showed above-average proficiency in numeracy, slightly above-average proficiency in literacy and around average skills in problem solving in technology-rich environments. Austria also had the second highest skills mismatch in literacy of all participating countries (18.2% of workers were over-skilled for their current profession). In 2016, the unemployment rate for 25-64 year-olds with upper secondary or post-secondary non-tertiary education was below the OECD average (6.3%, compared to the OECD average of 9.1%) and 12.1% of 18-24 year-olds were neither employed nor in education or training (NEET), also lower than the OECD average of 15.3% (Figure 4).

A challenge OECD countries share is providing relevant **upper secondary education** that will both prepare young adults for work and provide capacity for further learning. Austria provides students in different lower secondary tracks with transition pathways to all types of upper secondary education – academic, intermediate vocational school (*Berufsbildende mittlere Schule*, BMS) and higher vocational college (*Berufsbildende höhere Schule*, BHS) – although NMS students need to achieve certain academic targets to enter the academic upper secondary education stream, and an aptitude test is required for entry to a few BHS programmes. In 2016, 88.6% of 25-34 year-olds had attained at least upper secondary education, compared to the OECD average of 84.6% (Figure 2).

**Vocational education and training (VET)** offers around 250 career paths through well-established part-time and full-time programmes at secondary and tertiary level. In 2015, 70% of upper secondary students were enrolled in vocational programmes (compared to the OECD average of 46%), the third highest share among OECD countries. Furthermore, one-third of upper secondary students follow a combined school- and work-based programme, whereas the average among OECD countries is around one in six. In 2016, the majority of 25-34 year-olds with upper secondary or post-secondary non-tertiary education as their highest level of attainment held a vocational qualification (41.5%, compared to 7.5% holding a general qualification). These high levels of participation in VET as well as the quality of VET courses explain the high rates of employment for upper secondary or post-secondary non-tertiary graduates aged 25-34: 84% of them were employed in 2016 compared to the OECD average of 76%. According to an [OECD study](#), the Austrian school system is more flexible than other countries with early tracking and selection, thanks to its diversity of upper secondary vocational tracks. However, additional support could be provided to students wanting to move across different school types by facilitating earlier transitions. Other [evidence](#) also shows that half of women doing apprenticeships tend to choose among three career paths out of the 250 available.

Attainment rates in **tertiary education** remain slightly below the OECD average despite significant increases since 2005. About 40% of 25-34 year-olds had attained tertiary education in 2016, compared to the OECD average of 43%. Although overall tertiary-educated adults in Austria benefit from higher than average employment rates and salaries, there are significant gender differences in Austrian labour market outcomes. For example, Austria has a higher [gender pay gap](#) than many other OECD countries, despite women and men having similar levels of educational attainment. In 2015 the salaries of full-time full-year female tertiary-educated workers were 69% of those of their male counterparts (below the OECD average of 74%), while actual earnings for all female tertiary-educated workers (including part-time) were just USD 40 661 compared to USD 70 931 for the same cohort of male workers. Some factors explaining this gap include the under-representation of women in more rewarding professions (due to a strong gender imbalance in fields of study), including in senior or management positions, combined with limited numbers of full-time childcare places and women being less likely to work full-time after the birth of their children.

**The challenge: Increasing educational attainment and improving gender balance across professions.**

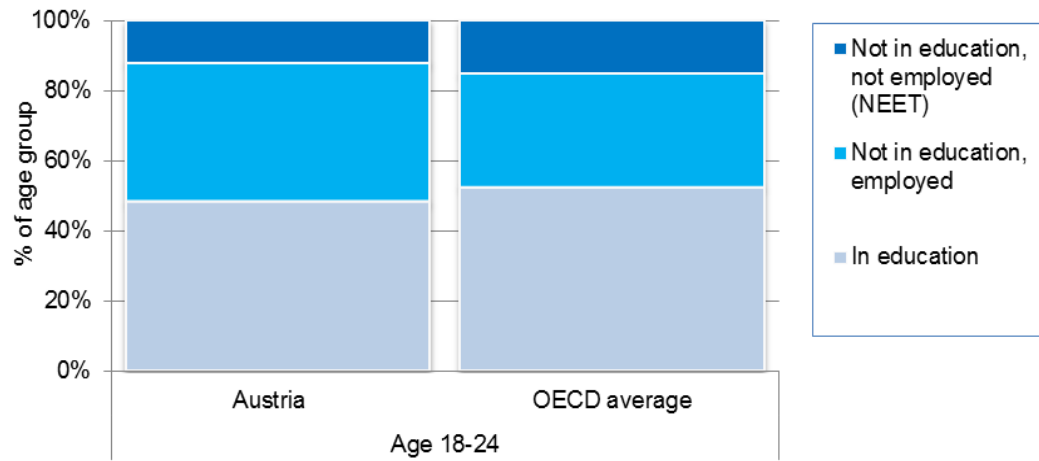
### Recent policies and practices

In 2016, the Austrian National Council (*Nationalrat*) adopted a Federal Act on the National Qualifications Framework ([Bundesgesetz über den Nationalen Qualifikationsrahmen](#)) to classify qualifications, promote transparency and international comparability and encourage lifelong learning.

Starting in 2017, the Apprenticeship until 18 ([AusBildung bis 18](#)) requires all students under the age of 18 to engage in education or training after having completed compulsory education. In addition, a [New Upper Level Scheme](#) (2012) in place in all schools from 2017/18 has a competence-based syllabus to better prepare students for higher education and more frequent assessments to detect learning deficits at an earlier stage and reduce the number of school dropouts.



Figure 4. Percentage of 18-24 year-olds in education and not in education, by work status, 2016



Source: OECD (2017), *Education at a Glance 2017: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2017-en>.



## SCHOOL IMPROVEMENT: FAVOURABLE TEACHING CONDITIONS, BUT AN AGEING TEACHING WORKFORCE

Austria has around 6 000 schools, over 90% of which are public, and developing the conditions for school leaders and teachers to succeed is key to raising student achievement. There appear to be mixed views on learning environments in Austria. In PISA 2015, students were more likely to report that their classrooms were conducive to learning than their OECD peers on average (Figure 5), while school principals reported student behaviour hindering learning to a larger extent than their OECD peers on average (an index value of 0.20, compared to the OECD average of 0.00). Austria also ranked close to the OECD average in the PISA 2015 index of instructional leadership (Figure 5), based on principals' reports, while Austrian students reported below-average levels of adaptive instruction, with 32.3% reporting that their teachers never provided individual help when a student had difficulties understanding a topic or task (almost twice the OECD average of 16.3%).

**School leaders** must have a teaching qualification for the type of school they are applying for, as well as school leadership education and six years of experience in teaching. The appointment of school leaders is the responsibility of the *provinces* in general compulsory schools and of the Federal Ministry of Education in federal schools. School leaders are responsible for leadership of both administrative and pedagogical activities, such as developing the schools' education goals, allocating the annual budget the school was given, supervising instruction and student performance, and ensuring teachers' professional development. According to [OECD evidence](#), the declining attractiveness of the school leader position is an important challenge the profession is currently facing. The profession could become more attractive if greater responsibilities were balanced by corresponding salary levels, as well as if school leaders were provided with the appropriate preparation, autonomy and resources they need to carry out their functions. Implementing selection processes to ensure the best candidates become school leaders could also be beneficial for the system.

With an ageing profession (almost half of the Austrian teaching workforce is set to retire by 2025), attracting and developing new **teachers** will be vital to maintaining and enhancing the quality of the education system in the coming years. Recently, the share of Austrian primary and secondary teachers aged 50 or older has been rising rapidly and was 43% in 2015, compared to the OECD average of 35%. While previously a three-year tertiary qualification was required to teach at primary and general lower secondary schools, new teacher education implemented since 2015/16 leads to a master's degree for all teachers. This measure and the New Legislation on the Employment of Teachers aim to improve and standardise the professional status of teachers, and improve their income prospects at the beginning of their careers (see recent policies box below). From 2019, all newly appointed teachers will be required to undertake 15 hours of continuous professional development per year.

**Teaching conditions** in Austria include smaller class sizes, lower net teaching time and higher salaries than other OECD countries. Class sizes are below the OECD average in primary schools (on average 18 students per class in 2015, compared to the OECD average of 21) and in lower secondary schools (21 students, compared to the OECD average of 23). Net teaching time at lower secondary levels in the general programme was below the OECD average in 2014 (607 hours per school year, compared to the OECD average of 694 hours per year). Compared to OECD and partner countries, Austrian teachers have highly progressive statutory salary scales and higher actual salaries than the OECD average. For example, in 2015, the average actual salary of a lower secondary teacher was USD 65 367, compared to the OECD average of USD 44 070. However, despite comparatively attractive conditions, a recent [OECD report](#) also noted that the system offers very few opportunities to differentiate roles and recognise teacher performance, and teachers also fulfil various administrative tasks that create additional burdens and deflect focus from core pedagogical activities.

### The challenge: Improving the attractiveness of teaching and school leadership.

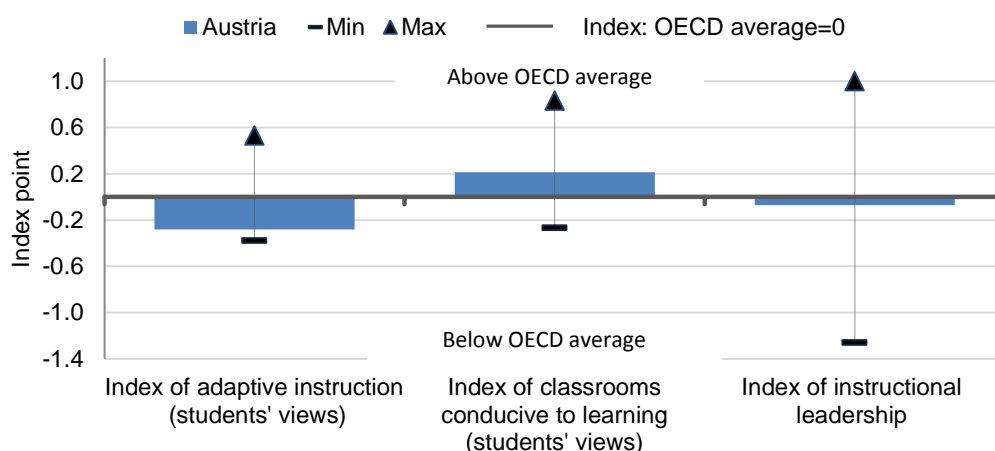
#### Recent policies and practices

The [New Teacher Education Scheme](#) (*PädagogInnenbildung Neu*), implemented in 2015/16, requires University Colleges of Teacher Education (*Pädagogische Hochschulen*) and universities to collaborate to provide a common standard for teacher education, particularly for master's courses (which all teachers must now complete within the first five years of entering the teaching profession). Teacher education has been re-oriented towards age groups rather than for different school types, in order to enhance mobility between school types and standardise the status of teachers regardless of the school type they teach in.

In 2013, the [New Legislation on the Employment of Teachers](#) (*Dienstrechts-Novelle 2013 – Pädagogischer Dienst*) was adopted. This new legislation on employment and payment is being implemented from September 2015 onwards. This scheme modifies the salary scale by raising teachers' starting salaries and creates new specialist functions (*Fachkarrieren*) in addition to the school principal and administrator roles.



Figure 5. The learning environment, PISA 2015



Source: OECD (2016), *PISA 2015 Results (Volume II): Policies and Practices for Successful Schools*, PISA, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264267510-en>.

### Spotlight 3. Reforming the education system comprehensively: The 2015 proposal and the 2016 and 2017 reform packages

In 2015, representatives of the federal government and the provinces presented a proposal for education reform in Austria, which was based on the work of an expert commission and which included a roadmap set out for implementation. Two detailed reform packages were adopted – one in 2016 and one in 2017:

- The [School Entry and Primary School package](#) (*Schulrechtsänderungsgesetz*) (2016) was implemented nationwide in 2016/17. It aims to improve the transition between ECEC and primary school and strengthen students' competencies by unifying the last year of kindergarten and the first two years of primary school as a single school entry phase. This change aims to allow for easier early identification of learning difficulties, as well as an exchange of teachers between kindergarten and primary schools. The package also promoted measures fostering the learning of German from kindergarten in order to maximise students' integration, especially those with an immigrant background or who have recently arrived in the country.
- The [Autonomy of Schools](#) (*Bildungsreformgesetz*) package was adopted in 2017. It aims to increase schools' decision-making capacity over the organisation of school time and learning groups to meet students' and parents' needs. It also aims to give schools more autonomy over staffing recruitment and performance management, by professionalising school leadership and devolving responsibility for some human resource functions to school leaders. A concurrent evidence-based quality assurance framework is also planned, in order to ensure the quality of the system in general. The package includes an administrative reform which establishes new education directorates for each of the nine provinces. These new education directorates will be responsible for the administration of both federal and provincial schools (see Governance section). The package also allows for several schools to be clustered for administrative purposes and provides opportunities to test pedagogical approaches to comprehensive schooling for all pupils aged 10-14 years in some designated model regions.

Further reforms consist of an innovation package which provides broadband to schools and the establishment of a [foundation to support innovative projects](#) in schools, as well as pilots of an ["education compass"](#) to monitor the development of 3-year-olds.



## EVALUATION AND ASSESSMENT TO IMPROVE STUDENT OUTCOMES: STRENGTHENING SYSTEM EVALUATION AND STUDENT ASSESSMENTS

In Austria, the Federal Ministry of Education holds overall responsibility for school inspection and the development of education standards and national tests, as well as developing national policy for the improvement of education quality. Supervision of schooling is a federal responsibility and there are different inspectors for each type of school. Ministry representatives and school inspection officials in all nine Austrian *provinces* discuss and agree performance targets for each school type annually. Schools have responsibilities in relation to self-evaluation.

Austria uses national assessments of learning outcomes and international student assessment as evidence for **system evaluation**. National standardised tests (*Bildungsstandards*) are carried out at the end of primary education (Grade 4) and at the end of lower secondary education (Grade 8). The Federal Institute for Research on Education, Innovation and Development of the Austrian School System (BIFIE), established in 2008, also monitors the state of national education and publishes a [triennial national education report](#).

**School evaluation** is regulated by the Federal School Inspection Act which provides legal standards for the administration of school inspection and evaluation. External evaluation is carried out by school inspectors who are federal officials with a teaching qualification and who are required to have several years of experience in the type of school they apply to inspect, as well as having undertaken education in school management. As resources for school inspections are too scarce for regular visits (one inspector may have up to 100 schools to visit), they visit only when there are concrete reasons for inspection. Inspectors base their judgement on staff development plans, students' results in national tests, classroom observations and discussion with school staff. The results of an inspection are consolidated in a written report with recommendations for school improvement. The school principal, in collaboration with school staff, is responsible for internal school evaluation, which has been compulsory for all schools since 2012, and is based on measuring progress against both internal and Ministry-defined goals. The results of the internal and external evaluations feed into the school development plan, and external inspection reports also inform the development of regional education plans.

Austria only has internal **teacher appraisal**, and there are no central reference standards to systematically guide appraisal practices. Appraisal is usually performed by the school principal, through sporadic classroom visits and observations of teaching, and evaluation focuses on both pedagogical quality and the level of co-operation with other teachers and parents. New teachers are also regularly appraised during probation. Provincial education authorities are only involved in teacher appraisal in the case of complaints. Teachers are also encouraged to perform regular self-evaluation of their performance, and are required to ensure that their teaching reflects the latest subject-specific didactics and pedagogy.

**Student assessments** at school level are used to decide on student promotion or retention (Figure 6), and to track students into different types of school. At the end of upper secondary education, students in academic schools and VET colleges take the national final school leaving exam (*Matura*), which is also the qualification for general entrance to higher education. Austria has also implemented formative general educational standards, and students undergo both formative and summative assessment during the school year. Results of standardised assessments are made available to the students, parents and teachers.

### The challenge: Implementing evaluations with coherent standards across the education system.

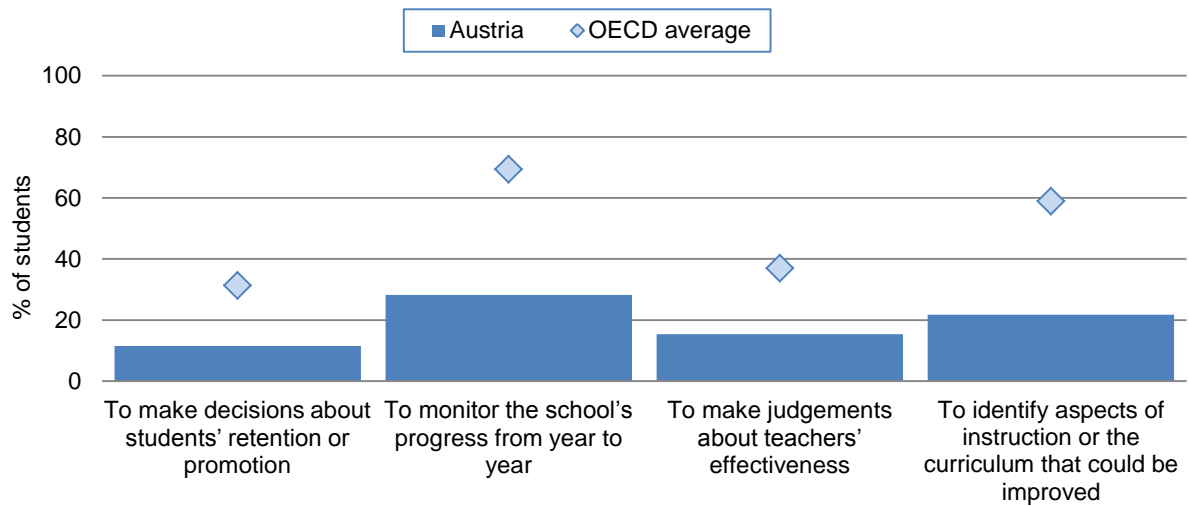
#### Recent policies and practices

A new national quality assurance system for general education schools ([Schulqualität Allgemeinbildung](#), SQA) was developed in 2013. It requires school leaders, in consultation with teachers, to put development plans in place covering several years and to update them annually. The plan must include self-evaluation, which can be either internal or through external consultation from specially trained school development advisors. Each school and province has assigned SQA co-ordinators who are responsible for the implementation and co-ordination of the SQA system.

New standardised and competence-oriented *Matura* examinations ([Standardisierte Reife- und Diplomprüfung](#)) have been implemented in academic secondary schools since 2014/15 and in colleges for higher vocational education since 2015/16. The new *Matura* has both standardised and non-standardised components, including centrally administered written examinations conducted on the same date throughout Austria and other assessments which can be related to the specific focus of the school.



**Figure 6. Percentage of students in schools where the principal reported the following uses for student assessments PISA 2015**



Source: OECD (2016) *PISA 2015 (Volume II): Policies and Practices for Successful Schools*, PISA, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264267510-en>.



## GOVERNANCE: A FEDERAL SYSTEM WITH STRONG CENTRAL COMPETENCES

The governance and administration of the Austrian education system is primarily divided between central and provincial authorities. At the central level, the [Federal Ministry of Education](#) (BMB) has overall responsibility for legislation and curricula in compulsory education, including public compulsory schools, VET at the secondary level and private schools. It is also in charge of teacher service, remuneration and retirement policy, and administration. The [Federal Ministry of Science, Research and Economy](#) (BWF) is legally responsible for supervising higher education (with the exception of University Colleges of Teacher Education) and for the work-experience section of initial vocational training. Other bodies shaping education policy are:

- The [Agency for Quality Assurance and Accreditation Austria](#) (*Agentur für Qualitätssicherung und Akkreditierung Austria*, AQ) was established in 2012, as an agency for quality assurance for Austrian higher education institutions.
- The [Federal Institute for Research on Education, Innovation and Development of the Austrian School System](#) (*Bundesinstitut für Bildungsforschung, Innovation & Entwicklung des österreichischen Schulwesens*, BIFIE, 2008) collects information about students, teachers and schools and carries out the majority of evaluation activities in the system. It also produces a triennial national education report (*Nationaler Bildungsbericht Österreich*).
- The [Austria Science Board](#) (*Wissenschaftsrat*) advises the federal and state levels on issues of higher education and research.

Various other stakeholders play an important part in the Austrian education system, including teachers and students unions (such as the [Students Union Austria](#) (*Österreichische HochschülerInnenschaft*, ÖH), parents, and the community). Chambers of commerce, industry and trade also have their own educational institutions. In addition, trade unions and employers play an active role in developing the VET programme curriculum. In higher education, a number of sectoral higher education representatives and co-ordinating bodies also exist. These include [Universities Austria](#) (*Österreichische Universitätenkonferenz*, UNIKO), which covers Austria's public universities, the [Association of Austrian Universities of Applied Sciences](#) (*Österreichische Fachhochschul-Konferenz*, UAS) and the [Association of Private Universities of Austria](#) (*Österreichische Privatuniversitäten Konferenz*, ÖPUK).

At the **province level**, governance and administration of schools have traditionally followed a complex framework according to school type, which is in the process of being simplified (see Spotlight 4). Provincial authorities are in charge of pre-primary education and staff provision for general compulsory schools. They also implement the federal framework of legislation. At the local level, **municipalities** are responsible for maintenance of general compulsory school buildings.

**School autonomy** over the curriculum is around the OECD average, according to principals' reports in PISA 2015, with responsibility for 72% of decisions about the curriculum taken at school level, compared to the OECD average of 73%. Principals report lower autonomy over resource allocation, with 29% of decisions made at school level compared to 54% on average across OECD countries (Figure 7). Schools oversee the organisation of instruction and play a major role in establishing disciplinary and student assessment policies.

Higher education is provided by 21 public and 13 private universities, 21 Universities of Applied Sciences (*Fachhochschulen*) and 14 University Colleges of Teacher Education (*Pädagogische Hochschulen*, PH). All public universities are fully autonomous within the framework of legal regulation. All higher education institutions undergo regular obligatory external quality assurance by the Agency for Quality Assurance and Accreditation Austria (*Agentur für Qualitätssicherung und Akkreditierung Austria*) or, in the case of an audit, by another internationally recognised quality assurance agency (member of the European Quality Assurance Register).

### The challenge: Ensuring coherence of governing structures and facilitating system-wide reforms.

#### Recent policies and practices

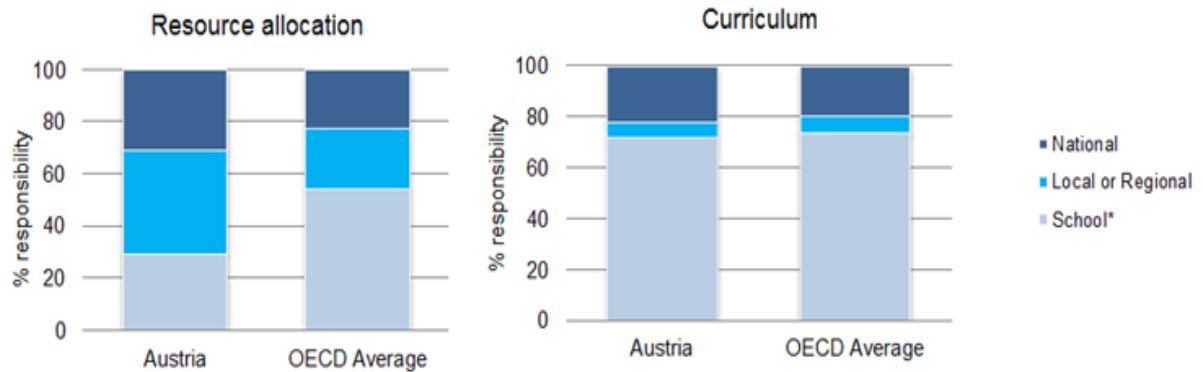
As part of the [autonomy reform package](#) of 2017 (see Spotlight 3), arrangements are being implemented from 2018 to combine federal-provincial school boards and school departments of the provincial governments by creating new education directorates (see Spotlight 4).

The [Amendment of the Universities Act of 2002](#) (2014) defines binding structures for university development plans, makes stipulations for gender equality in university decision-making bodies, and harmonises admission regulations. It will start to be implemented in 2018.

The [Austrian University Development Plan 2016-2021](#) defines eight system-wide objectives including improved co-ordination, social inclusion and diversity across the sector; strengthening research capacity; improving the quality of teaching; and developing an attractive career path for young scientists.



Figure 7. Distribution of responsibility for governance of curriculum and resource allocation, PISA 2015



Source: OECD (2016), *PISA 2015 Results (Volume II): Policies and Practices for Successful Schools*, PISA, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264267510-en>.

#### Spotlight 4. Reforming and streamlining school governance structures

Austria's school governance has traditionally been fragmented, with responsibilities divided at federal, provincial and local level, according to school type and level of education. In addition to the federal level of oversight, different provinces had different governance arrangements. Reform has been ongoing since 2013 to rationalise the governance and administration arrangements for schools.

In 2013, a law on reforming school governance structures was passed ([Schulbehörden-Verwaltungsreformgesetz](#)) to enhance efficiency and transparency, reduce bureaucracy, and improve quality standards in the education sector. As part of the implementation, in 2014, the education boards of the 95 school districts, which were in charge of school inspections below the provincial level, were disbanded and their responsibilities assigned to the provinces. Individual inspectors are now responsible for new, larger geographical areas (called *Bildungsregionen*), thus reducing spending and improving efficiency through the reduction of inspection staff and achieving synergies in administrative processes.

As part of the [school autonomy package](#) (*Bildungsreformgesetz*) (2017), Austria aims to simplify and harmonise the administration of education at provincial level through the creation of nine education directorates (*Bildungsdirektionen*) beginning in 2018. These new directorates act as joint federal-provincial authorities. They also hold all powers previously held by the provincial school boards and the school departments of the offices of the provincial governments. These powers include uniform electronic personnel management for all federal and provincial teachers, and regional management of external school organisation, administrative staff and school inspection.





## FUNDING: RELATIVELY HIGH INVESTMENT IN PRIMARY AND SECONDARY EDUCATION

**Funding for educational institutions** is provided at both federal and provincial level. In 2014, Austria spent 4.9% of GDP on primary to tertiary educational institutions, lower than the OECD average of 5.2% (Figure 8).

Austria's **annual expenditure per student** for primary to tertiary education was one of the highest across OECD countries in 2014 (USD 14 549, compared to the OECD average of USD 10 759), mainly driven by higher expenditure on primary and secondary education. Austria devoted a particularly large amount of funding to secondary students in 2014, the second largest amount across OECD countries (USD 15 094, compared to the OECD average of USD 10 106), and the joint highest percentage of GDP per capita invested at this level (31% compared to the OECD average of 25%). At upper secondary level, Austria invests significantly more per student on vocational programmes than the OECD average (USD 16 306 in 2014 compared to USD 10 454). On average, per-student funding is lower in academic secondary schools than general secondary schools and varies significantly across provinces. In 2015, Austria had higher teacher salary costs per student than the OECD average from primary to upper secondary level. The main factor contributing to the difference in teacher salary costs per student at primary and lower secondary level was small class sizes, whereas the key factor at upper secondary level was teaching time.

**Federal schools** (*Bundesschulen*), which encompass academic secondary schools and vocational upper secondary schools and colleges, are funded directly by the federal government. **Provincial schools** (*Landesschulen*), which include general compulsory schools, are financed by provinces and municipalities with a high share of funds coming originally from the federal government. Public schools are free of charge at all levels of education, whilst private schools usually charge fees. Schools have very low levels of financial autonomy, even after taking into account recent reforms to provide more autonomy to schools.

Austria has one of the highest shares of public **funding in tertiary education institutions**, compared to other OECD countries (95% of expenditure in 2014, while the OECD average of 70%), although overall expenditure per student as a percentage of GDP per capita is lower than the OECD average (35%, compared to the OECD average of 40%). Public universities are funded by grants from central government that are fixed for three years and are based on performance agreements and student numbers. Public universities are also free to increase funding from private sources. Universities of Applied Sciences (*Fachhochschulen*) receive a lump sum of 90% of the costs of the study places provided by the federal government. According to a [European Commission report](#), the higher education system in Austria is underfunded while at the same time facing an increasing number of students entering tertiary education.

Despite higher per-capita levels of investment in primary and secondary education than the OECD average, Austria's performance in international standardised tests is around the OECD average, suggesting that there is great scope to **improve spending efficiency**. According to an [OECD study](#), Austria could improve resource efficiency in schools by aligning financing and governance under the same regulatory regime. This study also recommends Austria to consider moving to a needs-based school funding formula, as well as implementing mechanisms to monitor resource flows in the system more closely.

### The challenge: Continuing to improve spending efficiency across all education levels.

#### Recent policies and practices

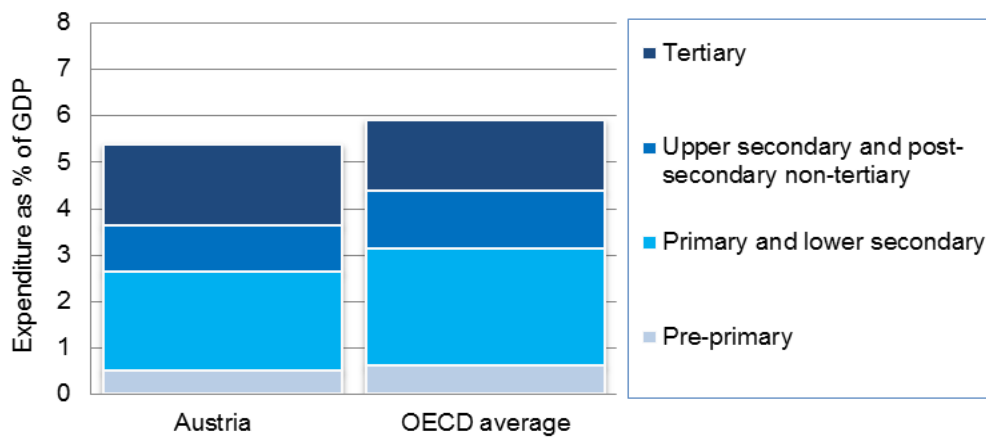
Since 2009, the Austrian government has developed a new set of principles based on [goal-oriented budgeting](#). Implementation started in 2013 and is expected to be completed by 2019-21. The federal budget gathers a set of policy goals associated with specific quantitative and qualitative indicators, which will serve as a guideline for policy making and promote more transparency in assessing government performance. For the Federal Ministry of Education, the 2015 budget included two policy goals: 1) raising the level of education of students; and 2) improving equity and gender equality in education.

Austria introduced a one-off [levy on banks](#) to create an overall fund of EUR 1 billion. This fund will be entirely allocated to education, for projects such as the expansion of all-day schools, creating a foundation for innovation and research in education, and creating new student places at Universities of Applied Sciences.

Austria has implemented several initiatives to combat gender stereotypes and promote equality in labour market outcomes, including legally mandated [gender budgeting](#), or setting gender equality as an objective when allocating public funds.



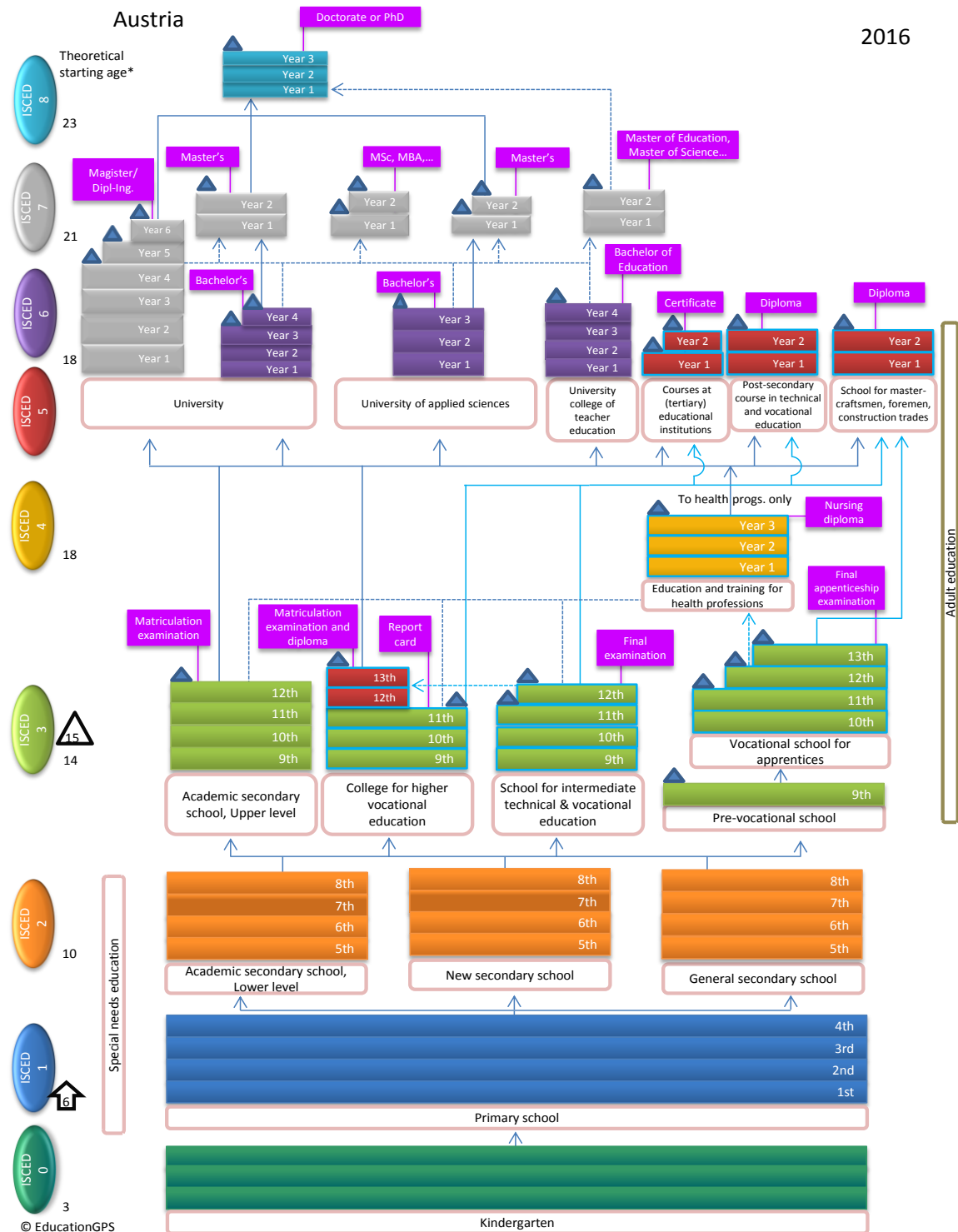
**Figure 8. Expenditure on educational institutions as a percentage of GDP, by level of education, 2014**



Source: OECD (2017), *Education at a Glance 2017: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2017-en>.



ANNEX A: STRUCTURE OF AUSTRIA'S EDUCATION SYSTEM



Source: OECD (2016), "Austria: Overview of the education system", *OECD Education GPS*, [http://gpseducation.oecd.org/Content/MapOfEducationSystem/AUT/AUT\\_2011\\_EN.pdf](http://gpseducation.oecd.org/Content/MapOfEducationSystem/AUT/AUT_2011_EN.pdf).



ANNEX B: STATISTICS

#	List of key indicators	Austria	Average or total	Min OECD	Max OECD
<b>Background information</b>					
<i>Political context</i>					
1	Public expenditure on education as a percentage of GDP (from primary to tertiary), 2014 (EAG 2017)	4.9%	4.8%	3.3%	7.5%
<i>Economy</i>					
2	GDP per capita, 2014, in equivalent USD converted using PPPs (OECD Factbook 2015/2016)	46 171	38 865	17 831	97 273
3	GDP growth 2014 (OECD Factbook 2015/2016)	0.4%	1.8%	-0.4%	5.2%
<i>Society</i>					
4	Population density, inhab/km <sup>2</sup> , 2014 (OECD Statistics)	103	142	3	507
5	Population aged less than 15 as a percentage of total population, 2010 (OECD Factbook 2014)	14.8%	18.6%	13.1%	29.6%
6	Foreign-born population as a percentage of total population, 2013 or latest available year (OECD Factbook 2015)	16.7%	n/a	0.3%	43.7%
<b>Education outcomes</b>					
7	Mean performance in science (PISA 2015)	495	493	416	538
8	Average three-year trend in reading performance across PISA assessments (PISA 2015) <sup>4,5</sup>	-1.2	0.7	-5.2	9.2
9	Average three-year trend in mathematics performance across PISA assessments (PISA 2015) <sup>4,5</sup>	-1.8	-1.0	-9.7	10.1
10	Average three-year trend in science performance across PISA assessments (PISA 2015) <sup>4,5</sup>	<b>-4.9</b>	-1.4	-10.6	7.6
11	Enrolment rates of 3-year-olds in early childhood education as a percentage of the population of the same age group, 2015 (EAG 2017)	74.9%	77.8%	91.1%	100.0%
12	% of 25-64 year-olds whose highest level of attainment is lower secondary education, 2016 (EAG 2017)	14.6%	14.3%	0.6%	33.1%
13	% of 25-34 year-olds whose highest level of attainment is at least upper secondary education, 2016 (EAG 2017)	88.6%	84.6%	46.7%	98.3%
14	% of 25-34 year-olds whose highest level of attainment is tertiary education, 2016 (EAG 2017)	39.7%	43.1%	21.8%	70.0%
15	% of 25-34 year-olds whose highest level of attainment is vocational upper-secondary or post-secondary non-tertiary education, 2015 (EAG 2016)	43.3%	26.5%	4.5%	57.7%
<b>Unemployment rates of 25-34 year-olds by educational attainment, 2016 (EAG 2017)</b>					
16	Below upper secondary	18.3%	16.8%	3.5%	37.7%
	Upper secondary and post-secondary non-tertiary	6.3%	9.1%	4.2%	30.2%
	Tertiary education	4.2%	6.6%	2.5%	28.0%
<b>Students: Raising outcomes</b>					
<i>Policy lever 1: Equity and quality</i>					
17	First age of selection in the education system (PISA 2015)	10	14	10	16
<b>Students performing at the highest or lowest levels in science (%) (PISA 2015)</b>					
18	Students performing below Level 2	20.8%	21.2%	8.8%	47.8%
	Students performing at Level 5 or above	7.7%	7.7%	0.1%	15.3%
<b>Variance in science performance between schools and within schools as a percentage of the OECD average variance in science performance (PISA 2015)</b>					
19	Between-schools percentage of variance	46%	30%	4%	65%
	Within-schools percentage of variance	59%	69%	33%	99%
20	% of students reporting that they have repeated at least a grade in primary, lower secondary or upper secondary schools (PISA 2015)	15.2%	11.3%	1.1%	34.0%



#	List of key indicators	Austria	Average or total	Min OECD	Max OECD
21	Percentage of variance in science performance in PISA test explained by ESCS (PISA 2015) <sup>4</sup>	15.9%	12.9%	4.9%	21.4%
22	Score difference in science performance in PISA between non-immigrant and immigrant students AFTER adjusting for socio-economic status (PISA 2015) <sup>4</sup>	46	31	-5	83
23	Score differences between boys and girls in science (PISA 2015) <sup>4</sup>	19	4	-19	19
<i>Policy lever 2: Preparing students for the future</i>					
<b>Adjusted mean proficiency in literacy among adults on a scale of 500 (Survey of Adult Skills, 2012 and 2015)</b>					
24	Among 16-65 year-olds (adjusted)	269.5	267.7	220.2	296.2
	Among 16-24 year-olds (adjusted)	277.7	274.8	236.6	299.4
<b>Upper secondary graduation rates in % by programme of orientation, 2015 (EAG 2017)</b>					
25	General programmes	19.9	53.9	19.9	100.0
	Pre-vocational/ vocational programmes	79.7	44.2	4.8	100.8
<b>First-time graduation rates, by tertiary ISCED level, 2015 (EAG 2017)</b>					
26	Short tertiary (2-3 years), ISCED 5	26.3%	11.0%	0.0%	26.7%
	Bachelor's or equivalent, ISCED 6	24.5%	37.9%	8.6%	59.5%
	Master's or equivalent, ISCED 7	19.5%	17.0%	3.7%	35.8%
	Doctorate or equivalent, ISCED 8	1.9%	1.8%	0.2%	3.3%
27	% of 18-24 year-olds not in education, employment or training, 2016 (EAG 2017)	12.1%	15.3%	5.2%	33.0%
<b>Institutions: Improving schools</b>					
<i>Policy lever 3: School improvement</i>					
28	Mean index of adaptive instruction in science lessons (PISA 2015)	-0.28	0.01	-0.38	0.53
29	Mean index of disciplinary climate based on students' reports (PISA 2015)	0.21	0.00	-0.27	0.83
<b>% of teachers above the age of 50 by education level, 2015 (EAG 2017)</b>					
30	Primary education	37%	32%	15%	60%
	Lower secondary education	48%	36%	18%	60%
	Upper secondary education	43%	40%	26%	71%
<b>Number of teaching hours per year in public institutions by education level, 2015 (EAG 2017)</b>					
31	Primary education	779	794	573	1 157
	Lower secondary education, general programmes	607	712	486	1 157
	Upper secondary education, general programmes	589	662	386	1 157
<b>Ratio of actual teachers' salaries to earnings for full-time, full-year adult workers with tertiary education, 2015 (EAG 2017)</b>					
32	Primary education	0.72	0.85	0.58	1.33
	Lower secondary education, general programmes	0.85	0.88	0.58	1.30
	Upper secondary education, general programmes	0.92	0.94	0.61	1.42
33	Growth rate of teachers' salaries between 2005 and 2015 in lower secondary education (EAG 2017)	0%	6%	-28%	42%
34	% of lower secondary education teachers who report a "moderate" or "large" positive change on their knowledge and understanding of their main subject field(s) after they received feedback on their work at their school (TALIS 2013)	NP	53.5%	26.7%	86.2%



#	List of key indicators	Austria	Average or total	Min OECD	Max OECD
<i>Policy lever 4: Evaluation and assessment to improve student outcomes</i>					
35	Percentage of lower secondary education principals who report that they use student performance and student evaluation results (including national/international assessments) to develop the school's educational goals and programmes (TALIS 2013)	NP	88.8%	58.5%	99.5%
<b>% of students whose school principals reported that assessments are used for the following purposes (PISA 2015)</b>					
36	To make decisions about students' retention or promotion	12%	31%	3%	61%
	To monitor the school's progress from year to year	28%	69%	26%	98%
	To make judgements about teachers' effectiveness	15%	37%	4%	88%
	To identify aspects of instruction or the curriculum that could be improved	22%	59%	14%	92%
<b>% of lower secondary education teachers reporting appraisal/feedback from the school principal on their work with this frequency (TALIS 2013)</b>					
37	Once every two years or less	NP	33.90%	3.20%	88.80%
	Once per year	NP	41.50%	9.50%	82.10%
	Twice or more per year	NP	24.70%	1.00%	49.60%
<b>Systems: Organising the system</b>					
<i>Policy lever 5: Governance</i>					
<b>Distribution of responsibilities for school governance in resource allocation and curriculum, 2015 (PISA 2015)</b>					
38	National government (Resource allocation)	31.5%	23.1%	0.0%	69.9%
	Local or Regional government (Resource allocation)	39.8%	23.1%	0.0%	72.9%
	School (Resource allocation)	28.7%	53.8%	11.2%	92.9%
	National government (Curriculum)	22.2%	19.6%	0.0%	96.5%
	Local or Regional government (Curriculum)	5.7%	7.0%	0.0%	42.2%
	School (Curriculum)	72.1%	73.4%	3.5%	97.0%
<i>Policy lever 6: Funding</i>					
<b>Annual expenditure per student by educational institutions, for all services, in equivalent USD converted using PPPs for GDP, 2014 (EAG 2017)</b>					
39	Pre-primary education	9 122	8 723	4 432	21 210
	Primary education	11 154	8 733	2 896	21 153
	Secondary education	15 094	10 106	3 219	21 595
	Tertiary education	16 933	16 143	6 952	46 526
<b>Relative proportions of public and private expenditure on educational institutions, 2014 (EAG 2017)</b>					
40	Public sources	95	85	64	99
	All private sources	5	15	1	36
	Index of change in expenditure on educational institutions, public sources, (constant prices, 2010=100)	m	103	86	147
	Index of change in expenditure on educational institutions, all private sources, (constant prices, 2010=100)	m	113	69	192
<b>Notes</b>					
1. The average, total, minimums and maximums refer to OECD countries except in TALIS and the Survey of Adult Skills, where they refer to participating countries.					
2. "m": included when data is not available.					
3. "NP": included if the country is not participating in the study.					
4. Statistically significant values of the indicator are shown in bold (PISA 2015 only).					
5. The average three year trend is the average change in PISA score points from a country's/economy's earliest participation in PISA to PISA 2015.					
6. "n/a": included when the category is not applicable.					



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