

Article Type: *Research*

Citation: Sengoz, M. (2023). *Regarding The Austrian Education System and The Improvement of Educational Achievements of Austrian Turks*, *Economics, Business and Organization Research*, 5(1), pp. 11-30

REGARDING THE AUSTRIAN EDUCATION SYSTEM AND THE IMPROVEMENT OF EDUCATIONAL ACHIEVEMENTS OF AUSTRIAN TURKS

Murat SENGOZ¹

Abstract

In this study, the Austrian education system and educational philosophy will be discussed from a historical perspective, the current education system of Austria will be reviewed, and a general determination and evaluation will be put forward, especially regarding the educational success of students from Turkey. In this context, it will be tried to examine the school success status of students of Turkish origin within the Austrian education management philosophy in general and the current education system in particular. Thus, some critical issues that should be adopted to improve the educational success of the Austrian Turks in the current system according to the reports of the European Union, the Organization for Economic Cooperation and Development, the Austrian Ministry of Education, and other official institutions will be tried to be revealed.

Keywords: *Austrian Education System, Austrian Turks, School Success.*

¹ Dr., Independent Researcher, muratsengoz74@gmail.com, ORCID: 0000-0001-6597-0161

1. INTRODUCTION

Turkish-Austrian relations go back much further (Stevens and Abbott, 2007; Matzka 2009). More than five hundred thousand Austrians spend their holidays in Turkey each year and many of them own homes on Turkey's south and west coasts. Regarding the diplomatic relations between Austria and Turkey; between Austria and the Ottoman Empire, it should be noted that since the second half of the 18th century, permanent diplomatic representations were established. The Ottoman Empire has been represented by a permanent embassy in Vienna since 1798 (Kasaba, 2008). The first diplomatic representation of the Ottoman Empire at the level of an Embassy in a European country was also established in Vienna.

Since Austria is a very important and well-established Central European country with functioning state institutions and establishments and because of its historical relations with Turkey, its education system is discussed and compared in this study. In this context, the Austrian education system is analyzed holistically in terms of its basic mechanisms and practices. This is because the education system is both the most valuable material investment tool of a country and a catalyst that determines the value of all other assets due to human existence. In a sense, human beings are allegorically like the soul that gives life to the material structure of a country, based on the analogy that a country is the material body of all other assets. Another aim of this study is that the Austrian education system is a source for determining the strategies that should be adopted to increase the educational success of Austrian Turks within the existing education system. In addition, every year a significant number of young people from Turkey come to Austria for higher education and various specialized training. Therefore, the Austrian educational philosophy and system are worth analyzing.

On the other hand, one of the reasons why Austrian Turks continue to live thousands of kilometers away, in a foreign country, by enduring all difficulties, is the economic, social, and cultural opportunities they have in Austria compared to their hometown, as well as the educational advantages possible for their children. Because education in Austria is free and there is no examination for entrance to higher education in general, provided that the transition to university is needed only a high school achievement examination, that is called "Matura", which is "Abitur" in Germany and "International Bachelorya" in the United Kingdom. Due to the high demand, entrance exams are held in university departments of Universities such as medicine, architecture, and law school. But even this is not at a difficulty level that can be

compared with the exam marathons, its intensity in Turkey. In addition, the unconditional educational support provided to the youths by the Austrian State is more than the pension received by retired people in Turkey. On the other hand, in addition to the Turkish youth living in Austria, more than a thousand Turkish youth come to Vienna and other cities of Austria for university education every year. For this reason, in this study, the Austrian education system and its education philosophy will be discussed and the current education level will be reviewed.

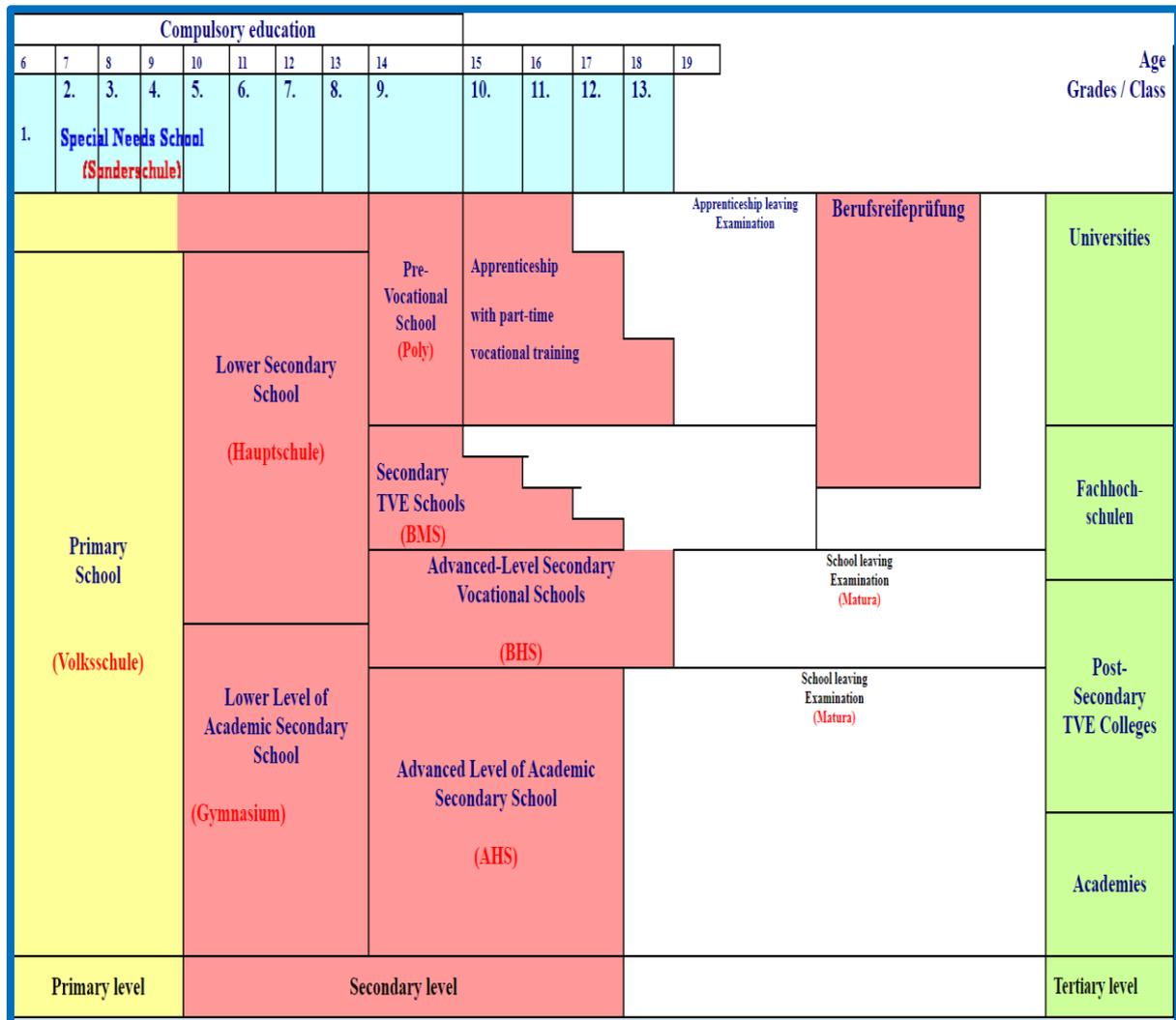
2. PURPOSE AND METHOD OF RESEARCH

This study aims to examine the Austrian education system and education philosophy from a historical perspective to review the current education system of Austria, and to make a general determination and evaluation of the educational success of Turkish-origin students in particular. So this research article is a hermeneutic study, in which all documents and secondary data sources are obtained by the literature review technique.

3. AUSTRIAN EDUCATION SYSTEM

The Austrian education system is based on a multi-stage and diverse education system, which is depicted in Figure-1. In Austria, children start their education and training life from a much younger age in nursery and kindergarten. After that, they continue to elementary school and then secondary school education. At this point, children are being separated and directed depending on their capabilities, abilities, and academic performances to classical academic high schools, technical schools, vocational trade high schools, or ordinary vocational schools. In this context, after completing basic high school education a seventeen-year-old teenager with a lot of academic aptitudes continues to the university education, while many other students undergo further vocational training and do an internship based on their future job aspirations (Baten, 2016: 50). So, at the age of about 18, the more practical-minded students can pursue a further university education while at the same time continuing their education with non-academic studies towards a profession. During this education period, a student who continues his education without a break can attend his doctorate education at a university around the age of twenty-three.

Figure 1: Austrian Education System



The Austrian education system consists of a four-year elementary school (Volksschule) followed by a four-year lower secondary education (Hauptschule/ Neue Mittelschule) or an academic high school education (Gymnasium). In this context, compulsory education is nine years in Austria. Approximately 95% of children aged 3-6 in Austria go to kindergartens. The academic year in Austria usually starts in September and ends in July. While the exact summer holiday is nine weeks in Austria. Also, there are Christmas and New Year holidays a winter vacation or break, which is 10 days, and normally an Easter holiday, which is called Ostern in Austria (BMBF, 2021a).

After accomplishing the first part of the academic high school (Gymnasium), students can also choose either to attend the vocational school or go on to attend an academic high school depending on their school achievement performances and grades (Baten, 2016: 50). Those

children who want to continue to study more practical issues and learn a profession and go on to vocational training schools (Berufsschule) at least for three years. After three years, students have to pass the graduation and proficiency exams (Lehrabschlussprüfung). On the other hand, students who are more academically inclined may attend a higher education institute, which is a pre-bachelor program (Höhere Schule) for four or five years. At the end of their education there, they have to take the proficiency (Matura) exam to be able to enter the university. Alternatively, children attending academic lycee programs who enjoy professional studies or want to move into a related sector may attend a vocational school (Berufsbildende Höhere Schule) before moving on to university (ECNPP, 2021).

In Austria, children aged 0 to 6 are prepared for kindergarten; aged 6 to 10 to elementary school; school-aged 10 to 14 to secondary school or Polytechnic School; 14 to 15; and some students aged 15 to 18 to high schools (lycee) or through vocational schools or vocational training schools (Beruf Schule). Education in Austria is free to charge. One of the key features of public schools in Austria is the variety of education options for students of all levels. For example, the way secondary school is split into academic and more professional paths to provide equal opportunities for children. Around 82% of 15 to 19-year-old children in Austrian schools are enrolled in vocational schools or vocational training programs. General compulsory education lasts until students reach the age of 15, but from the 2016/17 school year, all individuals are required to pursue some form of education or training (ECNPP, 2021).

In addition to this, Austrian employers offer and sponsor a wide range of internship opportunities for the youth. They provide children who are attending vocational schools and vocational training schools with opportunities to work with them and "learn while doing". Only about 8% of schools in Austria are private and many are being sponsored by religious foundations, but follow an education system that does not differ from the mainstream in general. To this extent, many private schools have principally religious roots, and most private elementary and secondary schools in Austria are run by the Roman Catholic Church. Roman Catholic schools are notorious for being more strict than other schools, but they are also known for their excellent academic standards. In terms of universities, private institutions are rare but have become more common in recent years.

4. CONSIDERING THE AUSTRIAN EDUCATION SYSTEM FROM A HISTORICAL PERSPECTIVE

The Wars of Succession between Austria and France exposed the weaknesses of the Habsburg monarchy and revealed the shortcomings of the Habsburg Empire. All these developments revealed that the empire couldn't continue with the old state traditions, education, and management approach and revealed the need for urgent and sharp education and public administration reform is inevitable. For this purpose, a series of reforms attempted by Maria Theresa to the establishment continuation of the Habsburg Monarchy. However, the most important of these reforms on which all others were dependent was the reforms of the education system. The main aim of the education reform was to build a modern, efficient state bureaucracy in order to govern the country properly. The various regions of the monarchy would be administratively united and the autonomy of individual kingdom lands would be restricted in favor of a central administrative apparatus controlled by Vienna. To achieve this, the necessary institutions were established and put into effect for the training of cadres who had played a key role in the administration of the country until then, and thus the management cadres were liberated from the monopoly of aristocratic officials and professionalized with the increasing participation of not-aristocratic class academics.

In this context, the Maria Theresa Military Academy was established in Wiener Neustadt and a new generation of military officers was trained in this Academy according to modern warfare principles, concepts, and doctrines. However, the most important educational reform carried out by Maria Theresa was the introduction of compulsory education for children with a constitutional law, which is approved in 1774. In other words, today, Austria, as a central European country, has an advanced and modern education system as a typical European Union member country but also has an educational administration philosophy that preserves its ties with its deep-rooted imperial past. However, especially since the beginning of the twenty-first century, Austria has taken important steps to combine the classical scholastic adapting of its education system with modern requirements. The foundations of the Austrian education system were shaped especially by the Common School Law (*Allgemeine Schulordnung*) of 6 December 1774, enacted by Empress Theresia (1740-1780) (Scheipl and Seel, 1987: 11-15).

The standards adopted by Empress Maria Theresia regarding the education system in Austria continue even today. These are the legal regulations such as the Primary School Law

(Reichsvolksschulgesetz) (Scheipl and Seel, 1987: 60-61). One of the most important of these is that the school starting age was accepted as six years old, the establishment of elementary schools even in villages, also in towns and cities under the responsibility of the Ministry of Education, and the determination of compulsory education as eight years. At that time the classical Austrian education system consisted of well-established high schools (Gymnasium), which were generally run under the responsibility of the churches, in terms of compulsory primary and secondary school and further education opportunities. In this context, elementary schools were established in villages, towns, and cities in every region of the country. Secondary schools were located in certain towns and higher education settlements, such as high schools (Gymnasium) were located in important city centers (Scheipl and Seel, 1987: 94). Every citizen of the country could send their children to a school, but of course, it was necessary to meet some success criteria to start a high school. In addition, many schools also had boarding opportunities for students from the provinces.

This system was redesigned and reorganized after the Second World War (1939-1945), although the principles were preserved. In this context, compulsory education was increased to nine years, and the success standards that students must achieve to attend higher school classes were redetermined and enacted. In addition, Teacher Training Colleges (Pädagogische Akademien) were established for the training and education of teachers. In this context, two-year post-secondary education programs for elementary school teachers, three-year higher education and training programs equivalent to bachelor's degrees (baccalaureate) for teachers of high schools, such as Mathematics, German or English and Biology, Geography, History, Physics, Art, Music, and Physical Education branches. So, teacher training programs were standardized (Scheipl and Seel, 2004: 202).

The core of the education and training system was adopted based on the training of instructors and accepted the transfer of theoretical knowledge as much as possible to the students. In this context, facts such as individualization, creativity, and original critical thinking were not taken into account yet in the education process. Being able to start high school education was a privilege given to far more successful students. This caused the children of well-educated families to support their children's education with special lesson supplements to increase their school success in order not to be deprived of university education. Because attending university was a privilege only for students who had completed their high school education and achieved the matura proficiency exam. High school education started after

elementary school, and children could get the right to start high school education with their elementary school success. This criteria also continues today. For this reason, New Secondary Schools (Neue Haptschule) were opened in Austria, which allows students to continue their high school, technical and trade colleges, or vocational schools, on their school success. This projects aim to prevent discrimination between native Austrians and immigrant children by giving them a second chance to achieve the Matura exam (BMBF, 2021b).

5. PHILOSOPHY OF THE AUSTRIAN EDUCATION SYSTEM

One of the main distinctions that distinguish developed countries from other countries is; that it is undoubtedly the fulfillment of issues such as defense management, planning of education, the establishment of law, and research and development (R&D) by elite and competent autonomous committees. Because the perspectives of politicians are limited to election periods and their perspectives are naturally short-term. For this reason, it is very valuable and essential to deal with the phenomenon of politics with a supra-political paradigm that can compete with the world and at the same time within itself in areas such as defense management, foreign policy, planning of education, the establishment of law and R&D., populist practices, which are frequently applied in socio-culturally heterogeneous societies and countries, are the main source of social inequality and faction in every sense.

The education model of a country, the way of thinking, legal and political (regarding the country's government) institutions, adopted ideologies, and philosophical patterns that constitute the infrastructure of the state. In this respect, the education system adopted is a choice of the country for the future. Today, there is no need for armies to invade a country. If a country is corrupt and far from meeting the educational requirements and needs of the age in the field of education, that country will dissolve on its own in time and lose its collective consciousness. There is a linear relationship between PISA scores and the economic development and welfare levels of countries. All of the countries that are at the forefront of PISA scores are also advanced democracies, industrialized, foreign trade surplus, and high value-added goods and services production capacities. The main feature that distinguishes the countries ranked high in PISA scores from the others, is the importance attributed to teachers, the respect shown, and/or the high wages paid in these countries. Because teachers appeal not only to the minds of their students but also to their hearts. Every country needs to raise well-educated, self-confident young people, who can think innovatively. For this, there is a need for a management climate

in the society in which individuals are not subject to any ethnic, religious, sectarian, or ideological discrimination and have the right to live all kinds of freedom provided that they do not harm others. In this respect, the main duty of the state is to offer its citizens absolute freedom and prosperity by providing opportunities and guiding them toward good, legitimacy, and transparency (IFBW, 2021).

Under these considerations, it can be said that Austria's modern educational philosophy supports students by their interests and abilities and is participatory and student-centered in terms of strengthening students' abilities and strengths in their social and personal development competencies. In this respect, the primary duty of educational institutions has been built on the identification and development of students to prepare them for life and their future professions. Austria's modern education philosophy is based on the principle of preventing children from being forced to choose a school by categorizing them according to only their elementary school education performance and on the other hand increasing the diversity of education opportunities (BMBF, 2021b).

In this context, the Austrian educational philosophy has some basic features, which depend mainly on diversity and differentiation. Diversity as an educational philosophy foresees the diversification of the education and training system, as each classroom has different interests, abilities, needs, social and cultural backgrounds, and mother tongues. In this context, the responsibility of the Ministry of Education is to transfer the necessary holistic education and training techniques to the education curriculum of this diversity. On the other hand, differentiation as an educational philosophy is the inclusion of necessary materials in the educational process to meet the needs of students with different learning styles. In this respect, Austrian educational philosophy is partially based on the teachings of Italian Maria Montessori, American Helen Parkhurst (1886-1973), and Peter Petersen (1884-1952). The common denominators of these teachings focus on meeting the authentic needs of students in education such as movement, socialization, taking proper action to the changes and uncertainty, and promoting their basic needs such as love, empathy, protection, and responsibility. In this context, the school system is democratically oriented; A libertarian education philosophy is adopted, in which responsibilities are reinforced (Eichelberger, 1997: 146).

In this respect, the basis of the Austrian educational philosophy in practice is based on the training of qualified teachers (Dangl, 2014: 37). However, young teachers must develop

their professionalism. Schratz and a group of Austrian education experts cite five areas for teachers' professionalism. These are professional awareness, reflective competencies, managing diversity, cooperation and collaboration, and personal mastery in a model that aims to develop professionalism in an international context (Schratz, 2011: 25). According to Schratz, these concepts are defined as below (Schratz, 2011: 25): Reflective competencies; enabling individuals to think about their actions about the happenings developing in their environment. Professional awareness means the appreciation of students and parents, as a core value. The essence and focus of professional awareness are related to the professional behaviors that teachers must adapt. It combines with the development of teachers' competencies and the establishment and maintenance of self-confidence.

The second critical issue is Managing diversity. Since teachers do not manage a structurally homogeneous classroom, they need to develop their knowledge and skills related to the management of heterogeneous groups. Students differ in terms of their gender, age, interests, abilities, multiple intelligences, social and cultural backgrounds, and mother tongue. Teachers are obliged to provide diversity that will appeal to the potential of their students with various methods in the context of education and training techniques and methods. Collaboration is one of the most important results of social life. To overcome daily routine collaboration between teachers must allow for the development of a shared vision in classrooms. For example, it paves the way for teachers to progress and develop from the focus of "me and my class" to the goal of "us and our school" (Senge, 1996). It is about how teachers convey what they know, rather than how much they know (Schratz, 2011: 36).

Regarding the issues explained above, in Austria, some experienced teachers must conduct a training process within the framework of coaching and mentoring programs for newly graduated teachers by the relevant authorities, through seminars, conferences, or bulletins, to contribute and convey their experiences, especially to newly graduated teachers to help them to increase their job competencies. It can be said that this project constitutes the backbone of the teacher training process (Beer, 2014: 17). Moreover, mentoring is successful when the relationship between both mentor and mentee is reliable, independent, and based on an open mind. Apart from the mentoring procedure applied in this context, regular service courses are also compulsory (Ebenberger, 2014: 223).

6. IMPROVEMENTS AND DEVELOPMENTS REGARDING AUSTRIAN EDUCATIONAL PHILOSOPHY

The main task of the Austrian Federal Ministry of Education, Science, and Research is to create the best possible framework conditions for schools, universities, and research institutions. Rapid social changes and experiences necessitate the continuous improvement of these framework conditions. In this context, the "Pedagogy Package", adopted by the Council of Ministers in 2018, foresees the implementation of some improvements that will intensify competence-oriented education in all lower levels of primary, secondary, vocational, and technical high schools, as well as in high schools providing classical academic education throughout Austria. In this context, in the school preparation regulation published in 2018, standard criteria were defined for checking school readiness for the first time throughout Austria. Along with the new school entry screening, a tool has been developed for support-based diagnosis, in which children's school-entry skills can be identified during the school enrollment process. The new education and training curriculum prepared for this purpose reflects the transition from subject-oriented teaching to competency-oriented teaching methods. The content of the curriculum is consistent and coordinated. It aims to facilitate the smooth transition from elementary education to lower secondary education. Due to its consistent redirection towards specific competencies, it offers more freedom for contemporary and future-oriented course design and aims to provide a comprehensive (reflective) basic education. The stronger focus on interdisciplinary issues encourages collaboration among teachers across subject boundaries (EUPO, 2020).

In this context, the student qualification criteria developed by the Austrian Ministry of Education are closely linked to the new education and training curriculum. Student proficiency criteria are the set of criteria developed for the concrete determination of the different need levels of the competing definitions of the students. As a pedagogical tool, student competency criteria assist teachers in planning the semester or year of study. They also support teachers in assessing students' learning and performance levels and associating them with the learning goals to be achieved. Student competency criteria can be used as a basis for discussions with students and legal guardians during formative performance feedback while facilitating the targeted differentiation and individualization of lessons. In addition, with the amendment made in the Performance Evaluation Regulation, competency orientation has also been more tightly linked

to performance evaluation. Performance appraisal is combined with feedback on skills gained, which supports learning and makes grading more transparent and understandable.

By emphasizing the diversity of performance evaluation forms, it is ensured that the evaluation does justice to the different performance potentials of the students. The essence of the education reform in question is aimed at revealing the different strengths and abilities of the students because each student has different needs and each child is special and unique. For this reason, instructors and school administrators are obliged to provide freer environments for students to unleash their creativity. In this context, open spaces on the field need careful quality control in the background to provide the best education for students. This can be achieved through systematic educational monitoring and external evaluation based on a standardized quality framework for schools (IFBW, 2021).

As a result of the explanation given above, it is possible to say that the Austrian education philosophy, in a nutshell, envisages that schools should have maximum pedagogical design freedom for simultaneous planning and resource security and the creation of innovative educational offers. To this end, the education system should have a structure that enables education concepts in which school profiles are reasonably coordinated and transitions between schools are optimally designed for students. Because in this way, the education and training climate can be created for teachers as the most critical element of education and training activity, which creates the potential to improve their qualifications and prioritizes transparent and autonomous further education and training.

7. AN OVERVIEW OF THE AUSTRIAN EDUCATION SYSTEM

An international study shows that the distribution is a more unequal level of education in Austria than in most other industrialized countries. According to the "Equal Opportunity in Education" report published by the Organization for Economic Cooperation and Development (OECD) in 2018, it is seen that the equality of educational opportunities in Austria is lower than the average of the European Union member countries (OECD, 2018). In this context, Austria has a lower average when compared to other developed modern industrial countries. According to the report in question, it is possible to say that children from disadvantaged backgrounds in Austria, whose parents receive more social assistance and have a lower socio-economic belonging than the OECD average, are even less likely to obtain a university degree, and it is possible to say that children from socio-economically disadvantaged families do not have the

same opportunities anywhere in the worldwide. In reality, there are no countries where social and economical background does not play a critical role in the educational success of children. However, there are a few certain countries, which are some northern European countries, where the social status of parents plays a relatively minor role in children's school success. In Austria, however, barriers to children from educationally disadvantaged backgrounds are relatively high and unfortunately, social mobility is very low.

Figure 2: PISA Score-2018 The Difference Between the Average Scores of the Children of the Family in the Top and Lowest Socio-Economical Groups. A Sample

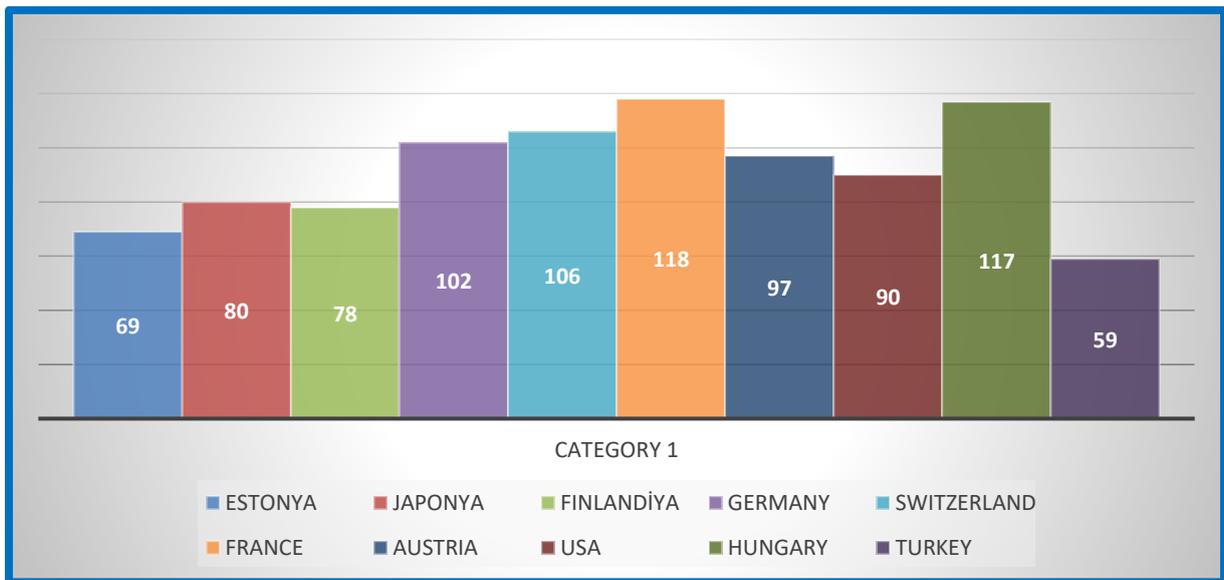


Figure 3: PISA Score-2018. A Sample

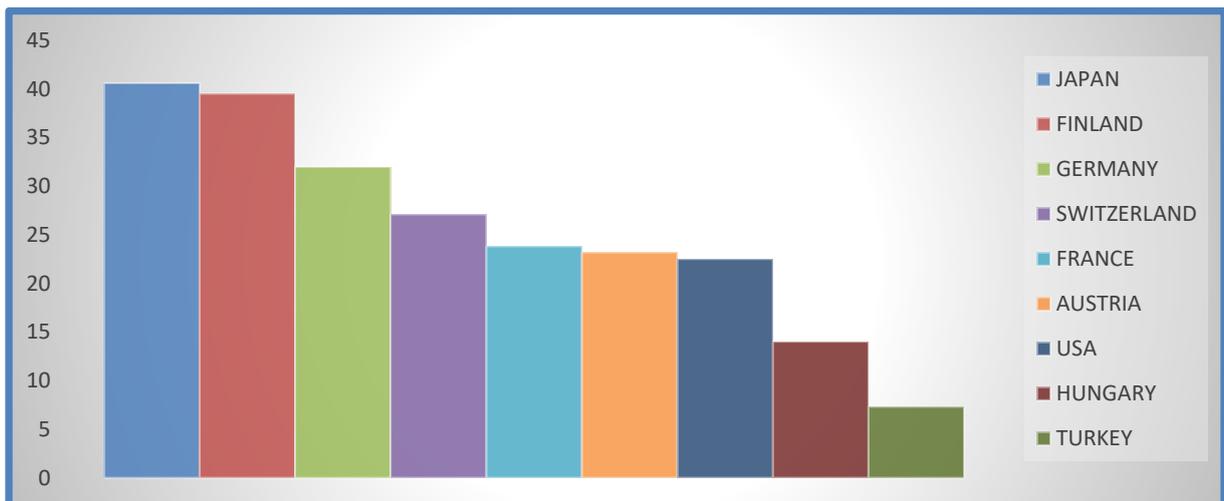


Figure 4: *University Graduations For Young People From Educationally Disadvantaged Backgrounds. A Sample*

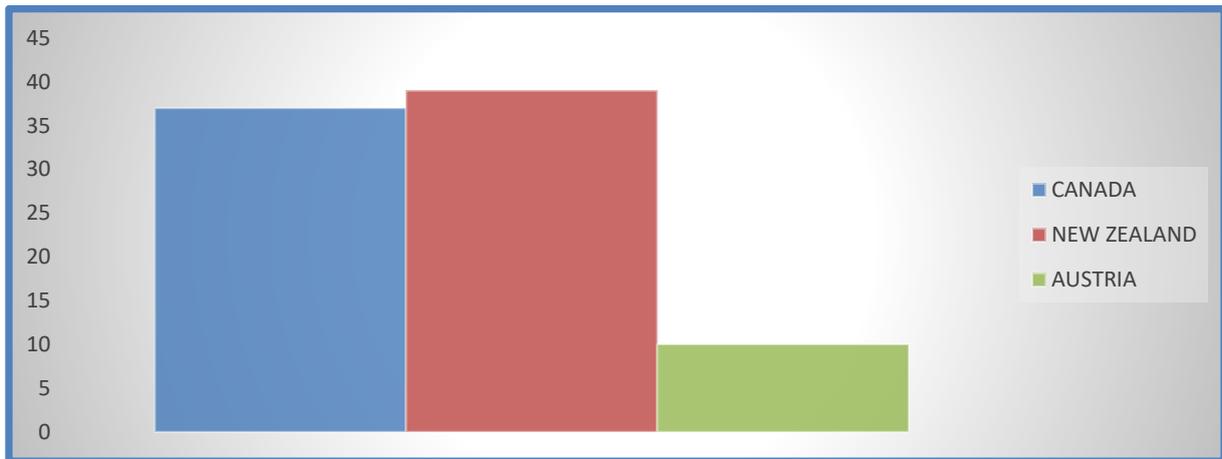
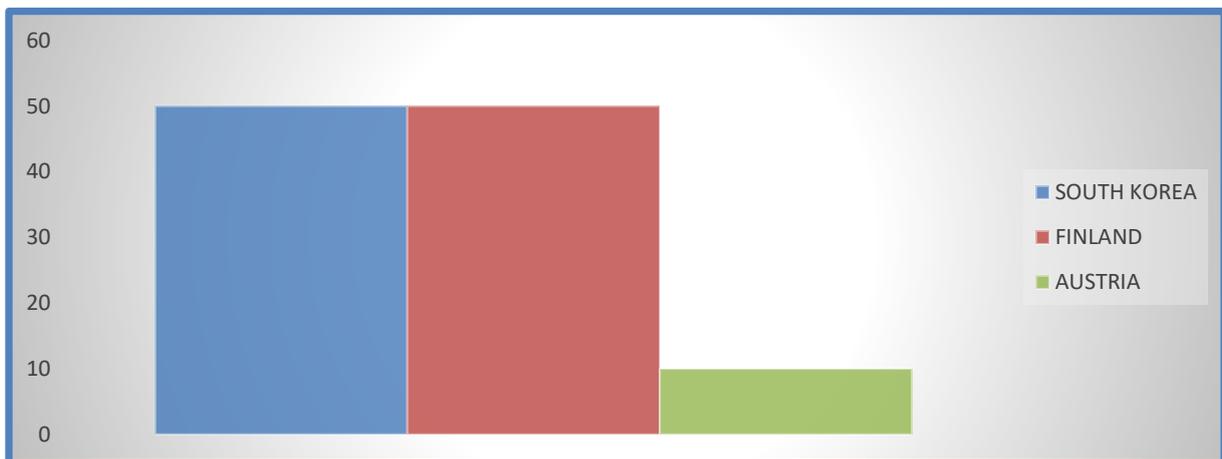


Figure 5: *A Higher Level of Education Than Their Parents. A Sample*



According to the PISA scores, in natural sciences, Austrian school children achieved an average of 495 points. The average of children of families in the lower quartile according to social status has got only 448 points. On the other hand, the average score of the most successful first quarter is 545. Therefore, the difference between the most successful first quarter and the average scores of children from families in the socio-economic subgroup corresponds to 97 points. This is above the OECD average, which is 88 points, which is depicted in Figure-2. In other words, the educational gap between successful and unsuccessful students in Austria is quite high. In this evaluation, determining the groups of children who have advantages or not, are determined according to the socio-economic culture levels of the children's families, the criteria of the educational and professional status of the parents, and whether the parents have a computer and internet at home, the number of books in the house or the subscription to the

newspaper were taken into account. At this point, it is possible to say that although the correlation between socioeconomic and cultural belongings of families and student achievement has a significant correlation with school achievements according to the OECD reports. Regarding this issue, countries such as Austria with 9 points, and Germany with 16 points are above the OECD average. But this issue has a much less significant impact on the countries such as Japan and Finland because Japan is 8 points and Finland is 10 points below the average. However, in the Austrian example, it is noteworthy that nine percent of socio-economically disadvantaged students are among the best quartiles in terms of success. In this context, the OECD average is 11 points. The countries with the best average in this regard are Finland and Estonia with an average of 15 percent.

Both ratios are similar in terms of the ratio of the children of disadvantaged families, who are on average in terms of PISA performance level. While this rate is 23 percent in Austria, the average of OECD countries is 25 points, which is depicted in Figure-3. In this context, the most successful countries are Japan and Finland with an average rate of 40 percent. This rate is 32 percent for Germany. Austria is also behind OECD countries in terms of university graduations for young people from educationally disadvantaged backgrounds. This rate is ten points in Austria, 39 percent in New Zealand, and 37 percent in Canada, which is depicted in Figure-4. When comparing the education level by generation, Austria has values below the standards of developed countries. For example, according to a study, which is depicted in Figure-5, conducted with people aged 26 to 65, it was found that in Austria, only 29 percent of the people surveyed attained a higher level of education than their parents. At this point, the OECD average is 41 percent. In this context, the best countries are South Korea and Finland, which have values above 50 percent (Mittelstaedt, 2018)

8. DISCUSSION ON IMPROVEMENT OF EDUCATIONAL ACHIEVEMENTS OF AUSTRIAN TURKS IN AUSTRIA

When the data of the Austrian Statistical Institute are taken into account, it is seen that the Austrian Turks have the lowest educational achievement in all of Austria. Undoubtedly, this is regrettable. In essence, Turkish society comes from a socio-cultural tradition that gives importance to school success as a source of pride. Despite this, there are of course several reasons for the low school success of Austrian Turks. One of them is the assumption that course success has a sociological inheritance. In short, this view defends the view that the children of

parents with high academic success and enthusiasm also have high academic success and enthusiasm. Austrian Turks, on the other hand, are the children of families with relatively few university graduates in their family tradition, who do not have the chance to pursue higher education in Turkey, except for a small number of people who migrate generally due to political reasons or to get a better, elite education (Şengöz, 2022: 106-112). This detail, of course, is not in terms of intelligence and talent, because every child is special regardless of their parents. On the contrary, other immigrant societies are people who have the opportunity to receive formal education for a longer period than immigrants who came from Turkey. Also, the other immigrant's foreign languages are better than Turks in terms of their socio-cultural multilanguage geography. Another important reason why Turkish parents cannot guide their children in their lessons is the lack of enough German language knowledge. When the negative memories and experiences of previous student years are added to the lack of language knowledge, the possibility of parents contributing to their children's education normally decreases.

Therefore, at this point, parents need to change their attitudes, behaviors, and priorities to contribute to their children's school success. Among the Austrian Turkish Community, the opinion is dominant for parents who complain about the education system in Austria and the educational success of their children, instead of making financial investments for the future of their children or spending a lot of money on their children's weddings and other ceremonies. Instead of this, they should spend these economical resources on the education of their children. Of course, not every child has to perform excellent school success, to have a chance to go on academic education in Austria, by accomplishing a Matura or getting a diploma from a university (Şengöz, 2022: 106-112).

However, the state of failure in the formal education system is a state of inadequacy and is not a simple situation that can only be explained by the personal characteristics of the student. The reasons for such a failure are primarily socio-psychological. Unfortunately, it is often claimed that students of Turkish origin are treated with negative prejudice and different treatment by some racist teachers because they are Muslims. The claim that some Turkish children, who are treated differently in this way, are subject to the category of "problematic or mentally handicapped" and that their right to education is hindered is certainly not a claim to be ignored. However, the issues related to this subject are the issues that should be brought to the agenda frequently, without the execution of proper research and confirmation. Because this

kind of assertion can damage society and increase prejudice regarding the Turkish community.

In addition to these, it will be more beneficial to look at the issue in terms of what can be done practically by Turkish society. The allegations that only Turkish children are deliberately eliminated from the education system and that there is institutional, structural, and systematic discrimination against Turkish children are unfortunately also a bit of political abuse. Because, contrary to the generalizations made on this subject, children born in Austria who do not have language problems can show extraordinary educational success even if their parents do not have much support. For this reason, the fact that most of the Turkish community who came to Austria for the first time did not have the opportunity to receive formal education while in Turkey, some of them could not even read and write, and they could not make the necessary contribution to the education processes of their children, negatively affected their school success. However, the children of parents who have the opportunity to pursue higher education while they are in Turkey, achieve outstanding success in their education and training lives.

The reasons such as the fact that low-income Turkish families have more household population compared to the square meter of their houses and that there is not enough studying space for children are naturally among the problems that negatively affect the school success of children. Another issue that negatively affects their school success is that children cannot learn their mother tongue properly (Şengöz, 2022: 93-116). Unfortunately, the number of Turkish students attending special education schools (Sonderschule) to which students with learning difficulties or disabilities are directed is higher than other immigrants. Certainly, a very important reason for this is that children who are not fully fluent in their mother tongue cannot learn the German language correctly, so they have difficulties in their education life. This situation creates a feeling of exclusion in children and then causes some self-confidence problems that are difficult to be solved.

9. CONCLUSION

Undoubtedly, education and training are one of the most important phenomena of the modern world as it directly affects the socio-economic status of individuals in society. In this context, a person spends at least one-fifth of his average life directly and only engaged in formal education and training activities, which is a life-long process in many developed countries. Education and training activity in this aspect Education and training is an important apparatuses

of social development, especially in the socio-economic context (BMBF, 2021b). On the other hand, it is one of the most important facts of social life. In this respect, education and training activity is a process that should be carried out with a certain purpose. The purpose, which is essentially driven by education and training activities, also constitutes the essence of the philosophy of education. Educational philosophy describes the basic idea that guides education policies and educational practices and provides the basis for the formation of theories about education by the future dream of society. In this respect, considering the philosophical foundations of the Austrian education system, it can be said that under the influence of an eclectic combination of existing philosophical mindsets such as idealism, naturalism, progressivism, pragmatism, conservatism, and materialism. It can be stated that Austrian education philosophy is more exposed to the political and ideological effects of today's harsh liberal political discourse. One of the important indicators of this is, for example, the hanging of LGBT flags at school entrances or the practices related to positive discrimination applied in this context, especially in high schools and equivalent educational institutions. This issue is the result of the goal of raising students in a heterogeneous pluralism and in a character that is respectful to the values of society but compatible with all segments of society.

Considering the philosophical foundations of the Austrian education system in terms of structure and functioning, it is seen that a conservative understanding is maintained in the context of the structure of schools, examination, assessment and evaluation system, and curriculum. However, it has a very progressive philosophical background in the use of educational tools and technologies and has a modernist attitude. In this context, it can be said that the conventional education philosophy is continuing in the sense of education and training within the frame of modern liberal education perceptions, concepts, and doctrines. As a result, the grading of education and the modular education approach was adopted and harmonized by the preservation of the classical examination, measurement, and evaluation system. Also, it is preserved especially the privileged legal status of vocational and technical schools and the establishment and replacement of education modules in a way that can meet the demands of the professional labor market, from secondary education institutions to higher education institutions.

Regarding the issues such as the strict preservation of school transitional standards, the philosophy and policies of teacher training, a realistic education planning for the potential employment market, preserving transparency and equal opportunity in all levels of the

education system, compatibility of the content and aims of education with the common value judgments of the society, it can be stated that Austria has a great potential in overall education. So, in Austria, the traditional and classical education mindsets have harmony to achieve to adapt to the very compatible modern requirements of the age. Considering these issues, the steps that should be taken to increase the educational success levels of Austrian students of Turkish origin are, to increase the language development and thinking capacity of the students, to increase the incentives for increasing the number and qualifications of voluntary or publicly supported educational and cultural non-governmental organizations and to increase the quality of the initiatives will facilitate the requirements if educational need of Austrian's Turks.

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