


# Desk Review on the Working Conditions of Staff in Early Childhood Education and Care (ECEC) in Austria

For the project "Improving Staff Working Conditions for Better Quality in Early Childhood Education and Care in Austria"


 Bundesministerium  
Bildung, Wissenschaft  
und Forschung

 unicef  
for every child



Funded by the  
European Union





Developed by Dr. Tünde Kovacs Cerovic for the UNICEF Europe and Central Asia Regional Office, with input from the project Steering Group.

### **October 2023**

The content of this report does not reflect the official opinion of the European Union, UNICEF or the Federal Ministry of Education, Science and Research. The author of the report assumes responsibility for the information and opinions expressed.

Acknowledgements: Some of the documents studied in the preliminary examination were compiled by undergraduate Educational Sciences and Research students at the University of Klagenfurt as part of the course "Qualitative Research Methods II" under the supervision of Dr Veronika Michitsch. The following students were involved in the study: Baltic Lea, Junker Anna, Muhr Sarah, Osojnik Sabrina, Payer Selina, Petschenig Alexandra, Rauter Michelle, Tengg Andrea.

# Table of contents

List of Figures	2
List of Tables	3
List of Notes	3
<b>Background and introduction</b>	<b>4</b>
Background of the study	4
Meaning of ECEC	4
<b>Key data on ECEC in Austria</b>	<b>6</b>
Indicators of ECEC in Austria	8
Governance of ECEC	9
Funding of ECEC	10
Funds from financial equalization	10
Agreement pursuant to Art. 15a B-VG (2022/23 to 2026/27)	11
Expenditure on ECEC in Austria	13
<b>Access: availability and affordability</b>	<b>17</b>
Access to ECEC that meets the needs of working parents	20
Affordability and equity of ECEC in Austria	23
Quality of the ECEC programme	24
<b>Staff in ECEC</b>	<b>27</b>
Characteristics of those employed in ECEC	27
Staff shortage	30
Working conditions of staff	31
Working hours	33
Salaries	35
Group sizes	36
Initial training and continuing and advanced education of ECEC staff	41
Training of assistants	46
Higher training opportunities for staff in ECEC institutions	46
Continuing and advanced education	47
<b>Summarising the findings with a particular focus on the challenges and recommendations</b>	<b>50</b>
Recommendations	51
<b>References</b>	<b>53</b>
Sources	58
<b>Appendices</b>	<b>60</b>
Appendix 1 Training Institutes for Early Childhood Education (BAfEP) locations	60
Appendix 2 Results of meta-analyses of 49 media and research documents	61

# List of Figures

<b>Figure 1:</b> Public day care centre provision in %	7
<b>Figure 2:</b> Private day care centre provision in %	7
<b>Figure 3:</b> Progress overview for Austria on the key indicators	8
<b>Figure 4:</b> Responsibilities for the financial flow of public funds for ECEC	11
<b>Figure 5:</b> Share of GDP for ECEC in Austria compared to the average of OECD countries in the EU in the period 2012-2019	14
<b>Figure 6:</b> Share of GDP for ECEC in Austria compared to the EU-28 countries in 2019	14
<b>Figure 7:</b> Share of GDP for ECEC in Austria compared to the average of Western European countries in the period 2012-2019	15
<b>Figure 8:</b> Expenditure on ECEC in Austria in millions of euros, 2007-2019	15
<b>Figure 9:</b> Attendance rates of 0- to 2-year-old children, 1995-2021	17
<b>Figure 10:</b> Attendance rates of 3- to 5-year-old children, 1995-2021	18
<b>Figure 11:</b> Children under 3 years of age who are cared for solely by their parents in 2011 and 2019	19
<b>Figure 12:</b> Number of hours per week and ages which children have free entitlement to ECEC (2018)	20
<b>Figure 13:</b> Percentage of children in ECEC institutions by duration of attendance	21
<b>Figure 14:</b> Percentage of children attending a "VIF-compliant" centre	22
<b>Figure 15:</b> Correlation between the opening hours of facilities and maternal full employment in the federal provinces	22
<b>Figure 16:</b> Typical net childcare costs for two children in full-time care in 2019 as a % of the average full-time income of women, by family type and earned income	23
<b>Figure 17:</b> Gap in participation in formal ECEC for 3–6-year-old children between children at risk of poverty and exclusion and those not at risk, 2022	24
<b>Figure 18:</b> Number of ECEC teachers in ECEC institutions 2016-2021	27
<b>Figure 19:</b> Staff profiles by ECEC service type 2021/22	28
<b>Figure 20:</b> Staff qualifications by type of ECEC provision 2021/22	29
<b>Figure 21:</b> Total childcare staff in day care institutions by age 2021/22	30
<b>Figure 22:</b> Childcare staff in day care centres according to the level of employment 2021/22	33
<b>Figure 23:</b> Childcare staff in day care centres according to the level of employment 2021/22	34
<b>Figure 24:</b> Childcare staff in day care centres according to employment level 2021/22 – average weekly hours	34
<b>Figure 25:</b> Average group sizes in the federal provinces 20/21	36
<b>Figure 26:</b> Children-to-teacher ratio and teachers' minimal qualifications in pre-primary in 2018	38
<b>Figure 27:</b> Average ratios of pupils to teaching staff and to all contact staff (teachers and teaching aides) in pre-primary education (ISCED 02) services (public and private), based on full-time equivalents	39
<b>Figure 28:</b> Assessment of the current working conditions of ECEC teachers (% of responses in the category "good" and "very good")	40

<b>Figure 29:</b> Expectations of positive changes in the next 10 years	41
<b>Figure 30:</b> Minimum qualification requirements for ECEC professionals	42
<b>Figure 31:</b> Answers to the question as to whether the pupils and students intend to work as ECEC teachers immediately after completing the training programme	45

## List of Tables

<b>Table 1:</b> Basic ECEC data, Austria as a whole, 2021/22	6
<b>Table 2:</b> Institutional roles and responsibilities in ECEC	10
<b>Table 3:</b> Designation of the different organisational forms	31
<b>Table 4:</b> Designation of professionals in the various organisational forms	32
<b>Table 5:</b> Structure of the 5-year Training Institutes for Early Childhood Education (BAfEP) curriculum	44
<b>Table 6:</b> Structure of the 2-year VET course curriculum	44
<b>Table 7:</b> Minimum standards for the legally regulated training of assistants	46
<b>Table 8:</b> Minimum duration of mandatory continuing professional development (CPD) for core practitioners and assistants working in centre-based ECEC settings, 2018/2019	48

## List of Notes

<b>Appendix 1</b> Training Institutes for Early Childhood Education (BAfEP) locations	59
<b>Appendix 2</b> Results of meta-analyses of 49 media and research documents	60

# Background and introduction

## Background of the study

The study is part of the two-year project „**Improving staff working conditions for better quality in early childhood education and care in Austria**”, which is funded by the European Union through the Technical Support Instrument and implemented by UNICEF in cooperation with the European Commission. The aim of this study is to collect, interpret and share the available information on the current status, quality and working conditions of the early childhood education and care (ECEC) workforce in Austria. In this regard, it should be noted that the analysis, together with other studies, will contribute to the development of a framework to improve the working conditions of ECEC staff in Austria.

The structure and focus of the analysis are influenced by the EU Quality Framework for ECEC<sup>1</sup>, where the quality statements relating to staff are of particular importance. Therefore, the analysis focuses on documents and data on education, training and working conditions. However, access, administration and funding are also emphasised as quality areas that are closely related to the situation of staff.

The analysis compiles the available information from international comparative sources, Austrian statistics and laws as well as from available evaluations and overviews of the ECEC system in Austria. The material is supplemented by information obtained through personal communication with representatives of the profession or interest groups. It should also be noted that this is not a stand-alone report, but a context-sensitive report. In the context of the project, the purpose of the analysis was to highlight all possible areas where improvements would be beneficial and thus provide useful input for further steps to take in the project development, such as the framework, strategy and action plan. This focus contributes to a slightly distorted picture of the ECEC system presented in the report, emphasising the challenges and gaps rather than the achievements and success.

## Meaning of ECEC

There is a wealth of research evidence from early childhood development, neuroscience and cognitive psychology that underpins the importance of early learning opportunities for successful further development (such as Shonkoff<sup>2</sup>, Black<sup>3</sup>, various contributors at the Center on the Developing Child<sup>4</sup> etc.; there is also a useful meta-analysis by Tanner, Candland and Odden<sup>5</sup> and a review by Britto, 2017<sup>6</sup>). Numerous studies directly or indirectly inspired by Vygotsky<sup>7</sup> highlight the impact of rich learning environments, collaboration and co-construction for child development. Economic research suggests that, compared to other levels of education, the highest returns are achieved through early childhood education and care interventions (e.g. Heckman Curve<sup>8</sup>, Garcia<sup>9</sup>). Flagship projects have been initiated to expand access to high quality content for young children, especially those from disadvantaged groups (such as the Perry Preschool Programme or the TV series Sesame Street), and research projects on child education and care to determine the types of impact early childhood experience has on further development<sup>10</sup>. In addition to these arguments, from the perspective of the world of work, high-quality ECEC provision is essential to support the employment opportunities of parents and mothers in particular<sup>11</sup>. According

1 Council Recommendation of 22 May 2019 on quality early childhood education and care. Official Journal of the European Union 5 June 2019 [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32019H0605\(01\)&rid=4](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32019H0605(01)&rid=4)

2 Shonkoff, Jack P., et al. (2012). The Lifelong Effects of Early Childhood Adversity and Toxic Stress, Paediatrics, vol. 129, no. 1, pp. 232-246, <http://pediatrics.aappublications.org/content/pediatrics/129/1/e232.full.pdf>

3 Black, M. M., et al. (2016). Early Childhood Development Coming of Age: Science through the life course, The Lancet, Series 0140-6736, No. 16, 4 October. [www.thelancet.com/pdfs/journals/lancet/PIIS0140-6736\(16\)31389-7.pdf](http://www.thelancet.com/pdfs/journals/lancet/PIIS0140-6736(16)31389-7.pdf)

4 Center on the Developing Child at Harvard University (2016). *From Best Practices to Breakthrough Impacts: A Science-Based Approach to Building a More Promising Future for Young Children and Families*. [www.developingchild.harvard.edu](http://www.developingchild.harvard.edu)

5 Tanner, J. C., Candland, T. & Odden, W.S. (2015). Later Impacts of Early Childhood Interventions: A systematic review. Independent Evaluation Group Working Paper 2015/3, World Bank Group, Washington, DC, 2015, 2. [http://www-wds.worldbank.org/external/default/WDSContentServer/WDS/IB/2015/12/29/090224b083ff6348/2\\_0/Rendered/PDF/LaterImpacts000a0systematic0review.pdf](http://www-wds.worldbank.org/external/default/WDSContentServer/WDS/IB/2015/12/29/090224b083ff6348/2_0/Rendered/PDF/LaterImpacts000a0systematic0review.pdf)

6 Britto, P.R. (2017). Early moments matter for every child. New York, NY: UNICEF.

7 Such as Zittoun, T., & Perret-Clermont, A. N. (2009). Four social psychological lenses for developmental psychology. *European Journal of Psychology of Education*, 24, 387-403.

Jonassen, D. H., & Rohrer-Murphy, L. (1999). Activity theory as a framework for designing constructivist learning environments. *Educational technology research and development*, 47(1), 61-79;

Van den Bossche, P., Gijsselaers, W. H., Segers, M., & Kirschner, P. A. (2006). Social and cognitive factors driving teamwork in collaborative learning environments: Team learning beliefs and behaviours. *Small group research*, 37(5), 490-521.

8 Heckman, J.J. (2006). Skill formation and the economics of investing in disadvantaged children. *Science* 312 (5782), 1900-1902.

9 García, Jorge Luis, et al. (2016). The Life-cycle Benefits of an Influential Early Childhood Programme. Human Capital and Economic Opportunity Global Working Group, Working Paper 2016-035, Chicago, December 2016. <https://heckmanequation.org/resource/lifecycle-benefits-influential-early-childhood-programme>

10 Kapella, O. (ed.) (2015). *Betreuung, Bildung und Erziehung im Kindesalter Eine Literaturanalyse*. Österreichisches Institut für Familienforschung an der Universität Wien (ÖIF)

11 A good overview of the proven types of effects of ECEC on further development can be found in Petanovitsch, A. & Schmid, K. (2012). Zum Nutzen frühkindlicher Betreuung und Förderung Ökonomische, soziale und pädagogische Effekte frühkindlicher Betreuung, Bildung und Erziehung. Institute for Educational Research of the Economy



to the latest OECD studies<sup>12</sup>, the provision of ECEC services is a driving force for women's participation in the labour market. Countries with high maternal employment rates have a high proportion of young children in ECEC. Therefore, innovative and close co-operation with primary education institutions is required<sup>13</sup>. The provision of high-quality ECEC has an impact not only on the employment opportunities of mothers, but also on their salary level, which can be significantly higher<sup>14</sup>.

The global political interest in ECEC is not new, but rather is experiencing its second peak<sup>15</sup>. The first peak came as a result of the reaction to Yuri Gagarin's first spaceflight in 1961 and led to a general reconsideration of educators. The result was the groundbreaking report "A Nation at Risk" on the US education system<sup>16</sup>. Interventions in early childhood at the time also had a strong egalitarian character and focused on promoting the development and school readiness of children from disadvantaged backgrounds, which went hand in hand with the civil rights movements, the desegregation of schools and a general social awareness, which was illustrated in Freire's work "Pedagogy of the Oppressed"<sup>17</sup>.

ECEC has experienced immense interest over the last two decades, which can be attributed to several factors. In addition to the accumulated scientific evidence on the benefits of ECEC, one of these factors is undoubtedly the so-called PISA shock, which had an impact on Central European countries, including Germany and Austria. The secondary analysis of PISA also contributed to the early understanding that children with a migrant background are at risk of underperforming at school or dropping out more often than children without a migrant background, even if they are second-generation immigrants. The focus on early learning and enrolment in mainstream ECEC has become the overriding recommendation of the OECD<sup>18</sup> and other research and policy networks<sup>19</sup> in terms of social inclusion.

Since the early 2000s, policies at EU and UN level have aimed to improve ECEC in order to promote optimal child development and solid educational foundations. Important intergovernmental initiatives, such as UNICEF conceptual framework "Build to Last"<sup>20</sup> or the OECD policy analysis series "Starting strong"<sup>21</sup>, have been developed. To promote gender balance in employment and to ensure better opportunities for women to reconcile motherhood and work, the Barcelona targets were developed by the European Council in 2002. These include targets for childcare and stipulate that ECEC facilities should be available for 33% of children under the age of 3 and 90% of children before primary school age. The Barcelona targets were revised in 2022 with an increased focus on quality, affordability and inclusion and a general increase in the target to 45% for children under 3 years and 96% for children between 3 and 6 years<sup>22</sup> with some flexibility at country level<sup>23</sup>. The target for the attendance rate in ECEC for children under the age of 3 in Austria was set at 31.9%.

ECEC has therefore moved into the focus of European policy-making as an area of education in the context of the latest education targets. The indicators in ECEC did not exist at the time of the EU 2010 education and training targets. They first indicators appeared in the 2020 education and training targets as agreed targets, which stipulated that at least 95% of children between the ages of 4 and compulsory school age should be enrolled in ECEC institutions. The requirement for 2030 rose to more than 96% for children between the ages of 3 and compulsory school age.

12 OECD (2018). How does access to early childhood education services affect the participation of women in the labour market? Education Indicators in Focus, 59, Paris: OECD Publishing

13 Dedeoglu, S., Adar, A.S. & Sirali, J. (2021). Supporting Women's Employment through Institutional Collaboration on Early Childhood Care and Education. International Labour Office - Ankara: ILO

14 Köppl-Turyna, M. & Graf, N. (2021). *Kinderbetreuung und Elementarpädagogik im internationalen Vergleich: Best-Praxis Modelle*. ECO Austria

15 For an eloquent analysis of the social background of the public and academic debate related to ECEC, see Smidt, W. (2018). Early childhood education and care in Austria: challenges and education policies. *Early Child Development and Care*, 188:5, 624-633, DOI: 10.1080/03004430.2017.1403431

16 Gardner, D. P. et al. (1983). *A Nation At Risk: The Imperative For Educational Reform. An Open Letter to the American People. A Report to the Nation and the Secretary of Education.* National Commission on Excellence in Education, Washington, DC. <https://files.eric.ed.gov/fulltext/ED226006.pdf>

17 Freire, P. (1970). *Pedagogy of the Oppressed*.

18 OECD. (2015a). *Immigrant students at school: Easing the journey towards integration*. Paris: OECD Publishing. <http://dx.doi.org/10.1787/9789264249509-en>

OECD. (2015b). *Indicators of immigrant integration 2015. settling in*. Paris: OECD Publishing. DOI: 10.1787/9789264234024-en

OECD. (2016). *Low-performing students: Why they fall behind and how to help them succeed*. Paris: OECD Publishing. <http://dx.doi.org/10.1787/9789264250246-en>

19 See for example:

NESSE. (2008). *Education and Migration. Strategies for integrating migrant children in European schools and societies. A synthesis of research findings for policy-makers*. Brussels: European Commission

Nusche, D. (2009). *What works in migrant education? A review of evidence and policy options*. OECD Education Working Papers, 22. Paris: OECD Publishing. <http://dx.doi.org/10.1787/227131784531>

Kovac Cerovic, T. (2021). *Education of migrants and vulnerable groups: Trauma or protective factor?* In: A. Hamburger, Hancheva, C. & Volkan, V.D.: *Social Trauma - An interdisciplinary textbook*. Springer

20 <https://www.unicef.org/media/67196/file/Build-to-last-framework-universal-quality-pre-primary-education-Summary.pdf>

21 [https://read.oecd-ilibrary.org/education/starting-strong\\_9789264192829-en#page149](https://read.oecd-ilibrary.org/education/starting-strong_9789264192829-en#page149)

22 [https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:OJ.C\\_2022.484.01.0001.01.ENG](https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:OJ.C_2022.484.01.0001.01.ENG)

23 For Member States that had not reached the previous Barcelona target of 33%, the following provision was made: (1) If participation in the last five years (2017-2021) was below 20% on the basis of EU SILC, the target was increased to at least 90% of the average of the five-year period. (2) If the participation rate in the last five years (2017-2021) was between 20% and 33% on the basis of EU SILC, the target was increased to at least 45% of the average of the five-year period. Paragraph 2 applies to Austria.

After several years of targeted development, an important European instrument for ECEC was adopted by the Council of the European Union in 2019: the EU Quality Framework<sup>24</sup>. The framework describes a system that can provide high-quality ECEC for all children and allows policy makers, researchers and interest groups to focus coherently and comprehensively on key areas of quality in ECEC. The framework consists of five areas of interest (access, workforce, curriculum, monitoring and evaluation, and governance and funding) and ten quality indicators, two for each area of interest.

## Key data on ECEC in Austria

The basic information on the size of the ECEC system in Austria can be found in Table 1.

*Table 1: Basic ECEC data, Austria as a whole, 2021/22*

	Total number	Facilities for children from 0-3 years	Facilities for children from 3-6 years	Mixed-age groups
Children in ECEC	381,181	50,850	232,460	47,850
Staff in ECEC	64,962	14,179	37,392	8,027
Number of ECEC institutions	9,627	2,550	4,599	1,556
Number of groups	21,516	4,190	12,231	2,538

Source: Statistics Austria, *Kindertagesheimstatistik 2022*

In the past, ECEC was voluntary in Austria, but became compulsory in 2010 – although it starts only from the last year of kindergarten. Children aged 5 must attend an ECEC institution for at least 4 hours a day throughout the kindergarten year. Attendance is free of charge and is financially secured by the federal government.

There are a variety of different organisational options for facility based ECEC services depending on the age of the child. These are: creches for children between 0 and 3 years (ISCED 010), kindergarten for children between 3 and 6 years (ISCED 020) and mixed-age groups for children between 0 and 6 years. There are also after-school institutions for school children up to the age of 16, which are part of the childcare system. All four facility-based services are summarised under the term "day care centre" ("Kindertagesheim").

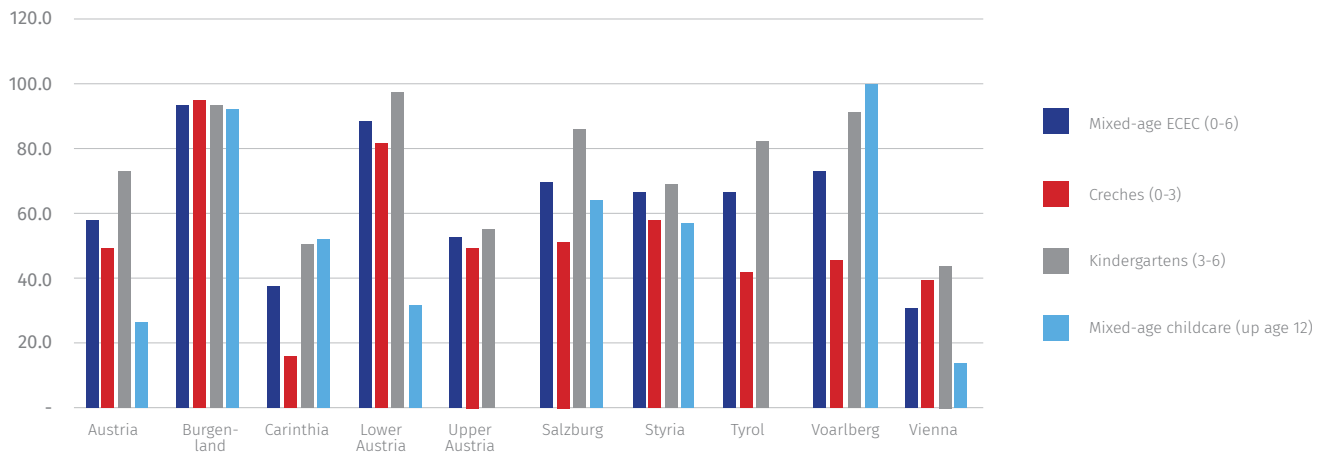
ECEC exists as a public (usually run by the municipalities) or private (run by a religious community or private institutions/ associations) service, although other, however less common, options exist. These include facilities organised by parents or companies. In addition to these, there are so-called childminders. On average, 57% of ECEC institutions in Austria are public, although there are large regional differences in this respect (Figures 1 and 2). Public ECEC provision is best developed in Burgenland, where only a small proportion of all types of groups are private (6.3%), while the opposite is true for Vienna (69.8% are private). When we compare the different services and facilities, it is obvious that those providing care for children aged 0 to 3 and mixed-age groups are more often private than the traditional kindergarten option for children aged 3 to 6.

<sup>24</sup> Council Recommendation of 22 May 2019 on high-quality early childhood education and care. [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32019H0605\(01\)&rid=4](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32019H0605(01)&rid=4)



Figure 1: Public day care centre provision in %

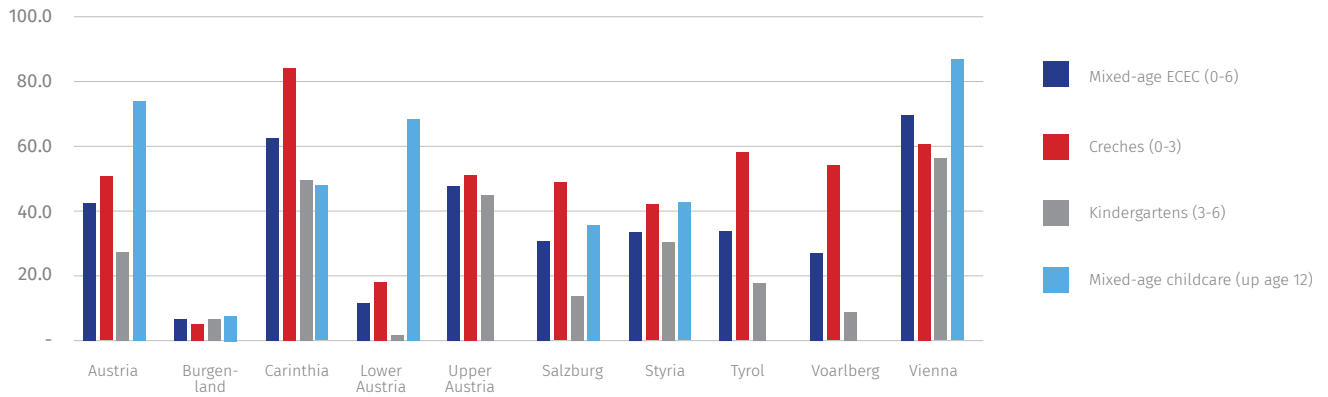
### Public day care centre provision in %



Source: Kindertagesheimstatistik, 2021/22 (own presentation)

Figure 2: Private day care centre provision in %

### Private day care centre provision in %



Source: Kindertagesheimstatistik, 2021/22 (own presentation)

## Indicators of ECEC in Austria

The regular monitoring of education and training targets between 2011 and 2021<sup>25</sup> recorded progress in Austria for most indicators<sup>26</sup> (Figure 3). This places Austria in line with the EU average for the majority of indicators. However, there are a few exceptions, including the area of ECEC. Austria is well above the EU average and the targets for 2030 in terms of the percentage of graduates who have also gained practical experience in the workplace as part of their vocational education and training. On the other hand, Austria is at or just below the EU average and is still far from reaching the target for the indicators resulting from PISA<sup>27</sup>. In terms of the attendance rate in ECEC, Austria is both below the target and below the EU average. In Austria, the percentage of children between the ages of 3 and school entry age who participated in organised early childhood and pre-school education was 89.7% in 2020, while the EU average was 93.0% and the target for 2030 in this respect is more than 96%. Austria is lagging significantly behind the new Barcelona target of a 45% increase<sup>28</sup> in terms of ECEC for children under the age of 3. According to Eurostat, this figure was 21.1% in 2020. These figures have risen in recent years: according to national day care centre statistics (Kindertagesheimstatistik) in the 2021/22 kindergarten year, 29.1% of children under 3 years of age and 93.8% of children over 3 years of age attended ECEC facilities<sup>29</sup>.

Figure 3: Progress overview for Austria on the key indicators

			Austria		EU	
			2011	2021	2011	2021
<b>EU-level targets</b>			<b>2030 target</b>			
Participation in early childhood education (from age 3 to starting age of compulsory primary education)	≥ 96 %		86.5% <sup>13</sup>	89.7% <sup>20</sup>	91.8% <sup>13</sup>	93.0% <sup>20</sup>
Low achieving eighth-graders in digital skills	< 15%		:	:	:	:
	Reading	< 15%	19.5% <sup>12</sup>	23.6% <sup>18</sup>	19.7% <sup>09</sup>	22.5% <sup>18</sup>
Low achieving 15-year-olds in:	Maths	< 15%	18.7% <sup>12</sup>	21.1% <sup>18</sup>	22.7% <sup>09</sup>	22.9% <sup>18</sup>
	Science	< 15%	15.8% <sup>12</sup>	21.9% <sup>18</sup>	18.2% <sup>09</sup>	22.3% <sup>18</sup>
Early leavers from education and training (age 18-24)	< 9 %		8.5%	8.0% <sup>b</sup>	13.2%	9.7% <sup>b</sup>
Exposure of VET graduates to work-based learning	≥ 60 % (2025)		:	91.8%	:	60.7%
Tertiary educational attainment (age 25-34)	≥ 45 %		20.9%	42.4% <sup>b</sup>	33.0%	41.2% <sup>b</sup>
Participation of adults in learning (age 25-64)	≥ 47 % (2025)		:	:	:	:
<b>Other contextual indicators</b>						
Equity indicator (percentage points)			:	19.2 <sup>18</sup>	:	19.30 <sup>18</sup>
Early leavers from education and training (age 18-24)	Native		6.4%	5.6% <sup>b</sup>	11.9%	8.5% <sup>b</sup>
	EU-born		:	21.0% <sup>b</sup>	25.3%	21.4% <sup>b</sup>
	Non EU-born		26.0%	19.1% <sup>b</sup>	31.4%	21.6% <sup>b</sup>
Upper secondary level attainment (age 20-24, ISCED 3-8)			85.2%	86.2% <sup>b</sup>	79.6%	84.6% <sup>b</sup>
Tertiary educational attainment (age 25-34)	Native		21.2%	43.0% <sup>b</sup>	34.3%	42.1% <sup>b</sup>
	EU-born		27.6%	48.6% <sup>b</sup>	28.8%	40.7% <sup>b</sup>
	Non EU-born		14.8%	34.5% <sup>b</sup>	23.4%	34.7% <sup>b</sup>
Education investment	Public expenditure on education as a percentage of GDP		5.0%	5.1% <sup>20</sup>	4.9%	5.0% <sup>20</sup>
	Public expenditure on education as a share of the total general government expenditure		9.8%	8.9% <sup>20</sup>	10.0%	9.4% <sup>20</sup>

25 European Commission, Directorate-General for Education, Youth, Sport and Culture (2022). Education and Training Monitor, 2022: Austria. Publications Office of the European Union. <https://data.europa.eu/doi/10.2766/874110>

26 The ECEC indicators are based on Eurostat data from 2020.

27 Since high-quality ECEC has been proven to contribute to long-term educational effects, which have been measured in PISA, among other things, this information could be highly relevant in the current context. (see e.g. Van Belle, J. (2013). Early Childhood Education and Care (ECEC) and its long-term effects on educational and labour market outcomes. Policy brief. European Commission's Directorate-General for Employment, Social Affairs and Inclusion <https://ec.europa.eu/social/BlobServlet?docId=16678&langId=en> or OECD (2011). Investing in High-Quality Early Childhood Education and Care. <http://www.oecd.org/edu/school/48980282.pdf>

28 Austria has also not yet reached the Barcelona target of 33% set in 2002.

29 In 2022/23, this figure has risen further: 29.9% for children under 3 years and 94.4% for children over 3 years. <https://www.statistik.at/statistiken/bevoelkerung-und-soziales/bildung/kindertagesheime-kinderbetreuung>

Sources: Eurostat (UOE, LFS, COFOG); OECD (PISA). Further information can be found in Annex I and at [Monitor Toolbox](#). Notes: The 2018 EU average on PISA reading performance does not include ES; the indicator used (ECE) refers to early-childhood education and care programmes which are considered by the International Standard Classification of Education (ISCED) to be 'educational' and therefore constitute the first level of education in education and training systems - ISCED levels 0; the equity indicator shows the gap in share of underachievement in reading, mathematics and science (combined) among 15-year-olds between the lowest and highest quarters of socio-economic status; b = break in time series, u = low reliability;.: not available, 09 = 2009, 13 = 2013, 18 = 2018, 20 = 2020.

Source: European Commission, Directorate-General for Education, Youth, Sport and Culture, [Education and Training Monitor, 2022](#)

ECEC enrolment in Austria has increased slightly at all levels over the last 10 years, but the increase has been slow, and neither the Barcelona targets of 2002 nor the EU education and training targets for 2020 have been met. Motivated to act upon this serious situation illustrated by the international comparative indicators and several important studies are paving the way for the expansion of ECEC: from universities and research institutions<sup>30</sup>, social partners<sup>31</sup> to think tanks<sup>32</sup>.

## Governance of ECEC

According to the Federal Constitutional Law (B-VG), ECEC (daycare, kindergarten and after-school care<sup>33</sup>) is the responsibility of the federal provinces in terms of legislation and implementation<sup>34</sup>.

The federal government is responsible for the training of ECEC teachers and is also responsible for the legislation and law enforcement with regard to practice kindergartens and practice after-school care as well as employment law and staff representation law with regard to staff employed in these facilities.

The federal provinces (Länder) regulate all other aspects of ECEC, including organisation, funding, staffing, equipment, inspection and all aspects of working conditions (opening hours, group sizes, staff working hours, staff training, etc.) as well as educational/pedagogical work, in accordance with legislation and their own procedures and interests. Legislation at state level is diverse. It is not uncommon for the same area to be regulated by a different number of laws in individual federal provinces under different names and with differing provisions.

Due to this administrative structure, there are differences between federal provinces in all aspects of system administration, such as legislation, funding, inspection, employment requirements and continuing and advanced education, as well as in the framework conditions in the institutions. These are often reflected in the statistical indicators and lead to challenges for a comprehensive analysis. Some occupational groups are also labelled differently in different regions.

The municipalities are in charge of implementing the relevant laws and ensuring that they meet the needs of the local population, including regular needs analyses and annual planning.

An overview of the responsibilities at the various administrative levels can be found in Table 2.

30 For example:

Kapella, O. (ed.) (2015). *Betreuung, Bildung und Erziehung im Kindesalter. Eine Literaturanalyse*. Österreichisches Institut für Familienforschung an der Universität Wien (ÖIF)

Löffler, R., et al. (2022). *Bildungs- und Berufsverläufe von Absolvent/inn/en der Bildungsanstalten und Kollegs für Elementarpädagogik*. Projektendbericht des Österreichischen Instituts für Berufsbildungsforschung. Wien: öibf.

Smidt, W. (2018). *Early childhood education and care in Austria: challenges and education policies*.

Koch, Bernhard (2021). *Elementarpädagogik-Ausbildung in Österreich. Zum Theorie-Praxis-Verhältnis bei einer Tertiarisierung*. Innsbruck.

31 For example: Federal Chamber of Labour, Federation of Austrian Industries, Austrian Chamber of Agriculture, Austrian Trade Union Federation, Austrian Federal Economic Chamber (2017): *Zukunft der Elementarbildung in Österreich*

Köppel-Turyna, M. & Graf, A. (2022). *Zukunft säen: Wie wir das Potenzial von Elementarpädagogik & Kinderbetreuung heben und was wir von anderen Ländern lernen können*. ECO Austria Institut für Wirtschaftsforschung & Julius Raab Stiftung; oder Vereinigung der Österreichischen Industrie (2018): *Beste Bildung von Anfang an*. Industriellenvereinigung. Wien.

32 For example: Mitterer, K., Hochholdinger, N. & Seisenbacher, M. (2022). *Factsheets: Elementare Bildung Grundlagen und Finanzierung*. Endbericht. Wien: KDZ Zentrum für Verwaltungsforschung.

33 After-school care for children up to the age of 14 is regulated jointly with the ECEC institution and falls under the category "day care centre".

34 Federal Constitutional Law (B-VG) 1930: RIS - Bundes-Verfassungsgesetz - Bundesrecht konsolidiert, Fassung vom 15.05.2024 (bka.gv.at)

Table 2: Institutional roles and responsibilities in ECEC

Area of responsibility	Responsibility		
	Municipalities	Federal provinces	Federation
Training of ECEC teachers		Continuing and advanced education	Legislation and enforcement
Framework conditions for ECEC (personnel, financial and pedagogical)		Legislation	Coordination (e.g. educational framework plan)
Enforcement	Covering costs (in addition to private providers) and ongoing operations, transport	Funding providers (subsidies for ongoing operations)	
Expansion of ECEC offers	Implementation	Funding providers	Funding providers

Source: KDZ: Own representation 2021; based on Art 15a agreement on early childhood education (BGBl. I No. 103/2018), Bauer/Mitterer: Der Kindergarten als öffentliche Institution, 2022, S. 105 ff.; in Koch (ed.): Handbuch Kindergartenleitung, 2022.

(Lower Austria is an exception, where the costs of staff are covered by the federal province).

Source: Mitterer, K., Hochholdinger, N. & Seisenbacher, M., 2022

## Funding of ECEC

### Funds from financial equalization

The fragmented administrative structure has an impact on how the financial flow for ECEC is organised. Figure 4 illustrates the complexity in this respect.

The municipalities contribute over two thirds of the expenditure for ECEC institutions<sup>35</sup>. These funds are mainly channelled to facilities run by the municipalities, while the remainder is used to support privately run facilities. There is a co-financing formula for salaries and wages between the federal provinces and municipalities. Lower Austria is an exception, where the costs of specialised staff are covered by the federal province. Sometimes, the municipalities also have access to additional federal funds or funds from the federal province for higher quality or further development, including German language teaching. Parents usually contribute to this, for example by covering catering costs or some educational or play material.<sup>36</sup>

<sup>35</sup> Mitterer, K., Hochholdinger, N. & Seisenbacher, M. (2022).

<sup>36</sup> Parental contributions are regulated differently in the various federal provinces. <https://volksanwaltschaft.gv.at/artikel/elternbeitraege-in-kindergaerten-so-sieht-es-in-den-bundeslaendern-aus>

Figure 4: Responsibilities for the financial flow of public funds for ECEC

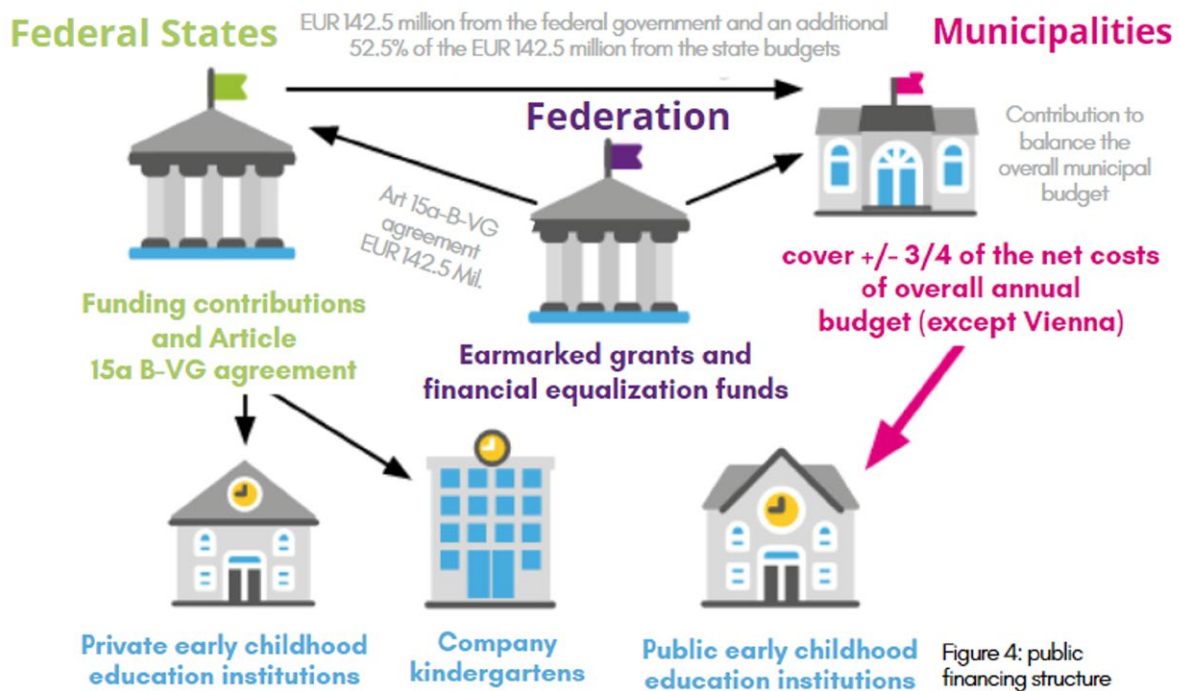


Figure 4: public financing structure

Source: Köppl-Turyna & Graf, 2022

### Agreement pursuant to Art. 15a B-VG (2022/23 to 2026/27)

Pursuant to Art. 15a of the Federal Constitutional Law (B-VG), the federal government and the federal provinces can **conclude agreements with each other on matters within their sphere of influence**. These are recurring agreements that are concluded as "Agreements pursuant to Art. 15a B-VG between the federal government and the federal provinces on early childhood education" for the respective kindergarten years and are often referred to as "15a agreements"<sup>37</sup>. The Nationwide Education Framework Plan for all levels of ECEC was adopted by such an agreement in 2009<sup>38</sup>, the compulsory last year of ECEC before school was introduced, as was the requirement for language assessment and early language support.

In summer 2022, a new 15a agreement was adopted<sup>39</sup>, which includes topics such as the expansion of comprehensive, flexible, all-day and all-year education, care and childcare provision for all age groups and primarily the 0-2 age group, language assessment and language support in facilities, as well as subsidies and grants from the federal government to the federal provinces.

<sup>37</sup> In the following, both the short and the longer version of the agreement are used synonymously in the text.

<sup>38</sup> *Bundesländerübergreifender BildungsRahmenPlan für elementare Bildungseinrichtungen in Österreich Endfassung*, August 2009. Charlotte Bühler Institute

<sup>39</sup> RIS - BGBl. 2022 I 148 - Bundesgesetzblatt authentisch ab 2004 (bka.gvat) including Annex A and B.

## **Description of the changes in the latest 15a agreement from 2022:**

The most important details of the agreement pursuant to Art. 15a B-VG on early childhood education for the kindergarten years 2022/23 to 2026/27 include the following priorities<sup>40</sup>:

- Standardised compact language proficiency assessment tool "BESK (DaZ) kompakt"
- Intensifying language support for four-year-olds
- Advancing the qualification of ECEC teachers and language support staff
- Mandatory teaching of fundamental values
- Clear definition of the education and childcare objectives by defining key educational documents
- Increased focus on the interface between kindergarten and school
- Increased cooperation between the federal government and federal provinces
- Constant evaluation and efficient (impact) evaluation
- Retention of the compulsory non-contributory kindergarten year for 5-year-olds
- Focus on expanding the ECEC programme for under 3-year-olds
- Flexibility, extension of opening hours and improvement of the framework conditions and childcare ratio
- Strengthening childminders as an alternative to ECEC institutions

In the period 2022/23 to 2026/27, the federal government will provide the federal provinces with 200 million euro per year for the non-contributory compulsory kindergarten year for 5-year-olds, the expansion of services and early language support. A further €63 million per year comes from the co-financing of the federal provinces for development and language support. The federal subsidy for the compulsory kindergarten year will increase from 70 to 80 million per year. The federal provinces will have the flexibility to spend 30% of the remaining funds on expansion or language teaching (previously 10%). The funds are earmarked for the following sectors, among others:

- additional childcare places
- investment cost subsidies to achieve accessibility
- spatial quality improvements
- improving the relationship between professionals and children or
- additional staff for a VIF-compliant offer.

Under the category of language promotion, funds are spent on:

- appropriately trained staff,
- training and material costs to promote German as an educational language or child development.

The agreement is based on the endeavour to "ensure uniform standards in the quality and quantity of ECEC services throughout Austria, both in terms of staff qualifications and uniform key educational documents throughout Austria". In addition, the federal government would like to publish an annual report on the progress made by the federal provinces in implementing the programme to ensure greater transparency.

By 2026/27, the attendance rate for children under the age of 3 is to rise above the Barcelona target [from 2002] of 33% and for 3 to 6-year-old children from the current 93.8% to 97%. In addition, the percentage of children under the age of 3 whose education and childcare place is compatible with their parents' full-time employment is to be increased from 64% to 70% and for older children from 51.8% to 57.8%. The focus is on services for children under the age of 3 and on expanding the range of childminders.

When they start school, 18% of children do not speak German well enough to follow lessons without support, although almost all of them have completed the compulsory year of ECEC. Early language support should therefore be intensified. The aim is for only 15% of 4- and 5-year-old children to require language support at the end of the kindergarten year in 2026/27 (in 2020/21, the figure was 24.2% at the beginning of the kindergarten year and 19.4% at the end <sup>41</sup>).

40 [https://www.bmbwf.gv.at/Themen/ep/v\\_15a.html](https://www.bmbwf.gv.at/Themen/ep/v_15a.html)

41 *Statistisches Jahrbuch Migration & Integration 2022* [https://www.statistik.at/fileadmin/publications/Migration\\_Integration\\_2022.pdf](https://www.statistik.at/fileadmin/publications/Migration_Integration_2022.pdf)

As in the previous agreement, the federal provinces receive funding from the federal government to improve the ratio of professionals to children to 1:4 for the youngest children and 1:10 for older children. Although this option was available in previous agreements, it has not yet been fully utilised.

Source: Köppl-Turyna, M., Bittó, V. & Graf, N., 2022

The 15a agreement described is viewed from the perspective of the performance of the ECEC system and is targeted, but still new; therefore, no evaluations of implementation and effectiveness are yet available. However, some concerns have been expressed. According to Köppl-Turyna, Bittó & Graf<sup>42</sup>, a significant increase in resources cannot be expected due to the general price and wage increases caused by inflation, despite the new capitalisation through the agreement in accordance with Art. 15a B-VG and the higher co-financing from the provinces. For this purpose, additional funds would be required from the general budgets of the authorities at regional and provincial level. The mixed financing at different levels of government and through various subsidy and contribution systems leads to a high level of complexity in the payment flows.

As a precursor to this offer, there was a contribution of 28.4 million euro from the EU for the years 2020/2021 and 2021/2022 (effective until the end of 2023) to the Recovery and Resilience Facility (NextGenerationEU), which is listed under the category "3C3 Expansion of elementary education"<sup>43</sup>. The objective of this contribution corresponds to the "Agreement pursuant to Art. 15a B-VG between the federal government and the provinces on elementary education for the kindergarten years 2022/23 to 2026/27", where the associated milestones and targets are monitored by the Commission.

The associated targets<sup>44</sup> for the end of 2023 are also similar to those effective for 2022/23-2026/27 and are as follows:

- Increase in the childcare rate for children under the age of 3 from 28% to 33%
- Increase in the rate of ECEC for children between 3 and 6 years old that is compatible with parents in full-time employment from 46.8% to 52.8%.

## Expenditure on ECEC in Austria

The low attendance rates of children lead to less funding and possibly vice versa. According to national statistics, expenditure on ECEC (ISCED 0) in 2020 amounted to 0.7% of GDP and 1.2% of total budget expenditure<sup>45</sup>. Compared to other Member States, Austria recorded below-average expenditure on ECEC as a percentage of GDP in the period up to 2019, according to the Eurostat database on education expenditure<sup>46</sup>. At 0.61% in 2018 and 0.43% in 2019, Austria lags far behind the EU-27 and EU-28 average (around 0.66% of GDP) and the average of OECD countries in the EU (Figures 5 and 6)<sup>47</sup>.

42 Köppl-Turyna, M., Bittó, V. & Graf, N. (2022). Effizienzpotenziale in der Kinderbetreuung in Österreich. ECO Austria. <https://www.econstor.eu/handle/10419/264889>

43 [https://www.bundeskanzleramt.gv.at/dam/jcr:09def8dc-9605-45d7-b0d7-d325ddfdeb77/anhang-zum-aufbauplan\\_nb.pdf](https://www.bundeskanzleramt.gv.at/dam/jcr:09def8dc-9605-45d7-b0d7-d325ddfdeb77/anhang-zum-aufbauplan_nb.pdf)

44 <https://data.consilium.europa.eu/doc/document/ST-10159-2021-ADD-1/en/pdf>

45 <https://www.statistik.at/statistiken/bevoelkerung-und-soziales/bildung/bildungsausgaben>

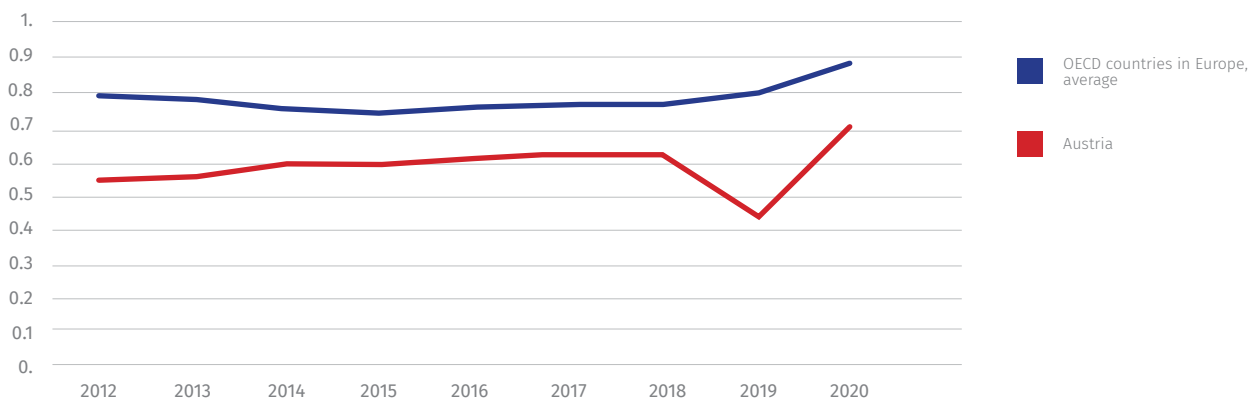
46 [https://ec.europa.eu/eurostat/databrowser/view/EDUC\\_UOE\\_FINE06\\_\\_custom\\_1129911/default/table?lang=en](https://ec.europa.eu/eurostat/databrowser/view/EDUC_UOE_FINE06__custom_1129911/default/table?lang=en)

47 According to the subsequent 2020 data, the sharp decline in 2019 was temporary and a contextual or technical error.



Figure 5: Share of GDP for ECEC in Austria compared to the average of OECD countries in the EU in the period 2012-2019

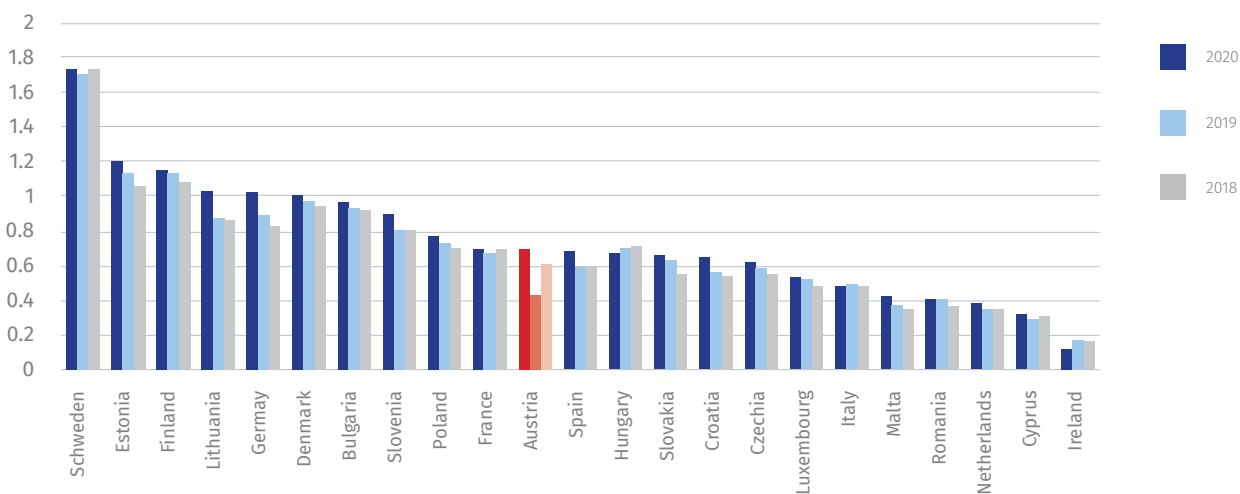
### Austria vs. OECD-EU countries



Source: Eurostat database on education expenditure (own presentation)

Figure 6: Share of GDP for ECEC in Austria compared to the EU-28 countries in 2019

### 2018 - 2020



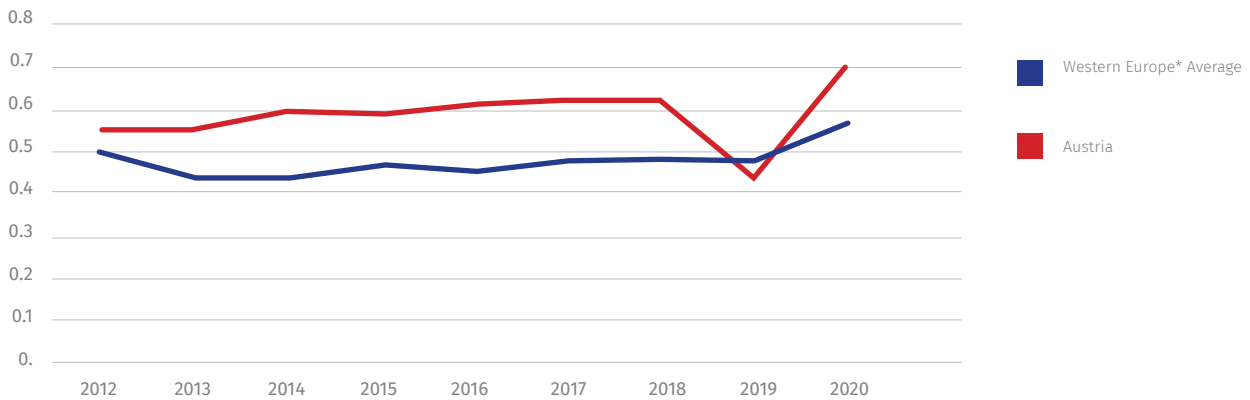
Source: Eurostat database on education expenditure (own presentation)

Compared to the Nordic countries, which spend around 1% of GDP on ECEC or even slightly more (e.g. Sweden: 1.6%) and some post-socialist countries in the EU (such as Slovenia, Bulgaria, Hungary, Poland, Lithuania, Latvia), the share of GDP spent on ECEC in Austria was significantly lower in both 2018 and 2019. Only in comparison to countries in Western Europe did Austria perform slightly better between 2013 and 2018, i.e. it spent a slightly higher proportion of GDP on ECEC (e.g. 0.6% compared to 0.4%) (Figure 7).



Figure 7: Share of GDP for ECEC in Austria compared to the average of Western European countries in the period 2012-2019

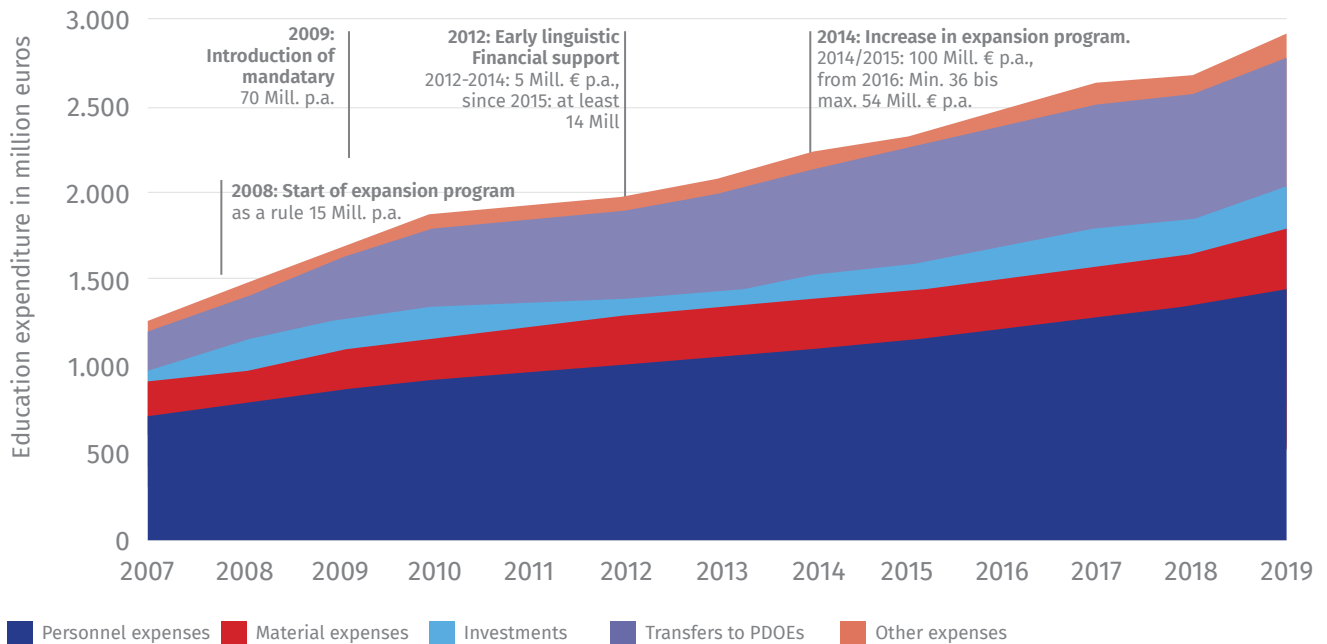
### Austria vs. Western Europe



Source: Eurostat database on education expenditure (own presentation)

Actual expenditure on ECEC has increased over the years. According to Mitterer et al.<sup>48</sup>, the federal provinces and municipalities provided 2.9 billion euro in 2019, compared to just 1.3 billion euro in 2007. Staff costs rose rapidly during this period as the number of staff increased in order to care for the growing number of children (Figure 8).

Figure 8: Expenditure on ECEC in Austria in millions of euros, 2007-2019



Source: Mitterer K., Hochholdinger, N. & Seisenbacher, M., 2022

It is important to clarify the amount of funding available for ECEC and the potential scope for an increase at the municipal, state and federal level, as the number of ECEC staff is expected to multiply, and requests for salary increases have recently reappeared.

48 Mitterer, K., Hochholdinger, N. & Seisenbacher, M. (2022).



# Access: availability and affordability

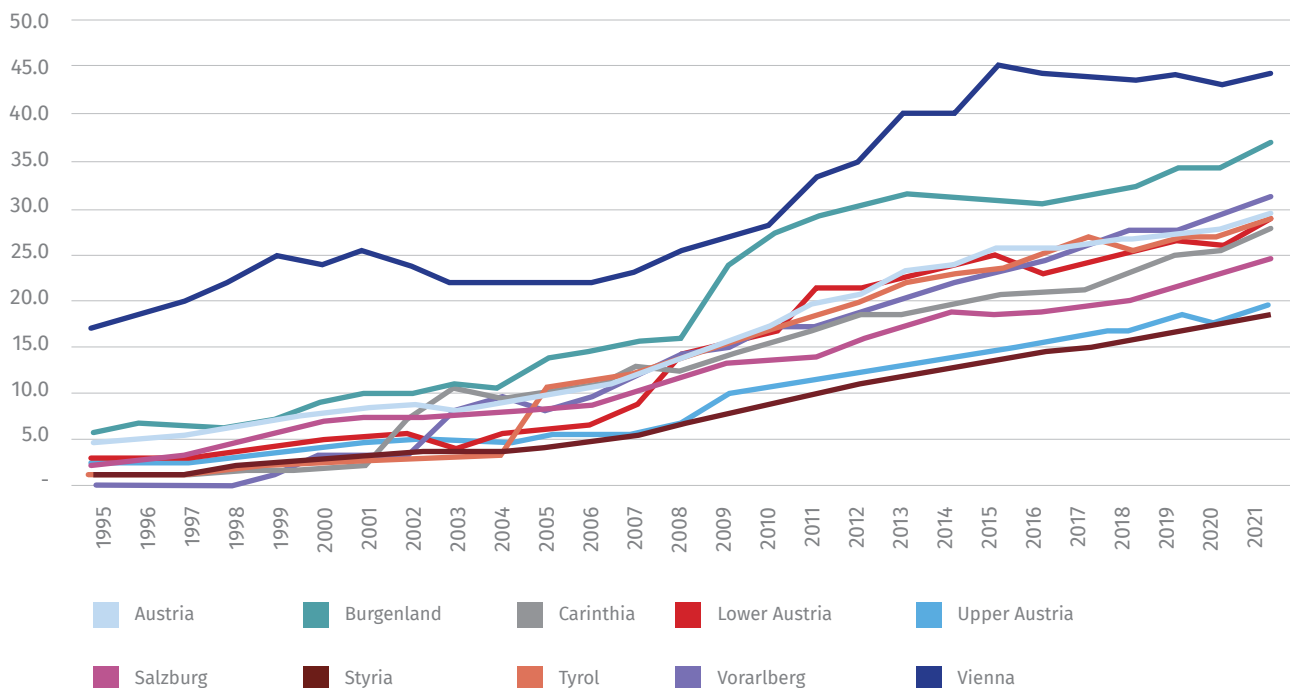
In Austria, ECEC attendance is only compulsory for 5-year-old children. For younger children, access is based on the availability of places in the institution chosen by the parents and the fulfilment of any additional criteria used by a particular federal province to prioritise the admission of children. This means that there can be a significant gap in childcare between the end of maternity leave and a place in an ECEC institution<sup>49</sup>.

As illustrated in the international indicators discussed in Section 1, Austria lags behind many EU Member States in this area and did not meet the agreed targets in 2020. This section examines issues around access in more detail, discussing the availability and affordability for parents, the impact on the situation and prospects for staff. Figure 7 illustrates the (slow) rate of development of access to ECEC in Austria and the low attendance rate of children under 3 years of age. According to EU-SILC<sup>50</sup>, the rate in this age group is much higher in comparison with other countries - for example, it is 66.3% in the Netherlands.

However, the development of ECEC service provision is neither direct nor uniform across the federal provinces. Figures 9 and 10 show the trends from 1995 onwards based on data from the child day care centre statistics (Kindertagesheimstatistik).

Figure 9: Attendance rates of 0- to 2-year-old children, 1995-2021

## Attendance rates of 0- to 2-year-old children, 1995-2021



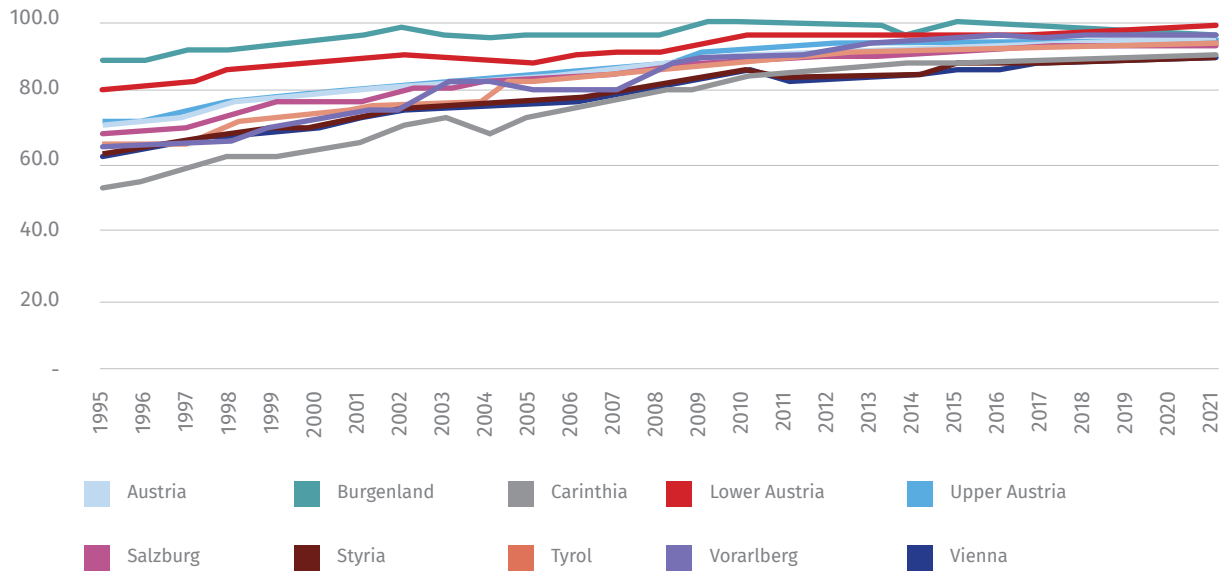
Source: Kindertagesheimstatistik 2021/22 (own presentation)

49 In Austria, unlike many other European countries, there is no reserved place in ECEC before the age of 5. Further information in: European Education and Culture Executive Agency, Eurydice, (2019): Key figures on early childhood education and care in Europe. Eurydice Brief. <https://data.europa.eu/doi/10.2797/937677>

50 <https://ec.europa.eu/eurostat/web/microdata/european-union-statistics-on-income-and-living-conditions>

Figure 10: Attendance rates of 3- to 5-year-old children, 1995-2021

### Attendance rates of 3- to 5-year-old children, 1995 to 2021



Source: Kindertagesheimstatistik 2021/22 (own presentation)

The development trend in ECEC provision was particularly dynamic in the first few years, with Vienna and Lower Austria leading the way, while the pace of development for older children was particularly slow as it reached a plateau. With the introduction of the non-contributory, compulsory kindergarten year, participation increased by 4 per cent between 2008 and 2010<sup>51</sup>.

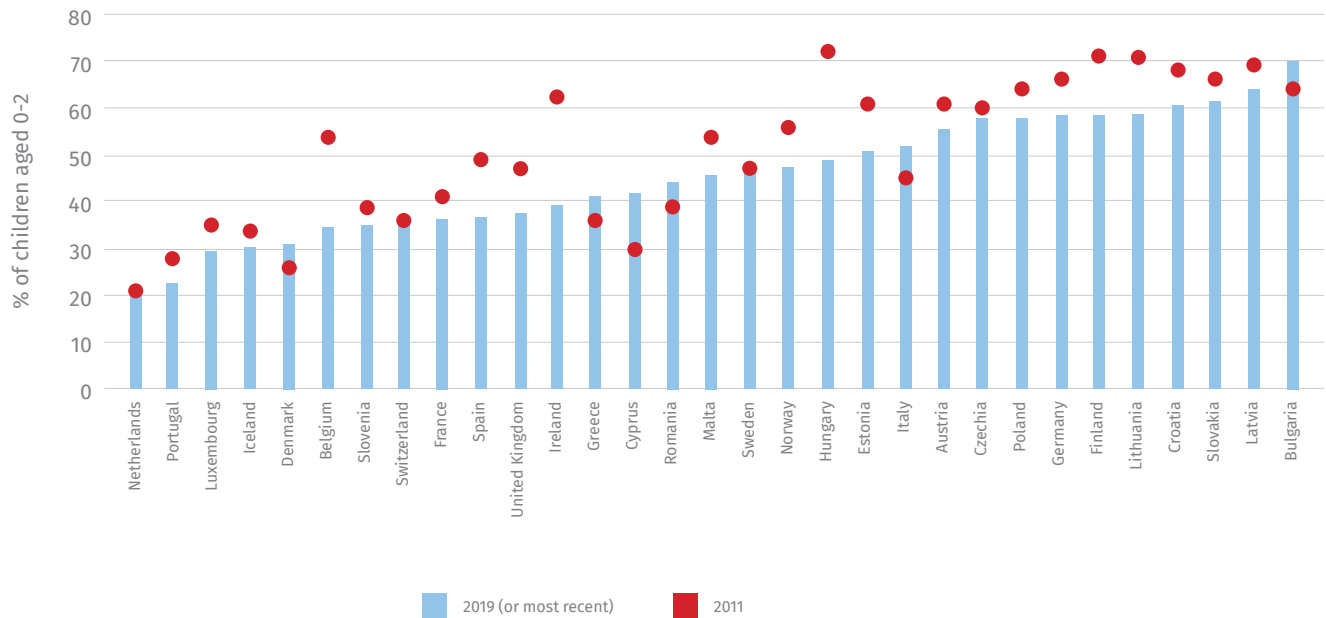
Interestingly enough, this trend has been quite modest in Austria, even though the use of ECEC facilities has increased worldwide over the last ten years, especially for children under the age of 3. Only a small percentage of parents in Austria (around 5%)<sup>52</sup> have switched from sole care to childcare, while parents in similar countries have switched to childcare to a much greater extent. The change in childcare practice is particularly pronounced in Belgium, Ireland and Hungary (Figure 11).

51 Mitterer, K., Hochholdinger, N. & Seisenbacher, M. (2022).

52 The difference between the approx. 45% of parents who are not solely responsible for childcare and the approx. 20% of parents who enrol in an ECEC institution may be an indication of the frequent use of regulated childminder services.

Figure 11: Children under 3 years of age who are cared for solely by their parents in 2011 and 2019

### Children under 3 years of age cared for solely by their parents in 2011 and 2019



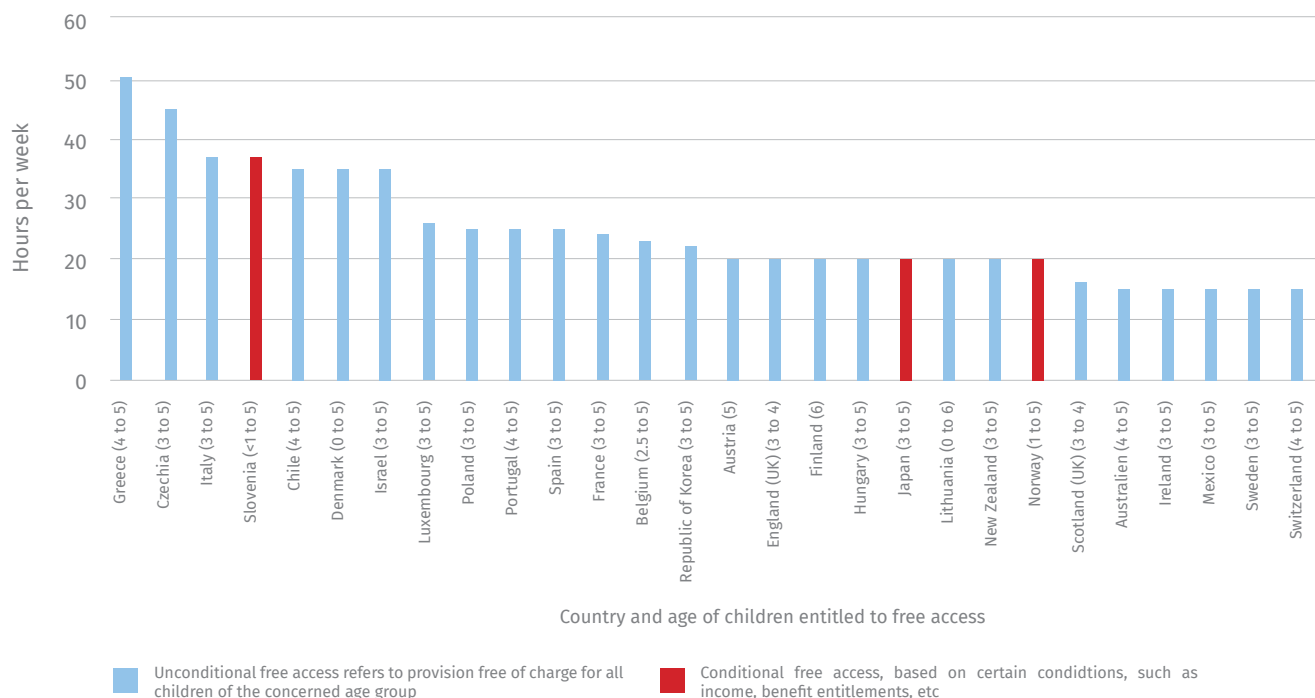
Source: UNICEF, Innocenti, 2021<sup>53</sup>

In Austria, the entitlement to non-contributory ECEC only exists from the age of 5 and only for a half-day service, while in many countries the entitlement begins earlier, i.e. from the age of 3 and with a higher escalation of up to over 40 hours in Greece and the Czech Republic (Fig. 12).

53 Gromada, A., Richardson, D. (2021). Where do rich countries stand on childcare?, UNICEF Office of Research - Innocenti, Florence.

Figure 12: Number of hours per week and ages which children have free entitlement to ECEC (2018)

## Number of hours per week and ages at which children have free entitlement to ECEC (2018)



Source: UNICEF, Innocenti, 2021

Overall, the demand for ECEC institutions in Austria is higher than the supply (except in the group of 5-year-old children)<sup>54</sup>. The low attendance rate and the late entitlement require interpretation. It is possible that this is due to a combination of the following aspects: the inability of the system to contribute to adequate provision and the sometimes-low demand from parents, which is based on socio-psychological and broader social and political factors. Nevertheless, a thorough, evidence-based understanding of the reasons for low participation is important in order to develop strategies so as to improve the working conditions of staff.

### Access to ECEC that meets the needs of working parents

The discussion about the availability of ECEC has an additional dimension in Austria. Apart from achieving the Barcelona target of 2002 (33%) and the adjusted target for participation in organised ECEC for children under 3 years of age or the EU target of 96% for 3 to 6-year-olds, the offer must be better adapted to the needs of working parents<sup>55</sup>. Tangible positive effects on the participation of parents in the labour market are foreseeable.

The link between maternal employment and enrolment in ECEC institutions is particularly strong for mothers whose youngest child is under the age of 3. The countries with the highest employment rates (full and part-time) among mothers of young children, such as Denmark, Luxembourg, the Netherlands, Portugal, Slovenia and Switzerland, also have a high proportion of young children enrolled in ECEC institutions<sup>56</sup>.

<sup>54</sup> European Education and Culture Executive Agency, Eurydice, (2019). Key figures on early childhood education and care in Europe

<sup>55</sup> European Commission, Directorate General for Education, Youth, Sport and Culture (2022)

<sup>56</sup> OECD (2018).



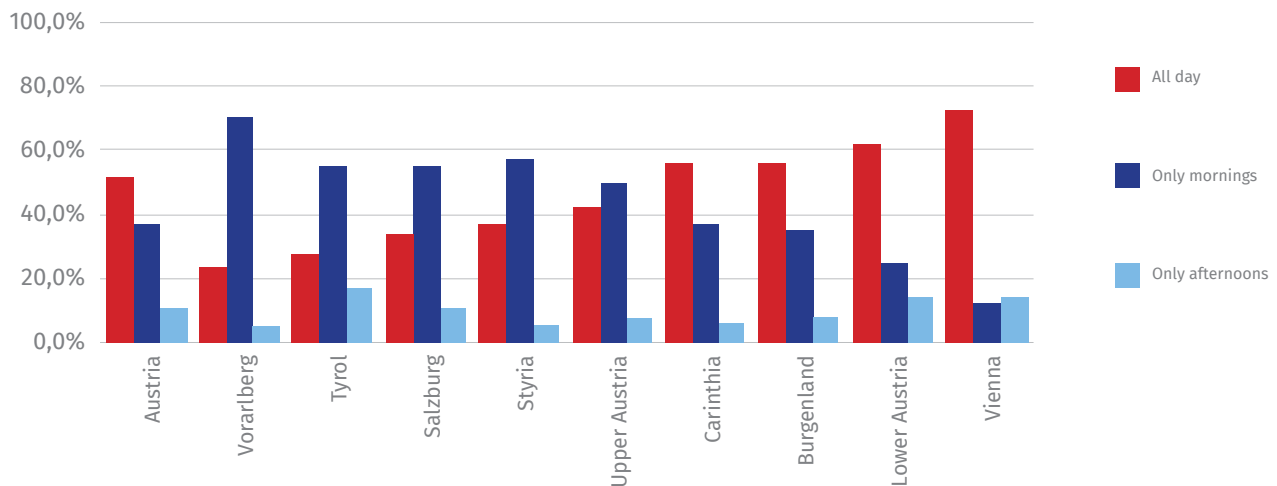
According to research by Sorger et al.<sup>57</sup>, only half of children in Austria were in ECEC institutions with all-day provision in 2022; in some regions, e.g. Vorarlberg or Tyrol, this percentage was significantly lower (Figure 13). This provision does not allow parents (and especially mothers) to work full-time. The policy has however focused, most recently through the agreement under Art. 15a B-VG of 2022, on supporting the extension of opening hours of the facilities that offer more benefits to families. It has also focused on institutionalising reporting on the percentage of ECEC facilities that offer more flexible opening hours. It is expected that by 2026/27, the percentage of places that fulfil the VIF criteria will increase to 70% for children aged 0-2 years and 57.8% for older children.

The criteria for the Compatibility Indicator for Family and Work ("VIF") include a programme that offers ECEC along with qualified staff:

- at least 47 weeks per year,
- 45 hours per week,
- weekdays from Monday to Friday,
- at least 9.5 hours on four days and
- with lunch.

The provision of VIF-compliant offers is a major challenge in Austria. The federal provinces will need to increase their efforts to reach the target. Figure 13 shows the percentage of children in institutions with different opening hours in all federal provinces and in the different types of institutions, while Figure 14 gives an indication of the percentage of children in such institutions (compared to institutions whose services do not allow for compatibility of family and work) in all federal provinces.

Figure 13: Percentage of children in ECEC institutions by duration of attendance

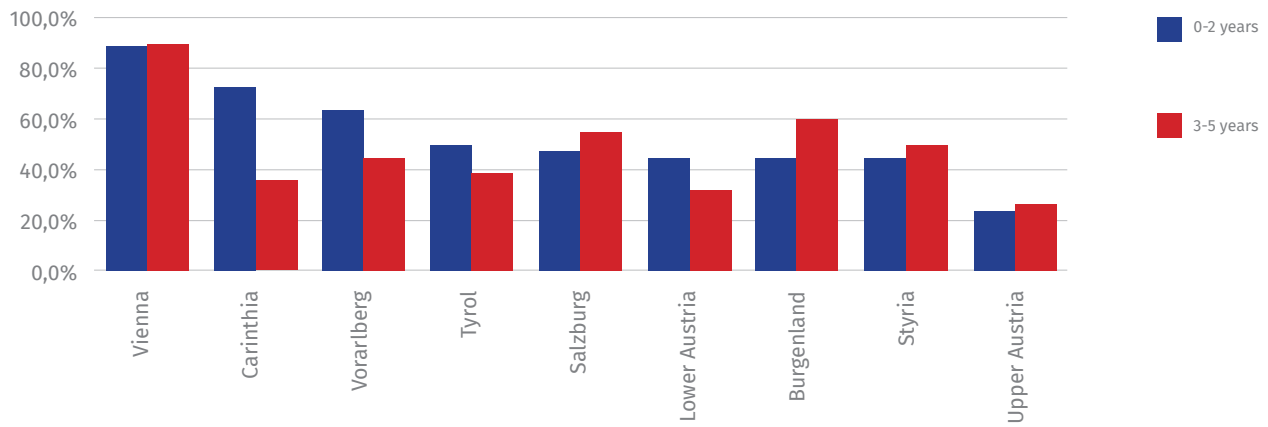


Source: Sorger et al., 2023

57 Sorger, C., Nikolatti, R., Aufhauser, K & Reichert, H (2023). "Wenn Mama und Papa arbeiten". Vienna: L&R Social Research



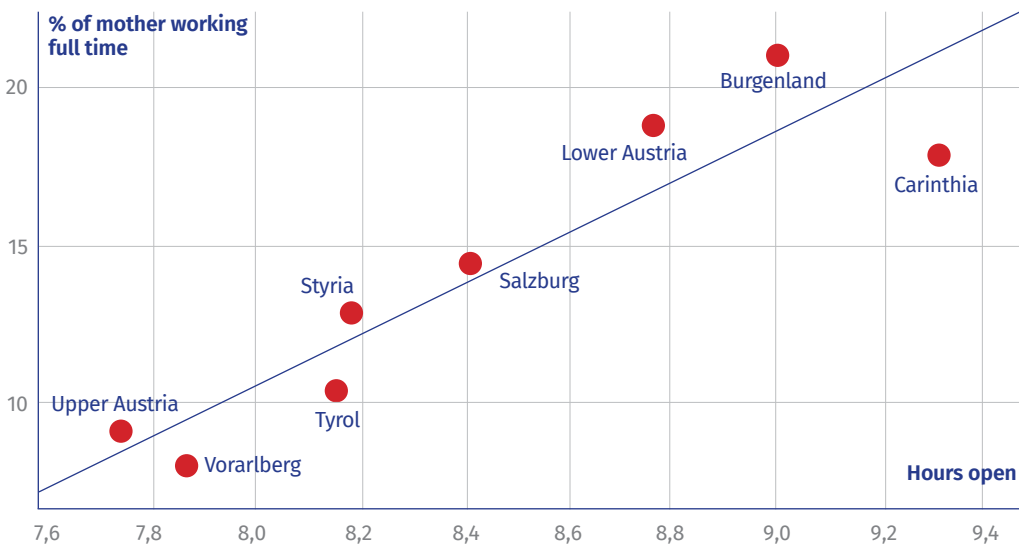
Figure 14: Percentage of children attending a "VIF-compliant" centre



Source: Sorger et al., 2023

The length of opening hours of the facilities is closely linked with maternal full employment in the federal provinces. Figure 15 shows the quasi-direct relationship.

Figure 15: Correlation between the opening hours of facilities and maternal full employment in the federal provinces



Note: no data for Vienna

Source: Köppl-Turyna & Graf, 2021

The study „Wenn Mama und Papa arbeiten“ ("When mum and dad work") examined the ECEC provision in Tyrol and Salzburg and also included the views of parents. The publication emphasised that VIF-compliant services must be offered more frequently in order to enable a better compatibility of family and work through longer opening hours.

Parents with unusual working hours, who have to work nights or shifts, for example, usually have even greater problems finding a suitable ECEC institution. The new policy, which aims to expand the range of services tailored to the needs of working parents, should reduce the number of parents facing similar problems.

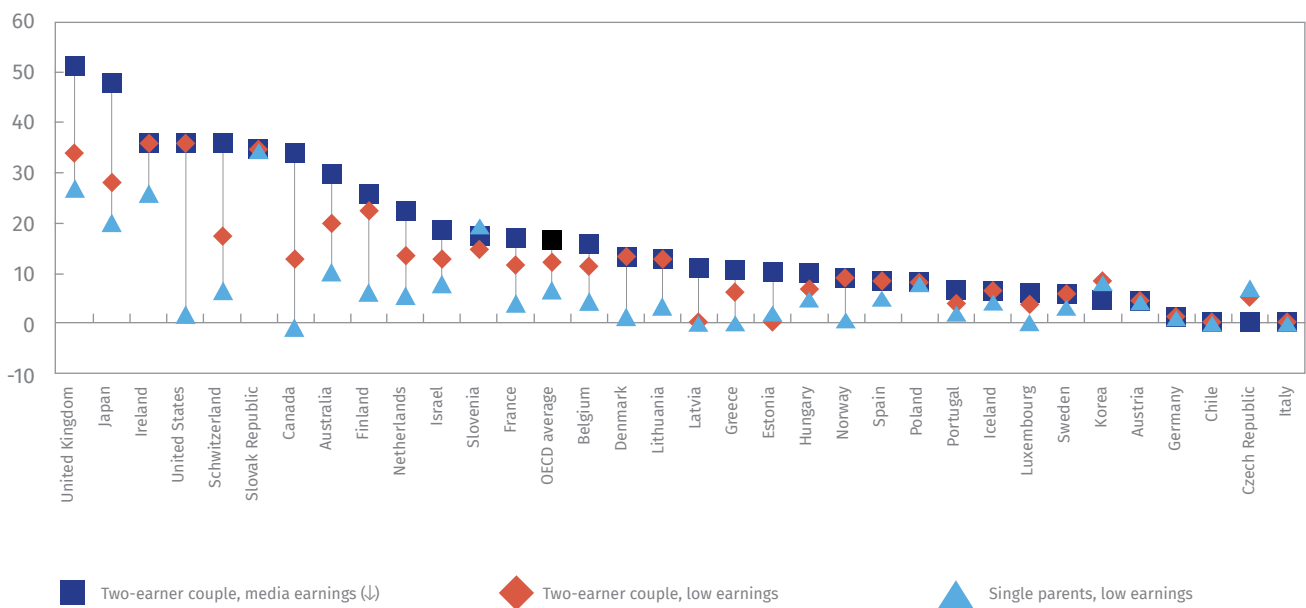
## Affordability and equity of ECEC in Austria

On average, the costs in public ECEC institutions are very low, although they vary from province to province and different reductions can be granted depending on people's income or social need. Parental contributions can range from 0 to 400 euros per month. In Vienna, for example, public ECEC institutions are free of charge for all age groups, while in Lower and Upper Austria this is only the case for half-day services for 4-5-year-old children.<sup>58</sup>

Austria is at the lower end of the OECD average for childcare costs compared to income (Figure 16). Data on private ECEC facilities is scarce, but again, many are subsidised, and parental contributions can therefore be low. Although this data needs to be seen in the wider context of the shortage of places, particularly in VIF-compliant ECEC institutions, waiting lists and the potential need for transport when places are not available at the nearby centre, cost does not appear to be a serious factor limiting access in Austria, unlike in most OECD countries.

Figure 16: Typical net childcare costs for two children in full-time care in 2019 as a % of the average full-time income of women, by family type and earned income

### % of women's median full time earnings



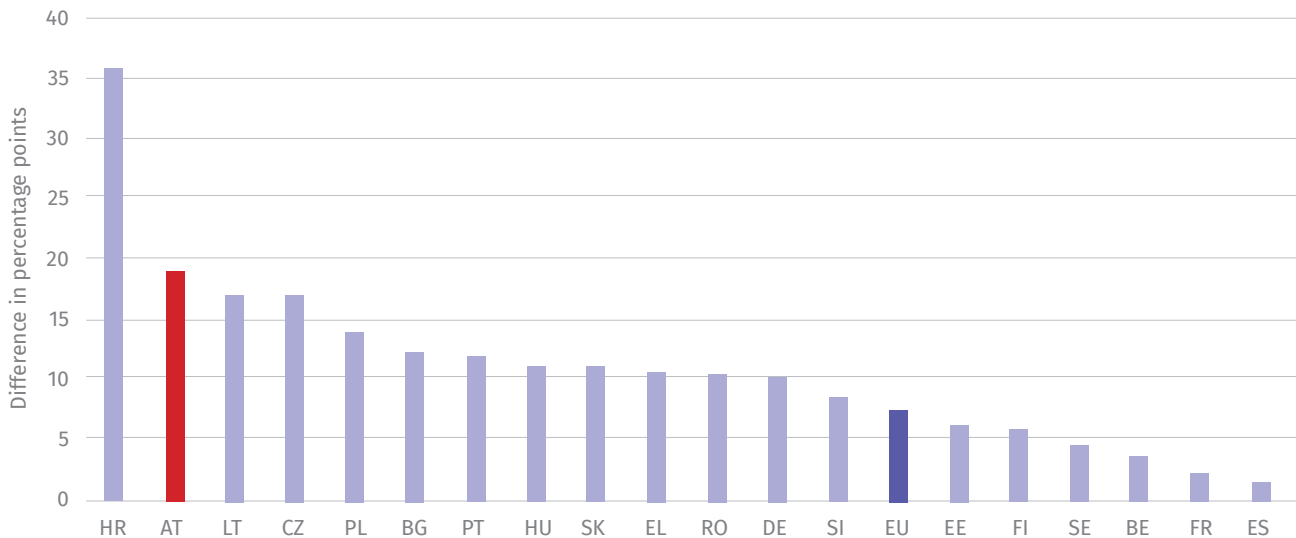
Source: OECD, 2020<sup>59</sup>

58 <https://eurydice.eacea.ec.europa.eu/national-education-systems/austria/access>

59 OECD (2020). Is childcare affordable? Policy brief on employment, labour and social affairs.

There are other indicators that also require attention. According to the Education and Training Monitor 2022, Austria has a large discrepancy in the participation of children at risk of poverty and exclusion compared to children who are not at risk. The difference in percentage points is almost 20%, one of the highest in Europe (Figure 17). As the positive long-term effects of participation in ECEC for children from low socio-economic status groups have been widely confirmed, the lack of focus on these groups in the organisation of ECEC represents a missed opportunity<sup>60</sup>.

Figure 17: Gap in participation in formal ECEC for 3–6-year-old children between children at risk of poverty and exclusion and those not at risk, 2022.



Source: Eurostat (EUSILC), special extraction. Note: Data on participation of children at risk of poverty or social exclusion in formal childcare or education has low reliability. Data with low reliability is not presented in the chart. At risk of poverty or social exclusion, abbreviated as AROPE, corresponds to the sum of individuals who are either at risk of poverty, or severely materially and socially deprived, or living in a household with a very low work intensity. People are included only once even if they are in more than one of the situations mentioned above. The AROPE rate is the share of the total population that is at risk of poverty or social exclusion.

Source: European Commission, Directorate-General for Education, Youth, Sport and Culture, 2022

The impact of ECEC on pupils' later school success can vary depending on their origin from different socio-economic backgrounds. A study on the medium-term effects of ECEC participation, including language support and the compulsory kindergarten year, found that while all children benefited from the programme, children from the lowest social quartile (both with and without a migration background) benefited significantly less than children from higher social classes. The study highlighted problems with structural quality and the lack of evaluation of process quality as fundamental factors for the insufficient effectiveness of the targeted ECEC programme<sup>61</sup>.

## Quality of the ECEC programme


Although a regulated quality assurance system for the ECEC sector with a clear definition of quality and a quality assessment process needs to be developed to replace the traditional inspection of structural quality in ECEC institutions<sup>62</sup>, research based on qualitative data from parents and experts highlights some of the main concerns. Strong regional differences in quality are cited as a result of the shift in responsibility to the federal provinces or municipalities, which means that the quality of ECEC is influenced by local political, financial and spatial conditions<sup>63</sup>. In addition, quality is difficult to assess and compare due to different quality assurance procedures, instruments and criteria. The focus is on structural quality, while the indicators for process quality, which describe, for example, the interaction between staff and children and the way in which

60 A good overview of international studies in connection with the situation analysis in Austria can be found in Köppl-Turyna, M & Graf, N. (2021).

61 Salchegger, S., Herzog-Punzenberger, B. & Breit, S. (2021). Nachhaltiger Chancenausgleich durch mehrjährigen Kindergartenbesuch? Ergebnisse einer österreichischen Vollerhebung. *Zeitschrift für Grundschulforschung* 14, 341-358

62 In some federal provinces, such as Upper Austria, regular self-evaluation of ECEC by staff is gradually becoming common practice (source: personal information).

63 Sorger, C., Nikolatti, R., Aufhauser, K & Reichert, H (2023).



children's well-being, learning and development are promoted, are not regulated. Although there is a wealth of evidence from a new research group on the quality of interactions between staff and children in Austria<sup>64</sup> and this could potentially provide a sound scientific basis for emphasising the process quality of ECEC (or lack thereof), it is not yet being used. The ratio of staff to children could also be used as a possible proxy for process quality, although these indicators vary and are generally considered unfavourable (see section on working conditions)<sup>65</sup>.

In some federal provinces the usual procedures also include a dual role for those persons who are entrusted with professional supervision or counselling. On the one hand, they offer pedagogical support to ECEC teachers, on the other hand, they have an inspection duty. These roles could lead to a conflict of roles and should be separated for a better functioning quality assurance system<sup>66</sup>.

ECEC teachers report quality assurance procedures that depend on the management of the ECEC institution or the provider, and they also see a lack of consistent support and feedback on their work in terms of process quality<sup>67</sup>.

The introduction of a nationwide, binding, standard-based and process-orientated quality framework and quality assurance system is a demand that is often voiced<sup>68</sup>. Apart from this, improved competences and working conditions for staff are seen as a sine qua non to improve the quality of the ECEC system in Austria.

- 
- 64 See e.g. Smidt, W. & Embracher, E.M. (2020). Wie hängen die Rahmenbedingungen der Aktivitäten, die Aktivitäten der Vorschullehrkräfte und die Aktivitäten der Kinder mit der Qualität der Interaktionen der Kinder in der Vorschule zusammen? Erkenntnisse aus Österreich. *European Early Childhood Education Research Journal*, 28(6), 864-883  
Smidt, W. & Embracher, E.M. (2021) Examining the factorial validity of the Individualised Classroom Assessment Scoring System in preschools in Austria. *International Journal of Early Years Education*.
- 65 There are strong arguments in favour of using the ratio of staff to children as a possible proxy for quality indicators, as the limited number of children per ECEC teacher is essential for the child's development of healthy attachment behaviour and for the possibility of a close relationship that provides timed feedback and guidance. For further details see Viernickel, S. & Schwarz, S. (2009). *Schlüssel zu guter Bildung, Erziehung und Betreuung – Wissenschaftliche Parameter zur Bestimmung der pädagogischen Fachkraft-Kind-Relation*. Alice Salomon Hochschule Berlin und Tietze, W. (2008). Qualitätssicherung im Elementarbereich. *Zeitschrift für Pädagogik*, 53rd supplement
- 66 Michitsch, V. (2021). *Selbstbildungsprozesse in der Elementarpädagogik. Selbstbildung weiterdenken*. Weinheim, Basel. Beltz Juventa.
- 67 Löffler, R. et al. (2022). Bildungs- und Berufsverläufe von Absolvent/inn/en der Bildungsanstalten und Kollegs für Elementarpädagogik. Projektendbericht des Österreichischen Instituts für Berufsbildungsforschung (öibf). Vienna: öibf.
- 68 For example: Federation of Austrian Industries (2019).  
European Commission, Directorate General for Education, Youth, Sport and Culture (2022). *Education and Training Monitor 2022 - Austria*





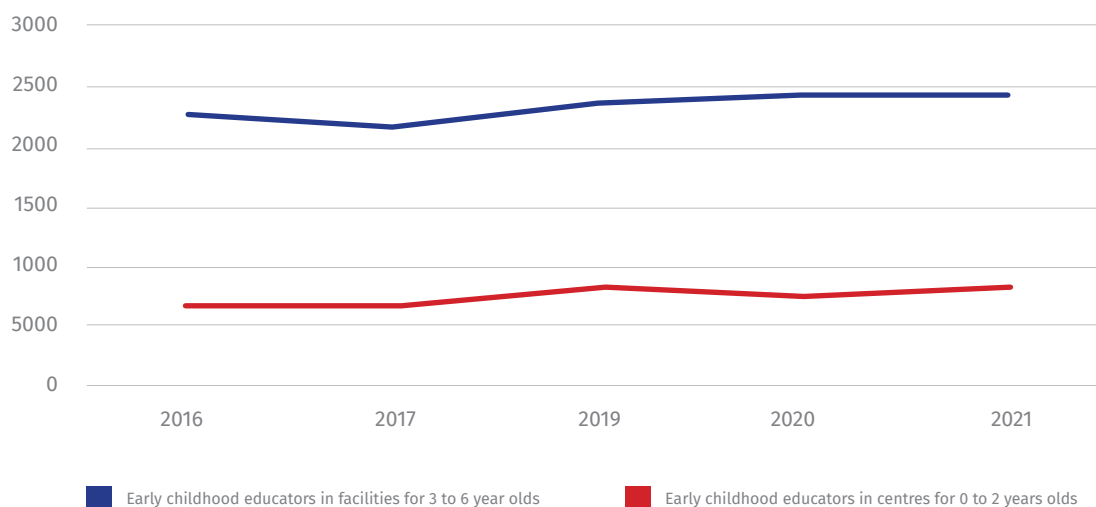
# Staff in ECEC

## Characteristics of those employed in ECEC

The number of staff in Austrian ECEC institutions in 2021/2022 was 64,962. Between 2016 and 2020, the number of staff increased slightly, both in institutions caring for children aged between 0 and 2 years and in institutions caring for children aged 3 and over (Fig. 18). In the younger age group, a levelling off can be observed after 2019.

Figure 18: Number of ECEC teachers in ECEC institutions 2016-2021

### ECEC teachers in institutions for 2016-2021



Source: UIS NATMON\_DS<sup>69</sup> (own Figure)

Over a much longer period of 50 years, Löffler et al. report a quadrupling of staff in ECEC institutions for 3- to 5-year-old children and a 15-fold increase in institutions for 0- to 2-year-old children from the early 1970s as a result of increased demand due to population growth and increasing female employment, but also as a result of the development of supply. The strongest increase was found in mixed-age groups, where the number of staff increased 32-fold between 1997 and 2021<sup>70</sup>.

The situation for staff, both professionals and assistants, on the labour market is favourable - the demand for ECEC staff is greater than the supply. In 2020, less than 0.5% of ECEC teachers and less than 2% of assistants were unemployed<sup>71</sup>.

ECEC staff can take on tasks at various levels. In Austria, these can be the following:

- Leaders without work in a children's group
- Leaders with work in a children's group
- Leaders with some work in a children's group
- Group-leading ECEC teachers
- Non-group-leading ECEC teachers
- Assistants / helpers<sup>72</sup>

<sup>69</sup> Note: no data is available for 2018; [http://data.uis.unesco.org/Index.aspx?DataSetCode=NATMON\\_DS](http://data.uis.unesco.org/Index.aspx?DataSetCode=NATMON_DS)

<sup>70</sup> Löffler, R. et al. (2022).

<sup>71</sup> Löffler, R. et al. (2022).

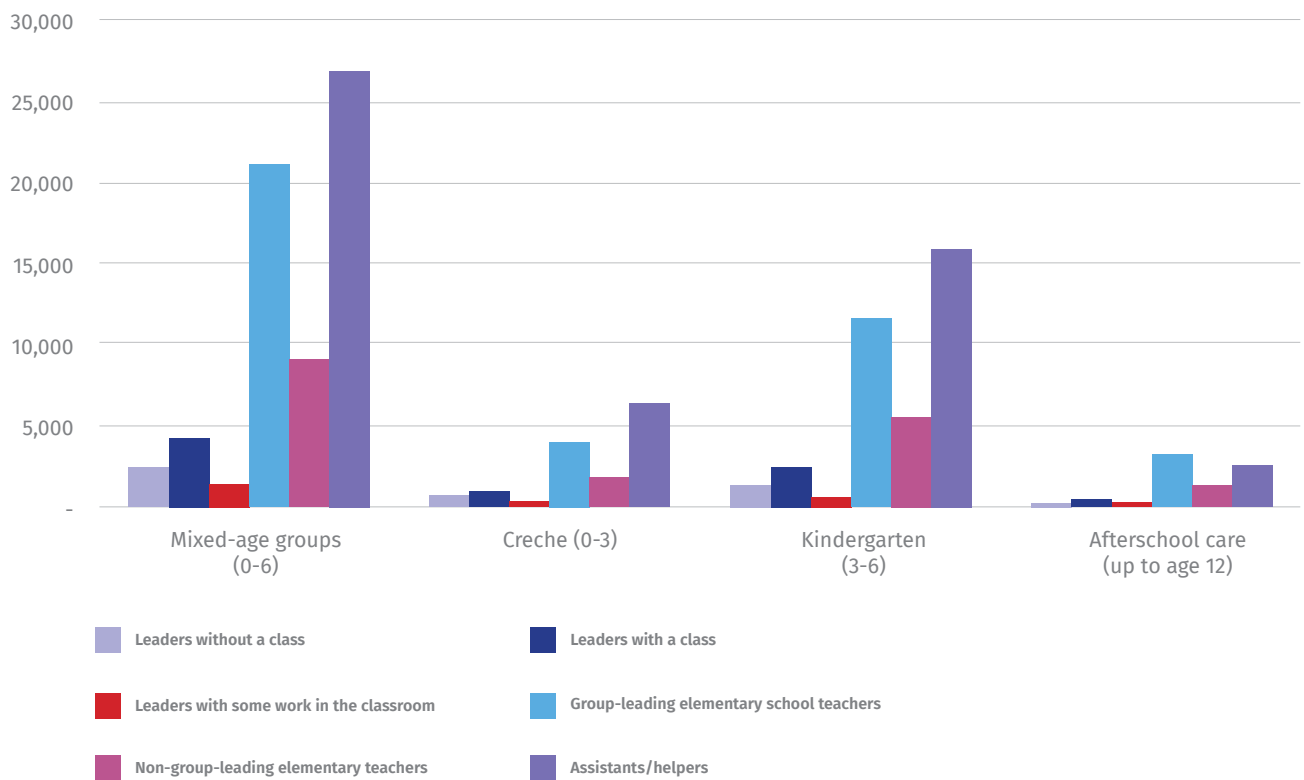
<sup>72</sup> The term for this professional group varies from federal province to federal province, but always implies a helper for educational and all other activities relating to the children. Medical and kitchen staff are not available everywhere in the institutions.



The statistical overview shows that the number of assistants is highest in all types of ECEC institutions throughout Austria, except in mixed-age groups, followed by group-leading ECEC teachers, while the number of staff with other responsibilities is significantly lower (Figure 19).

Figure 19: Staff profiles by ECEC service type 2021/22

### Staff profiles by ECEC service type 2021/22

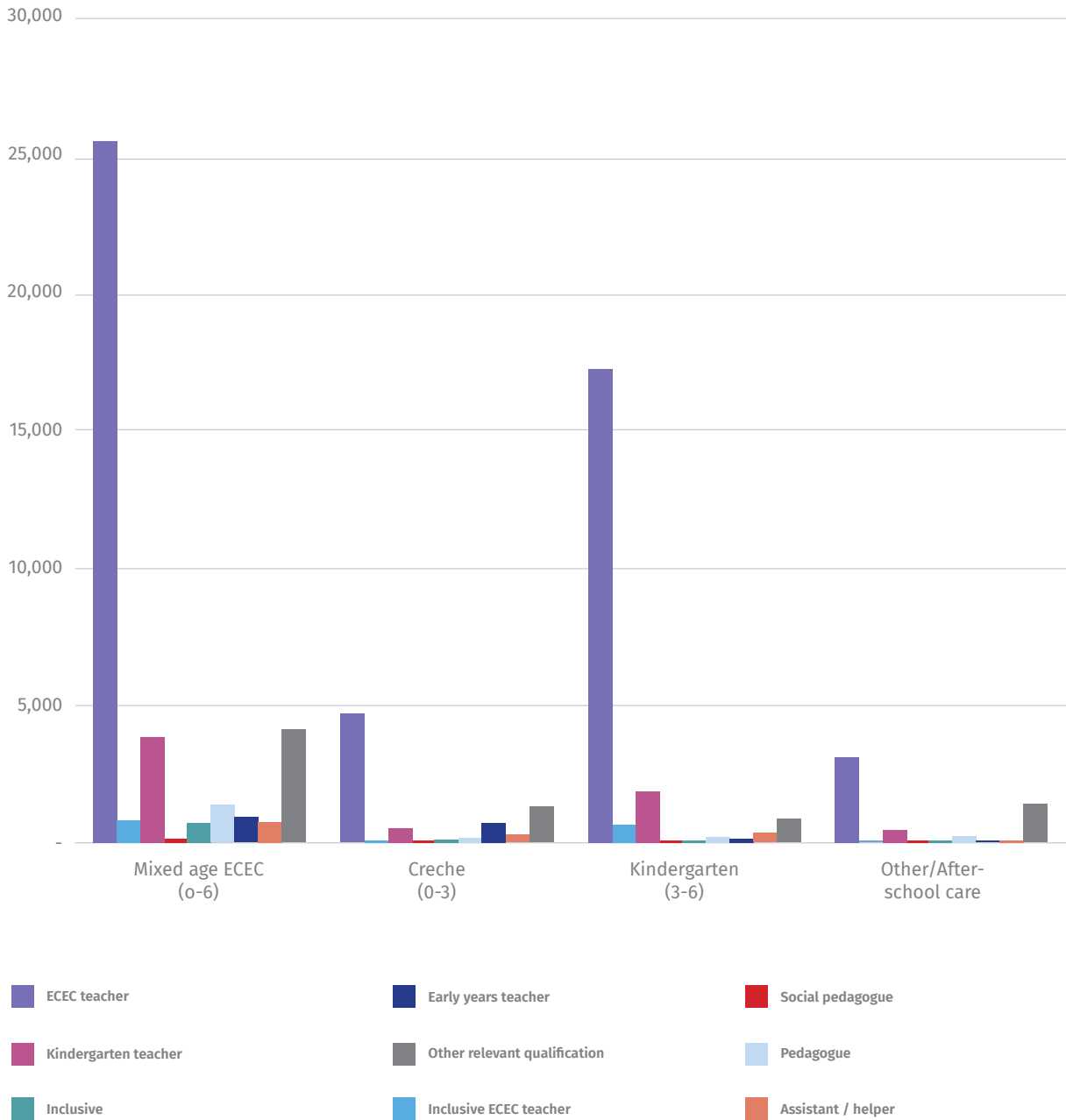


Source: Kindertagesheimstatistik, 2021/2022 (own presentation)

The majority of professional staff (all profiles except assistants and helpers) have a qualification as ECEC teachers, with a small percentage of staff having other relevant qualifications (Figure 20).

Figure 20: Staff qualifications by type of ECEC provision 2021/22

### Staff qualifications by type of ECEC provision 2021/22

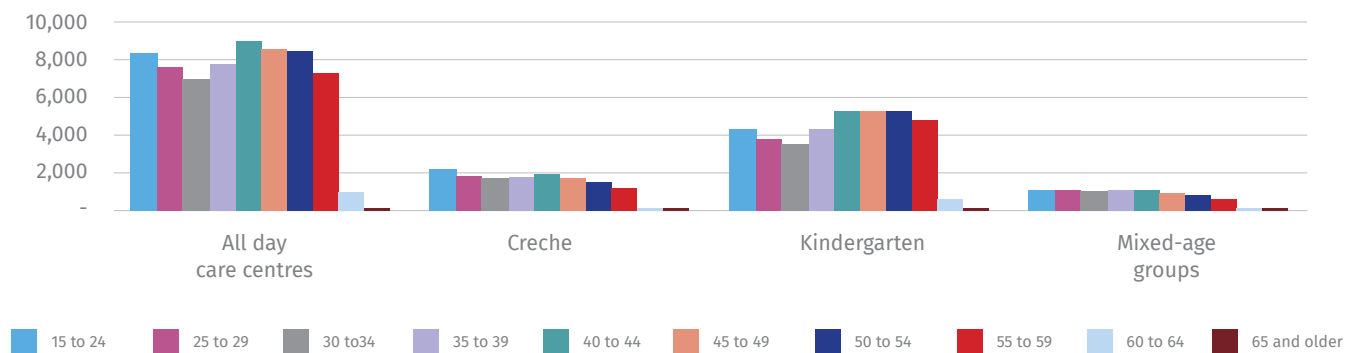


Source: Kindertagesheimstatistik, 2021/2022 (own presentation)

A large percentage of ECEC staff in Austria are young and the age distribution is the same across all types of ECEC institutions (Figure 21). Compared to other OECD countries<sup>73</sup>, staff also appear to be younger: around 50% are between 30 and 50 years old and the other 50% are almost evenly split between those over 50 and those under 30<sup>74</sup>. Of the European OECD countries, only Iceland, Norway, the United Kingdom and Luxembourg have a lower proportion of over-50s working in ECEC than Austria, and only in Iceland is the proportion of ECEC teachers under 30 higher than in Austria. In comparison, around 50% of staff in Portugal, Lithuania and Estonia are over 50 years old and the proportion of young staff is negligible.

Figure 21: Total childcare staff in day care institutions by age 2021/22

### Total childcare staff in day care centres by age 2021/22



Source: Kindertagesheimstatistik, 2021/2022 (own presentation)

## Staff shortage

Staff shortages are currently the biggest problem in the field of ECEC in Austria, as it is becoming increasingly difficult to recruit enough staff<sup>75</sup>. The problem of staff shortages has gradually grown alongside the expansion of access, but with the (re)opening of ECEC institutions after the corona closures, staff shortages have become an exponentially significant problem as a proportion of staff left the profession during the lockdown<sup>76</sup>. This has further impacted the working conditions of available staff, especially professional staff, who are struggling with larger group sizes and longer working hours. This in turn jeopardises the quality of childcare and results in even higher staff turnover.

There is a lot of information about the trajectory of professionals leaving the ECEC system: for example, there are those who seek a teaching qualification for primary school<sup>77</sup> or move into social services to support older people, as these professions are better paid<sup>78</sup>. Consequently, the country would need 860 additional managers, 2,450 qualified staff and 2,000 other staff by 2025 to increase the quantity and quality of provision<sup>79</sup>. Another study<sup>80</sup> has calculated and taken into account a longer time frame, various demographic scenarios, various quality improvement scenarios and a realistic forecast of the decline in the labour force. According to these calculations, the need for new staff could rise to around 20,000 by 2030. Even if a more conservative scenario of an ageing and declining population were to become reality, 6,200 new staff would be required to ensure a better ratio of teachers to children by 2030. The major challenge in Austria is therefore often formulated as follows: "How can we attract more, but at the same time better qualified staff?"<sup>81</sup>. "Attractiveness" and "academisation" of the profession have become the buzzwords to solve this dilemma.

73 OECD (2022), Education at a Glance, 2022: OECD Indicators. Paris: OECD Publishing. <https://doi.org/10.1787/3197152b-en>.

74 As a result, it is possible that a considerable number of ECEC teachers are not active due to maternity leave or only work part-time due to their own young children.

75 European Commission, Directorate General for Education, Youth, Sport and Culture (2022)

76 Sorger, C., Nikolatti, R., Aufhauser, K & Reichert, H (2023).

77 Löffler, R. et al. (2022).

78 Statistics Austria, Sozialstatistische Auswertungen. Ohne Lehrlinge. Bruttojahresbezüge gemäß § 25 EStG. Erstellt am 18.04.2023, <https://www.statistik.at/statistiken/bevoelkerung-und-soziales/einkommen-und-soziale-lage/allgemeiner-einkommensbericht>

79 Neuwirth, N. (2021). *Kostenschätzung zum Ausbau im Elementarbildungsbereich*. ÖIF Forschungsbericht 2.

80 Löffler, R. et al. (2022).

81 For example: Sorger, C., Nikolatti, R., Aufhauser, K & Reichert, H (2023). S. 32.

## Working conditions of staff

The working conditions of staff are currently under scrutiny and need to be reconsidered as part of the broader discussion on staff shortages, staff turnover and measures to ensure a new influx of staff through various modalities of shortened lateral entries. Discussions also include the relationship between staff working conditions and the overall quality of ECEC, as well as the direct impact of working conditions on the quality of staff work<sup>82</sup>. The political discourse often focuses on the creation of measures to make the profession of ECEC teachers more attractive.

The changing needs of the population, new regulations on "VIF-compliant" ECEC institutions and the prevailing shortages have led to a change in the labour situation. New modalities for attracting and retaining labour are therefore required.

Salary schemes, promotion opportunities, further and advanced training, working hours, tasks, group sizes, reflection and preparation time and other favourable working conditions need to be reconsidered. A further challenge in the process of redesigning improved working conditions is the fact that all facets of this are regulated at national level and are inherently different depending on the federal province and the organisation. The diversity of working conditions can also lead to unstable workforces, mobility between organisations, municipalities or federal provinces in response to better working conditions and thus to further differences in quality.

Examples of the differences between the federal provinces, also with regard to terminology, are shown in Table 3 and Table 4.

Table 3: Designation of the different organisational forms<sup>83</sup>

### Designation of the different organisational forms

(Names of the types of providers and kept in their original German)

	Vienna	Lower Austria	Upper Austria	Burgenland	Styria	Carinthia	Salzburg	Tyrol	Voralberg
<b>Children below 3 years</b>	Kleinkindergruppen	Kindergruppen/ Krabbelstuben (=Tagesbetreuung)	Krabbelstuben	Kinderkrippe	Kinderkrippe	Kinderkrippe	Kleinkindgruppe	Kinderkrippe	Kleinkindgruppe/ Kinderspielgruppe
<b>ECEC Mixed age groups (below 3 years and 3-6 years old children)</b>	Familiengruppen	-	Altersweiterter KG*	Altersweiterter KG*	Altersweiterter KG*	Altersweiterter Kinderbildung und -betreuung*	Altersweiterter Gruppe*	Altersweiterter Gruppe	Altersweiterter Gruppenführung
<b>Children from 3 to 6 years</b>	Kindergarten	Kindergarten (ab 2,5)	Kindergarten	Kindergarten	Kindergarten	Kindergarten	Kindergarten	Kindergarten	Kindergarten / Kinderspielgruppe
<b>ECEC Mixed age groups (children from 3 to 6 years and school-age children)</b>	Familiengruppen	-	Altersweiterter KG*	Altersweiterter KG*	Altersweiterter Gruppe*	Altersweiterter Kinderbildung und -betreuung*	Altersweiterter Gruppe*	Altersweiterter Gruppe	Altersweiterter Gruppenführung
<b>School (age) children (age 6 years and above)</b>	Hort	Hort	Hort	Hort	Hort	Hort	Hort	Hort	Schulkindgruppe

82 For example: Federation of Austrian Industries (2019).

83 Created by students of the University of Klagenfurt based on the laws and regulations of the federal provinces (as of December 2022)

	Vienna	Lower Austria	Upper Austria	Burgenland	Styria	Carinthia	Salzburg	Tyrol	Voralberg
<b>Integration/ Inclusion</b>	Heilpädagogischer KG  Heilpädagogischer Hort  Integrationsgruppe	Heilpädagogische Integrative Kindergarten- gruppen	Heilpädagogischer KG  Heilpädagogischer Hort  Altersweiterter Heilpädagogischer KG  Integrationsgruppe	Inklusion	Heilpädagogischer KG • Kooperative-Gruppe • Integrationsgruppe • Integrative Zusatzbetreuung  Heilpädagogischer Hort • Kooperative Gruppe • Integrationsgruppe	Heilpädagogischer KG  Heilpädagogischer Hort	-	Integrationsgruppen	-
<b>Day Care/ After-school</b>	Kindergruppen (Kinder von 0-16 Jahren)	Kindergruppen/ Krabbelstuben (=Tagesbetreuung)	-	-	Kinderhäuser (Kinder von 18. Mon.- Ende Schulpflicht)	Kindertagesstätte (0 - Ende der Volksschule)	-	Kindergruppen (0- Eintritt KG)	-

\* An age extension where both children under the age of 3 AND school-aged children are cared for at the same time as kindergarten children is possible.

Table 4: Designation of professionals in the various organisational forms <sup>84</sup>

### Designation of professionals in the various organisational forms

	Vienna	Lower Austria	Upper Austria	Burgenland	Styria	Carinthia	Salzburg	Tyrol	Voralberg
<b>Teacher/Educator</b>	Elementary teacher	Elementary teacher	(Elementary) teacher/ Educational Specialist	Educational Specialist	Kindergarten teacher	Kindergarten teacher	Educational Specialist	Educational Specialist	Educational Specialist
<b>Teacher/Educator Day Care/ After-school</b>	Elementary teacher	Elementary teacher	(Elementary) teacher/ Educational Specialist	Educational Specialist	Educator	After-school care teacher/ specialist	Educational Specialist in after-school care	Educational Specialist	Educational Specialist
<b>Special school/Inclusive Teacher</b>	Elementary teacher for inclusion	Elementary teacher for inclusion	(Elementary ) teacher for inclusion Educational Specialist	Educational Specialist	Educational Specialist	Kindergarten teacher for special needs Educator/ teacher for special needs	Educational Specialist for special needs	Educational Specialist	Educational Specialist
<b>Assistant</b>	Assistant	Caregiver	Assistant	Educational Assistant/ Assistant teacher	Caregiver	Educator	Additional support/	Assistant	Assistant

In the next sections, we will look into more detail at the various aspects of staff working conditions, highlighting some of the complexities and challenges involved. However, we will not list the elements of the different legal provisions for the nine federal provinces but will rely on statistical indicators that describe the actual situation in the federal provinces and in Austria as a whole through statistical averages.

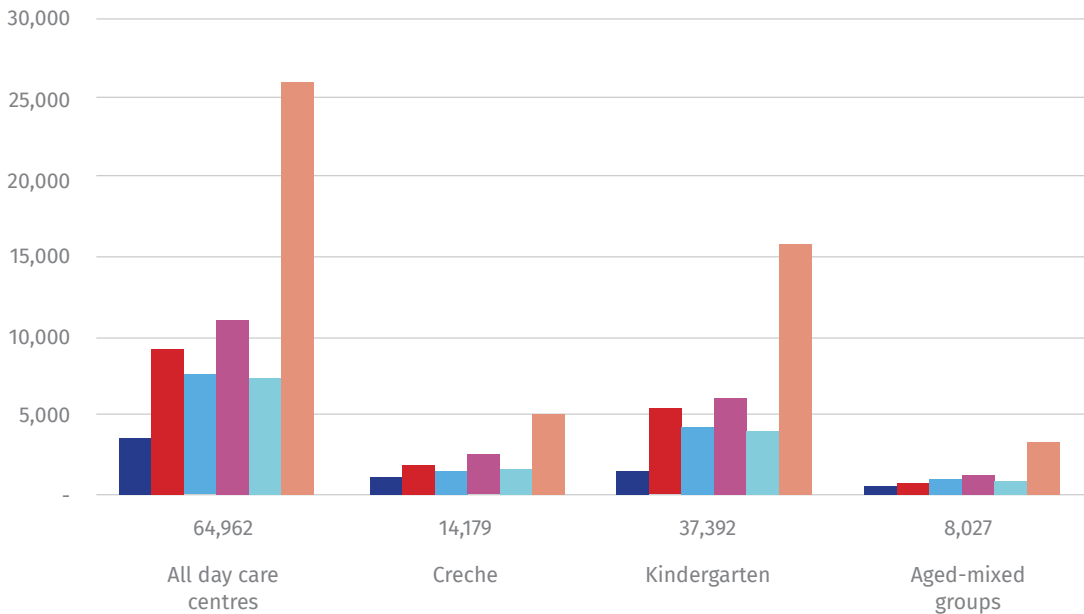
<sup>84</sup> Created by students of the University of Klagenfurt based on the laws and regulations of the federal provinces (as of December 2022)

## Working hours

The statistics show that the majority of ECEC staff work full-time (more than 30 contact hours), although there is also a significant percentage of staff who work part-time to varying degrees. The breakdown of weekly working hours is shown in Figure 22.

Figure 22: Childcare staff in day care centres according to the level of employment 2021/22

### Childcare staff in day care centres according to the level of employment 2021/22



Weekly extent of employment from ... to ... hours



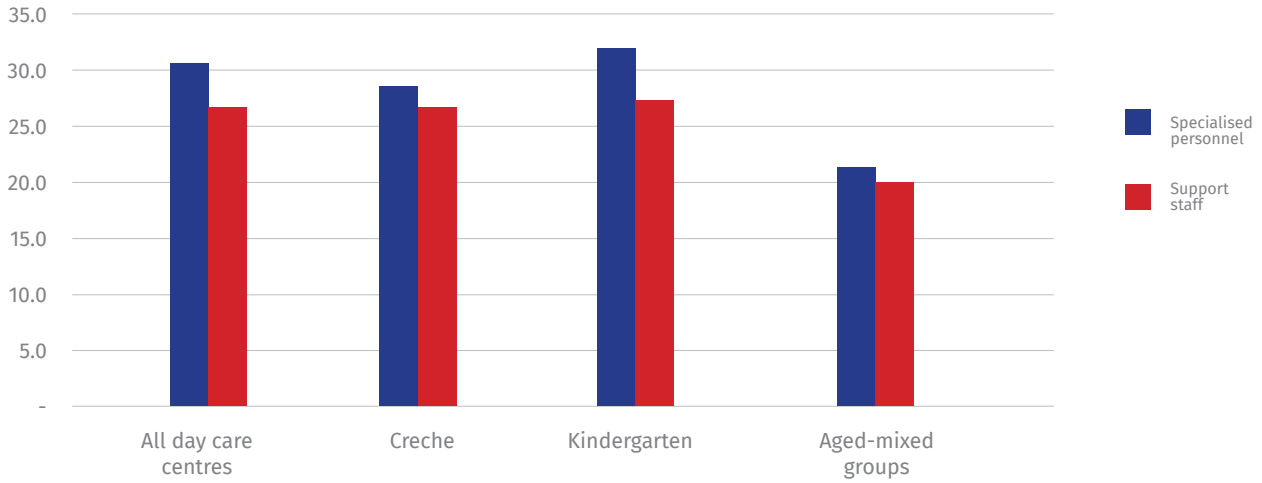
Source: Kindertagesheimstatistik 2021/2022 (own presentation)

On average, the workload of ECEC teachers is higher than that of assistants (30.7 to 26.9 hours per week), and the hours per week are higher in kindergartens (32.1 for teachers and 27.4 for assistants) than in the other day care centres (Figure 23).



Figure 23: Childcare staff in day care centres according to the level of employment 2021/22

### Childcare staff in day care centres according to the level of employment 2021/22

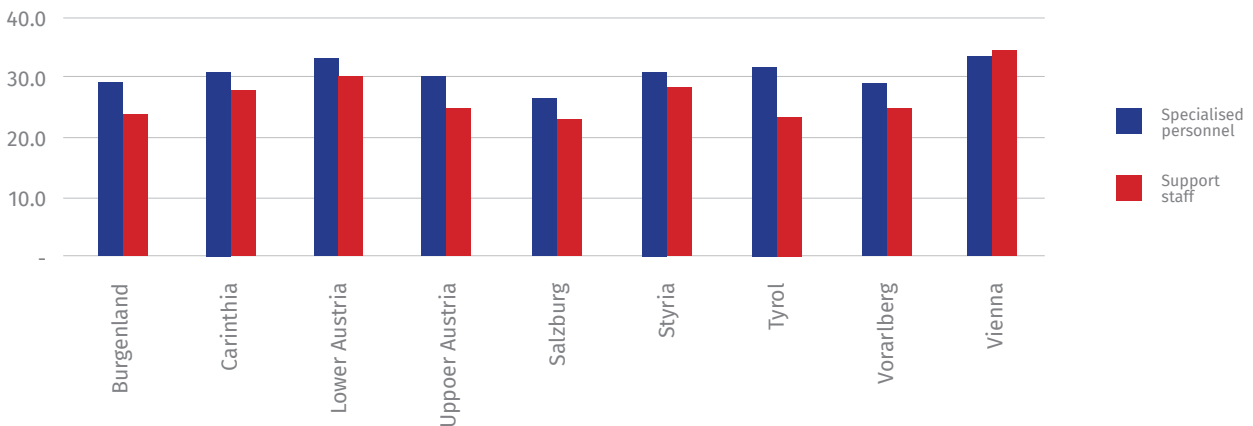


Source: Kindertagesheimstatistik 2021/2022 (own presentation)

The average working hours differ between the federal provinces (Figure 24), as they are influenced by the variety of framework conditions and the differences in legal regulations. For example, professionals in Salzburg and Burgenland work on average 4 hours less than their colleagues in Vienna or Lower Austria. The difference is even greater for assistants: the average working week in Vienna is 34.6 hours, whereas in Salzburg it is only 23.1 hours.


Figure 24: Childcare staff in day care centres according to employment level 2021/22 – average weekly hours

### Childcare staff in day care according to employment level 2021/22 - average weekly hours



Source: Kindertagesheimstatistik 2021/22 (own presentation)





The proportion of working time dedicated to preparation and follow-up work also varies depending on the federal province and provider. However, it is generally considered to be low compared to the preparation and follow-up time that is regulated for primary school teachers. In 2015, Hackl et al.<sup>85</sup> stated a range of half an hour to 10 hours per week that should be used for preparation, reflection, individual planning for different children, professional exchange and meetings with parents or legal guardians, although there are even differences here in the same federal province. In Vienna, for example, the preparation time can be 4, 5 or 6 hours per week. Breaks during the day are important for staff working with children, but the length and distribution of break time also depends entirely on the provider, although in most cases the break is not counted towards working time. Ensuring more preparation and reflection time has recently been addressed and preparation time has been increased, in some cases gradually, in the latest regulations at province level. In Upper Austria, for example, for full-time ECEC staff, 7 non-contact hours per week are planned in kindergarten and 3 hours in creches since June 2022<sup>86</sup>.

## Salaries

In Austria, the salary systems for staff in public ECEC institutions are regulated at province level, while private and company providers can develop their own systems. ECEC is financed from the budget of the federal provinces and the municipalities, with federal funds provided in accordance with the agreement pursuant to Art. 15a of the Federal Constitution Act and, to a lesser extent, through various private contributions. In view of the complex sources of funding, the co-financing agreements between municipalities and provinces, the differences between the provinces in terms of salary regulations, the diversity of staff and the fact that many work part-time to varying degrees, a detailed overview of salary schemes and levels and even in the public sector a separate analysis is required.

Statistics Austria provides information on the average annual gross salaries of full-time ECEC professionals. According to Statistics Austria<sup>87</sup>, the annual gross salaries of ECEC teachers (category 2342) range between 16,312 euros (1st quartile) and 36,494 euros (3rd quartile), with a mean value of 28,500 euros, which is paid in monthly instalments<sup>88</sup>. This corresponds to a monthly gross salary of 1,359 euros in the 1st quartile (which means that 25% of staff have a lower salary), 3,041 euros in the 3rd quartile (which means that 25% of staff have a higher salary) and 2,375 euros as a mean value for most ECEC teachers.

The average salaries differ between the federal provinces, with the lowest in Burgenland and Carinthia and the highest in Vorarlberg. It should be noted that there are further differences between the providers, that not all staff work full-time and that some have temporary contracts that do not cover the summer holidays. However, even for full-time staff, the average gross hourly wage at the lower end of the distribution is around 15 euros gross per hour<sup>89</sup>.

In an international comparison, the starting salaries of education professionals in Austria are just above the OECD average with minimal increases over the course of their career. However, they are below comparable EU countries such as Denmark<sup>90</sup>.

The prospect of salary increases, and career progression is an important incentive for ECEC teachers. Although precise data on salary development is not available, due to differences between providers and the generally fragmented system, the system is currently designed in such a way that promotion is usually only possible on the basis of seniority or when moving to the management of a centre or to supervision. As a result, those entering the profession rarely see working in ECEC as an attractive and fulfilling occupation with opportunities for development and advancement, where a substantial salary or promotion in status can be expected.

There is another important aspect when assessing the appropriateness of salaries in ECEC. In international literature, including the EU Quality Framework for ECEC, an adequate salary level is seen as an important incentive for attracting better qualified staff. Therefore, according to the analytical tool used by UNICEF for the ECEC sector, salaries should be assessed in comparison to similar occupational profiles, i.e. occupational profiles that are attractive to ECEC staff. In Austria, these are primary school teachers and other social professions, as these are better paid jobs that require additional training. According to Statistics Austria, the gross annual income of ECEC teachers and assistants was below comparable profiles in 2021. While ECEC teachers earned an average of 28,500 euros gross per year and assistants 20,262 euros, primary school teachers earned an average of 40,717 euros and nursing assistants 29,270 euros.<sup>91</sup>

85 Hackl, M., Geserick, C., Hannes, C., & Kapella, O. (2015). *Besonderheiten und Herausforderungen des Arbeitsalltags in Kindergarten und Kinderkrippe*

86 <https://www.ooe-kindernet.at/Mediendateien/NEU%20Berechnung%20gruppenarbeitsfreie%20Diens.pdf>

87 Statistics Austria. Sozialstatistische Auswertungen. Ohne Lehrlinge. Bruttojahresbezüge gemäß § 25 EStG. Erstellt am 18.04.2023, <https://www.statistik.at/statistiken/bevoelkerung-und-soziales/einkommen-und-soziale-lage/allgemeiner-einkommensbericht>

88 Salaries are generally paid in 14 instalments, 12 monthly salaries and one further salary per half-year - whereby the 13th and 14th salaries are paid with reduced taxes.

89 <https://www.finanze.at/gehalt/kindergaertnerin/>

90 European Commission, Directorate-General for Education, Youth, Sport and Culture (2022).

91 <https://www.statistik.at/statistiken/bevoelkerung-und-soziales/einkommen-und-soziale-lage/allgemeiner-einkommensbericht>

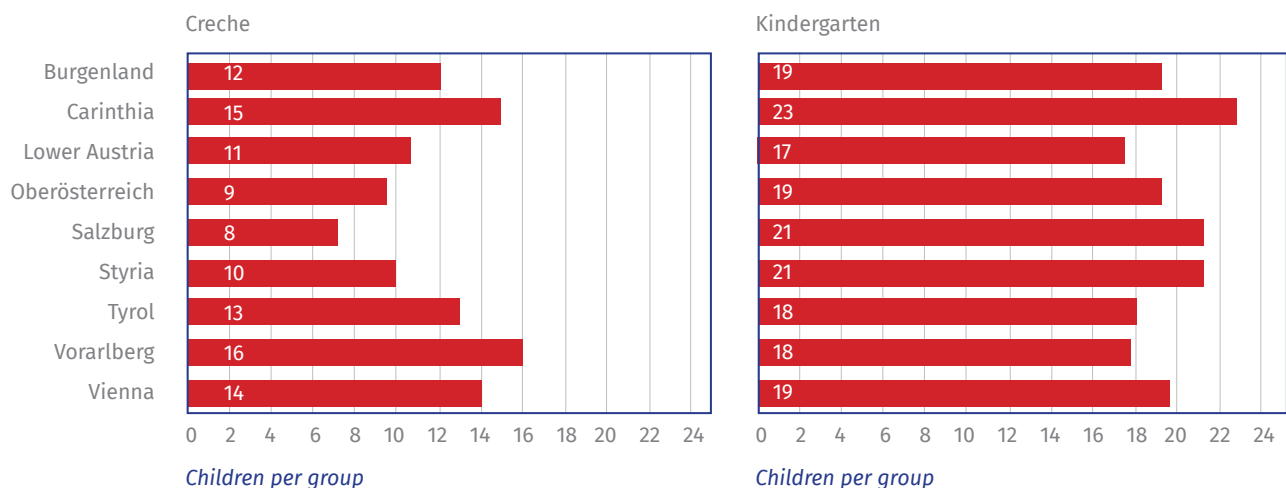
All three characteristics of the remuneration of ECEC staff (the generally low salaries, the unattractive starting salary combined with a lack of career steps and the comparative disadvantage compared to similar other professions) deserve further attention and consideration for further development.

## Group sizes

Group sizes are regulated at provincial level, while there are considerable differences between municipalities and facilities even within a region, let alone across Austria. Laws and regulations set minimum and maximum group sizes for the different types of groups in the institutions. In Upper Austria, for example, these are 6-10 children per group for children under 3 years at ISCED 010 level and 10-23 children for 3–5-year-olds at ISCED 020 level<sup>92</sup>, with further variations in the case of mixed-age groups or integration groups with one or more children requiring additional support. In Vienna, the maximum number of children per group is higher: 15 for ISCED 010 and 25 for ISCED 020<sup>93</sup>. In most federal provinces, group sizes can be increased with special authorisation from the provincial administration if needs are not met or unforeseen circumstances arise.

The statistics on average group sizes reflect differences between the federal provinces. According to the analysis by Mitterer et al.<sup>94</sup>, the average group size in 2020/21 for children under 3 years of age was between 8 (in Salzburg) and 16 (in Vorarlberg) and the average group size of 3–5-year-olds between 17 (Lower Austria) and 23 (Carinthia) (Figure 25). The actual group sizes in ECEC institutions should lie between the legally permitted maximum and the required minimum. If the average group sizes approach the statutory maximum, this is a sign that the system is overstretched.

Figure 25: Average group sizes in the federal provinces 20/21




Source: Statistik Austria, Kindertagesheimstatistik, 2021/22

92 Oö. Kinderbildungs- und -betreuungsgesetz. LGBl.Nr. 39/2007. <https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=LrOO&Gesetzesnummer=20000460>

93 Wiener Kindergartenverordnung. LGBl. Nr. 29/2003. <https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=LrW&Gesetzesnummer=20000264>

94 Mitterer, K., Hochholdinger, N. & Seisenbacher, M. (2022).



The group size corresponds to the ratio between staff and children, as a group is usually (but not always) supervised by an ECEC teacher and an assistant. Here too, although the statutory maximum values for the ratio of staff to children are specified in the federal province regulations, these vary from province to province and the actual situations in the institutions often deviate from the statutory requirements. Statistical averages are therefore more meaningful and should be used for analytical purposes.

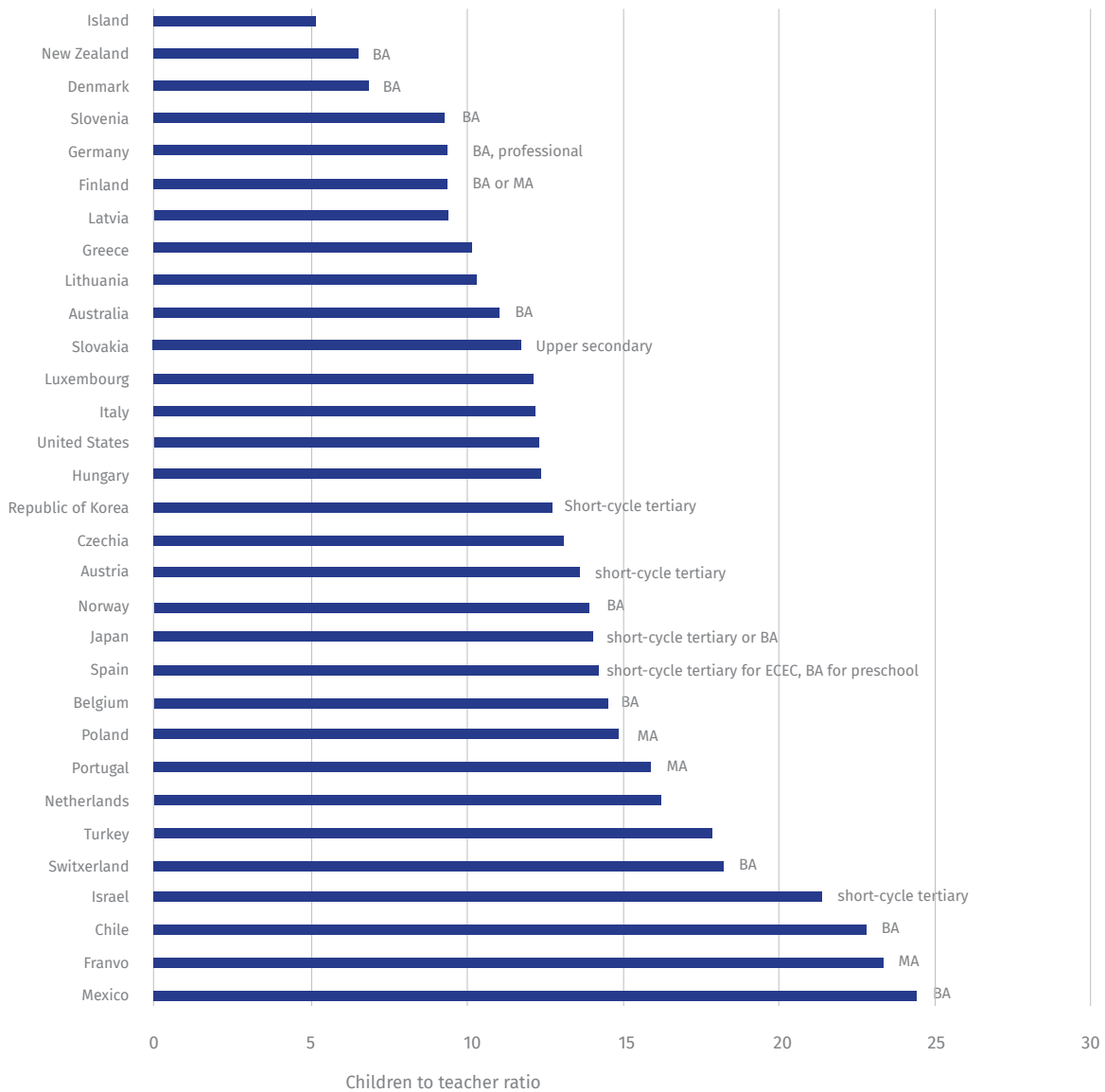
Figure 26 shows the average ratio of ECEC teachers to children in the groups of 3 to 5-year-olds from a comparative perspective. According to this, Austria is one of the federal provinces with an above-average number of children per ECEC teacher compared to other high-income federal provinces (e.g. Carinthia, Salzburg or Styria)<sup>95</sup>. Looking at all staff (including teachers and assistants) (Figure 27), the ratio is slightly better, and Austria is at or even above the EU average, as the number of assistants exceeds the number of ECEC teachers in Austrian ECEC institutions. However, as the qualifications of assistants are lower than those of ECEC teachers, the better ratio of staff to children is no guarantee of higher quality.

---

<sup>95</sup> The actual ratio of staff to children may even be higher from a realistic perspective, taking into account occasional absences or illness of staff; consequently, reporting on this indicator cannot be expected to always be error-free overall. Experience has shown that it is not uncommon for the ratio of staff to children to be calculated by counting all pedagogues, even those on maternity leave. As the ECEC workforce in Austria is comparatively young, this reporting tendency may have a greater impact on the data in Austria than in federal provinces where the workforce is older and only a smaller proportion is on maternity leave.

Figure 26: Children-to-teacher ratio and teachers' minimal qualifications in pre-primary in 2018

### Children-to-teacher ratio and teacher' minimal qualifications in pre-primary in 2018



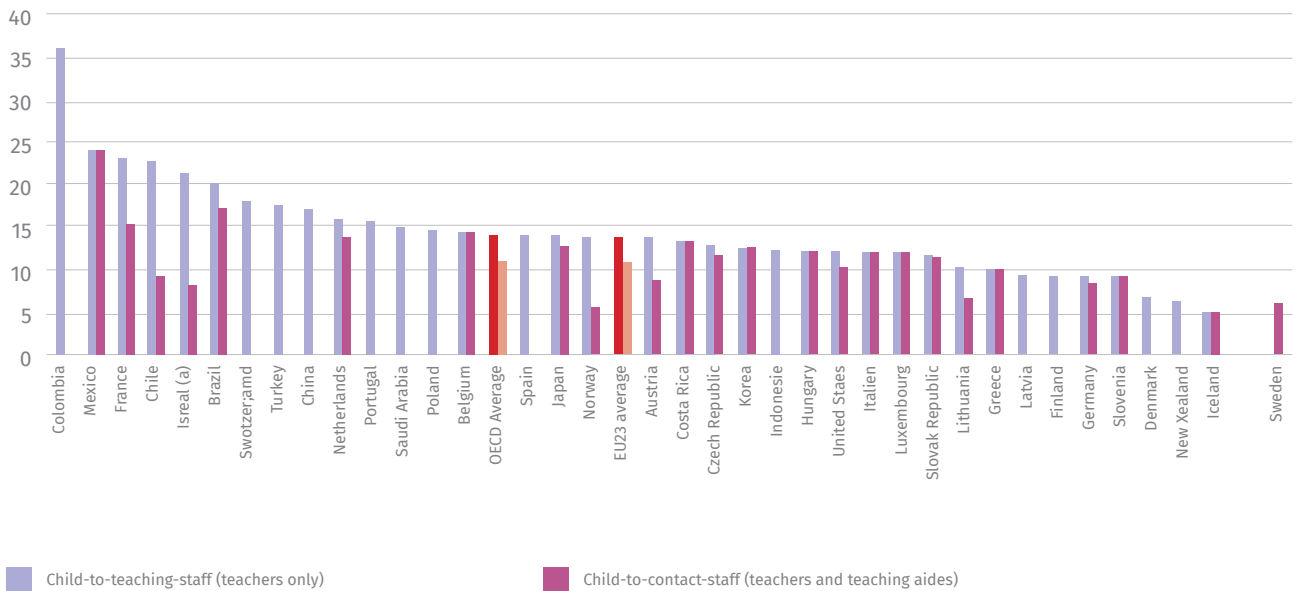
**Note:** Teacher's minimal qualifications stand for: MA (master's degree), BA (bachelor's degree). The ratio refers to teachers only (teaching aides excluded). Pre-primary refers to organised learning one, two or three years before the official age of entering primary School. In most rich countries, pre-primary starts at the age of 3 (with Australia, Canada, Switzerland setting the age at 4) and lasts until the start of primary School, which in most rich countries means the age of 6 (with a few countries setting the age at 5 or 7).

**Source:** OECD (2020). For Australia: National Quality Framework of the Australian Children's Education & Care Quality Authority. The ratio 11:1 applies in the majority of the Australian states and territories (ACT, NT, QLD, SA, VIC). For teachers qualifications see [www.aceqa.gov.au/qualifications/requirements/children-preschool-age-or-under](http://www.aceqa.gov.au/qualifications/requirements/children-preschool-age-or-under).

Source: UNICEF - Innocenti, 2021 based on Table A. A1 from OECD, 2020.

Figure 27: Average ratios of pupils to teaching staff and to all contact staff (teachers and teaching aides) in pre-primary education (ISCED 02) services (public and private), based on full-time equivalents

**Average ratios of pupils to teaching staff and to all contact staff (teachers and teaching aides) in pre-primary education (ISCED 02) services (public and private), based on full time equivalents.**



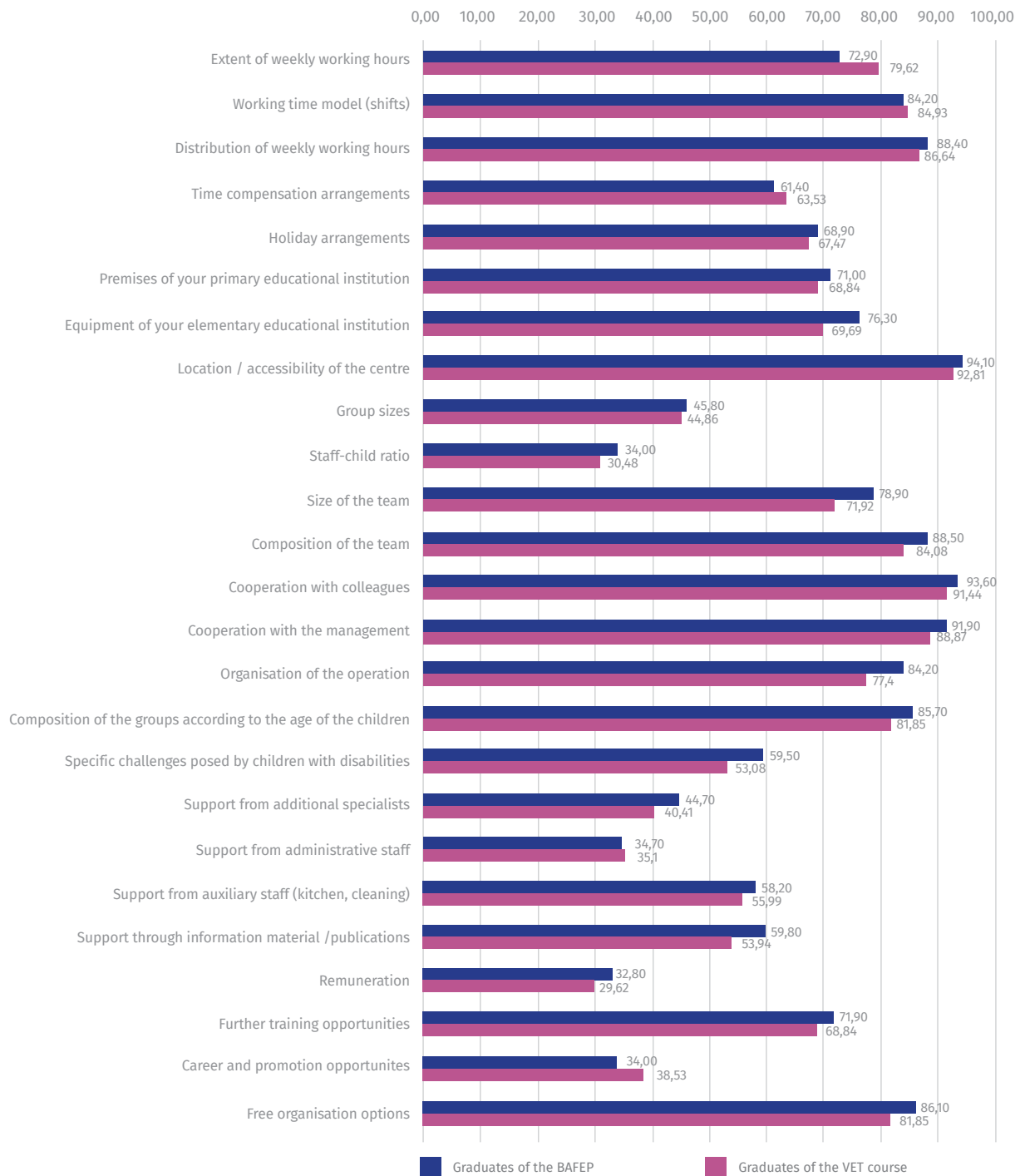
Source: UNICEF - Innocenti, 2021

A recent survey<sup>96</sup> of almost 1,000 ECEC teachers provides an insight into their assessment of working conditions (Figure 28).

The ECEC teachers surveyed rated the following categories as least satisfactory: their low salary level, the high ratio of teachers to children, the lack of career prospects, the lack of support from administrative staff and lack of supportive professionals (e.g. speech therapists) - all of which are influenced by restrictive financial policies. Aspects relating to collegiality, pedagogy and the space and time ECEC teachers have to work in were rated far more positively. As a result of this situation assessment, around 15% of respondents stated that they were looking for another profession, primarily due to the low status of the profession, low salaries and the fact that the work of ECEC teachers is extremely physically and emotionally demanding.

96 Löffler, R. et al. (2022).

Figure 28: Assessment of the current working conditions of ECEC teachers (% of responses in the category "good" and "very good")



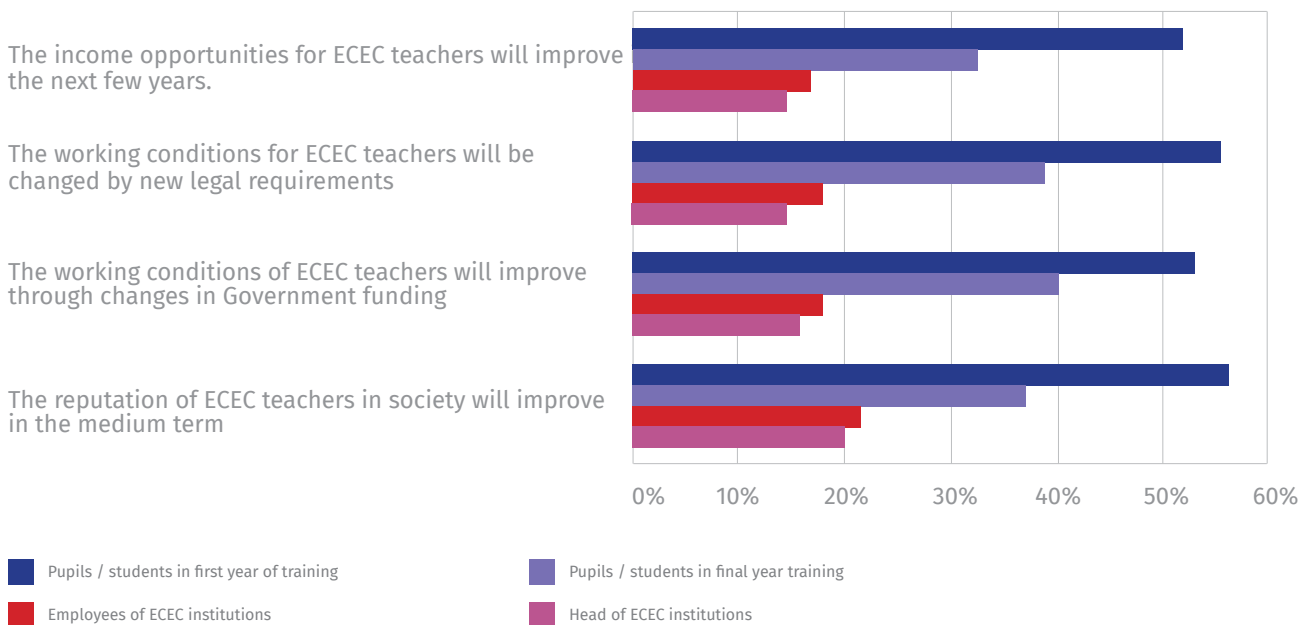
Source: Löffler et al., 2022

Further surveys of ECEC teachers confirmed these findings and showed a need for action to bring changes, particularly with regard to income, holiday time, recognition and respect as well as the relationship between teachers and children, which are key points with the scope of increasing the attractiveness of the profession<sup>97</sup>. The aforementioned study revealed a very pessimistic assessment of future changes with regard to the work - the more experienced the respondents were, the more pessimistic their assessment. (Figure 29).

97 Löffler, R. et al. (2022).



Figure 29: Expectations of positive changes in the next 10 years



Quelle: Löffler et al., 2022

Despite the fact that the current overview does not address the role, tasks and difficulties of leaders, a targeted analysis of their working conditions, salaries and their complex, sometimes contradictory roles should be carried out, as called for by Breit and Hofer<sup>98</sup>.

Staff in the field of ECEC who perform a demanding job over long periods of time and under challenging circumstances, but do not receive the appropriate support and recognition, not only lose enthusiasm, but also a high risk of burnout. Studies carried out in Germany<sup>99</sup> have dealt with these risks in detail and it is to be expected that Austrian researchers, especially psychologists, will also look into this sensitive aspect of the assessment of staff in ECEC.

## Initial training and continuing and advanced education of ECEC staff

Basic training at bachelor's level is not required for employment in ECEC in Austria. In 2019, Eurydice<sup>100</sup> listed Austria as one of eight European countries that allow training below bachelor's level for ECEC teachers in institutions for children aged 3 years and older. Austria is no rare exception when it comes to the qualification of ECEC teachers for work in institutions for younger children under the age of 3. Many other countries also do not require that candidates hold a bachelor's qualification to work with very young children (Figure 30), despite the fact that stimulating cognitive, social and emotional development is a task that requires experienced and highly qualified professionals who must be able to respond simultaneously, overtly and immediately to the multiple and multidimensional novel challenges that a group of young children constantly generates, as well as reflect on and adapt their own behaviour accordingly.

Alongside the Czech Republic and Slovakia, Austria is also one of three European countries in which heads of ECEC institutions are not required to have a bachelor's degree. The requirements for these are the same as for ECEC teachers - ISCED 5<sup>101</sup>. There are also no regulated induction periods for new ECEC teachers or assistants entering the profession, who immediately work at full capacity with the entire group, mostly without supervision and mentoring, particularly due to staff shortages. In some cases, leaders sometimes take on the role of mentors, provided they have the time and skills to do so.

<sup>98</sup> Breit, S. & Hofer, M. (2022). Führen und Leiten in der Elementarpädagogik: ein Balance-Akt. *Erziehung und Unterricht*.

<sup>99</sup> For example: Hogrebe, N., Schulz, S., Böttcher, W. (2012). Professionalisierung im Elementarbereich – Personalentwicklung im Spannungsfeld von Anspruch und Wirklichkeit. In: Soz Passagen 4 (2). 247-261; or Darius, S., Hohmann, C. B., Siegel, L., Böckelmann, I. (2021). Zusammenhang zwischen Burnout-Risiko und individuellen Stressverarbeitungsstrategien bei Kindergartenerzieherinnen. In: *Psychother Psych Med* 71. 230-236

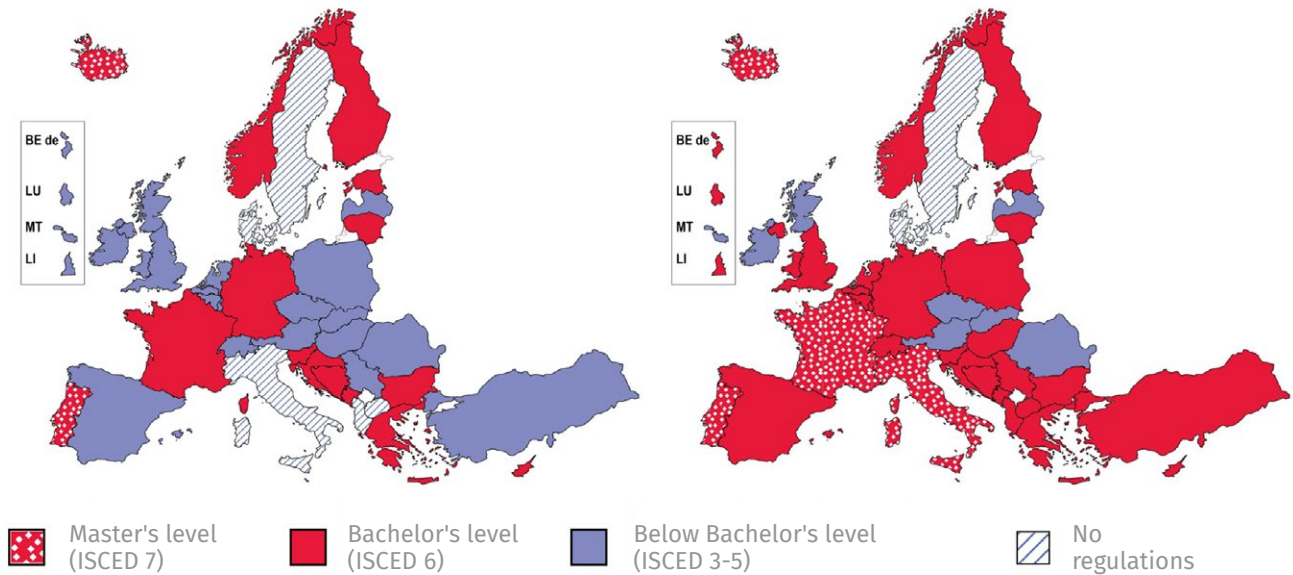
<sup>100</sup> European Commission/EACEA/Eurydice (2019). Key Data on Early Childhood Education and Care in Europe - 2019. Luxembourg: Publication Office of the European Union.

<sup>101</sup> ibidem

Figure 30: Minimum qualification requirements for ECEC professionals.

A) Settings for children under the age of 3

b) Settings for children aged 3 and over



Source: Eurydice.  
**Explanation:** The figure shows the minimum levels of qualification required in ECEC (or education) according to top-level regulations. The qualifications and their duration in each education system are available in Annex A. Where the top-level authority requires only a minimum level of general education rather than a specific initial qualification related to ECEC or education to become a core practitioner, the country is shown as having no regulations.

Source: European Commission/EACEA/Eurydice, 2019.

The requirements for ECEC teachers are usually linked to vocational training at secondary level, the 5-year BAfEP (Training Institutes for Early Childhood Education/Bildungsanstalten für Elementarpädagogik) or the two-year tertiary level at the Training Institutes for Early Childhood Education (VET courses/BAfEP-Kolleg). The requirements for assistants working in ECEC are regulated at federal province level and since the 2019/20 school year, there has been a training programme for assistants at ISCED 3 level through the Colleges for Teaching Assistant Careers (Fachschulen für pädagogische Assistenzberufe). Previously, Austria was one of ten countries in the Eurydice database that had no qualification requirements for assistants, compared to 13 countries that had fully regulated requirements for assistants, usually at ISCED 3 or ISCED 4 level<sup>102</sup>.


The Training Institutes for Early Childhood Education (BAfEP)<sup>103</sup> enables pupils as young as 14 years of age, after completing the eighth grade, to train as group-leading ECEC teachers. The training programme at the Training Institutes for Early Childhood Education (BAfEP) lasts five years and concludes with a school-leaving certificate and diploma examination. The formal training programme for ECEC teachers in Austria has a long history dating back to 1872, when this training was regulated for the first time. The Training Institutes for Early Childhood Education (BAfEP) emerged from this tradition. There are 33 such institutions in Austria, 17 public and 16 organised by a church or private institution, which are geared towards large numbers of pupils (a list of institutions is provided in Annex 1). In 2022, around 1,700 students graduated from Training Institutes for Early Childhood Education (BAfEP). This figure has risen by 40 % in the last 20 years<sup>104</sup> and is expected to continue to rise.

<sup>102</sup> European Commission/EACEA/Eurydice (2019).

<sup>103</sup> Until 2016, these were known as BAKIP (Bildungsanstalten für Kindergartenpädagogik).

<sup>104</sup> Löffler, R. et al. (2022).





Training at the Training Institutes for Early Childhood Education (BAfEP) can also be completed in the form of a 4-semester VET course, which concentrates on the vocational requirements, as the school-leaving certificate has already been obtained in another way. This programme can also be attended on a part-time basis (the duration is then 5 or 6 semesters). Both Training Institutes for Early Childhood Education (BAfEP) forms (5-year form, secondary level and VET course, tertiary level) correspond to ISCED 5.

The curriculum at the Training Institutes for Early Childhood Education (BAfEP) is defined at national level (see the curriculum timetable<sup>105</sup>). In 2016<sup>106</sup> and 2017<sup>107</sup> the curriculum was adapted to provide suitable content for ECEC teachers working in ECEC institutions for children aged 0-3 years. Prior to 2016, the Training Institutes for Early Childhood Education (BAfEP) curriculum focussed exclusively on content relevant to working with children aged 3-6 years of age. The new curriculum has a competence orientation, i.e. the curriculum and the different subjects are described by objectives and outcomes, with some of the descriptions being very professional and up to date, which is an important step forward compared to the traditional content-orientated curricula.

The compulsory curriculum of the 5-year Training Institutes for Early Childhood Education (BAfEP) programme comprises several parts, of which around 44% are general education subjects (i.e. subjects that are important for the Matura). The remaining 56% (i.e. slightly more than 2.5 years of teaching time) are intended for the professional preparation of ECEC teachers and are distributed as follows (Table 5):

- Vocational subjects such as pedagogy, psychology, communication, management, law, etc. (around one sixth of the total teaching time)
- Specialised education for the development of artistic skills that are essential for prospective ECEC teachers (approx. a quarter of the total teaching time)
- Internship (again about one sixth of the total teaching time)

The teaching duties of individual subjects in the curriculum result in differences in teachers' salaries; teachers of specialised subjects receive less than those of general education subjects (German and Mathematics).

---

<sup>105</sup> [https://api.abc.berufsbildendesschulen.at/uploads/BA\\_fuer\\_Elementarpaedagogik\\_c0f7272de0.pdf](https://api.abc.berufsbildendesschulen.at/uploads/BA_fuer_Elementarpaedagogik_c0f7272de0.pdf) and [https://api.abc.berufsbildendesschulen.at/uploads/B\\_Af\\_EP\\_Kolleg\\_2017\\_6c9f37f980.pdf](https://api.abc.berufsbildendesschulen.at/uploads/B_Af_EP_Kolleg_2017_6c9f37f980.pdf)

<sup>106</sup> For the 5-year BAfEP programme, further information in: RIS - Lehrpläne der Bildungsanstalt für Elementarpädagogik und der Bildungsanstalt für Sozialpädagogik 2016 - Bundesrecht konsolidiert, Fassung vom 15.05.2024 (bka.gv.at)

<sup>107</sup> For the VET course, further information in: RIS - Lehrpläne des Kollegs der Bildungsanstalten für Elementarpädagogik, Hortpädagogik und Sozialpädagogik - Bundesrecht konsolidiert, Fassung vom 15.05.2024 (bka.gv.at)

Table 5 Structure of the 5-year Training Institutes for Early Childhood Education (BAfEP) curriculum<sup>108 109</sup>

Areas of the curriculum		Total annual hours per week <sup>108</sup>	%	Teaching commitment group (significance)
<b>General education</b>	German, Mathematics, English, Physics, Biology, Chemistry, Computer Science, Religion/Ethics, etc.	78	43,8	I (German and maths) and III
<b>Fachliche Bildung</b>	Pedagogy including Psychology and Philosophy, Inclusive Pedagogy, Didactics, Organisation, Management and Law, Communication Practice and Group Dynamics	31	17,4	II
	Expression, Design and Movement (Music, Rhythmic-Musical Education, Instrumental lessons, Drawing, Artworks, Movement, Sport)	44	24,7	IV
	Internship	17 + 8 <sup>109</sup>	14	III
<b>Total number of hours</b>		<b>178</b>	<b>100</b>	

Source: own calculation based on the Training Institutes for Early Childhood Education (BAfEP) curriculum

The compulsory subjects in the VET course curriculum are also grouped according to areas, whereby almost the entire VET course programme is geared towards specific professions (Table 6).

Table 6: Structure of the 2-year VET course curriculum

Areas of the curriculum		Total semester hours per week <sup>110</sup>	%	Teaching commitment group (significance)
<b>General education</b>	Religion	8	5,3	III
<b>Fachliche Bildung</b>	Pedagogy including Psychology and Philosophy, Inclusive Pedagogy, Didactics, German, Organisation, Management and Law, Health and Nutrition, Media Pedagogy	67	44,4	I (German), II and III
	Expression, Design and Movement (Music, Rhythmic-Musical Education, Instrumental lessons, Drawing, Artwork, Movement, Sport)	47	31,1	IV
	Internship	21 + 8	19,2	III
<b>Total number of hours</b>		<b>151</b>	<b>100</b>	

Source: own calculation based on the Training Institutes for Early Childhood Education (BAfEP) curriculum<sup>110</sup>

As there is not yet an overarching competency framework for ECEC teachers in Austria that incorporates all the necessary knowledge (e.g. neuroscience, bonding theory, early cognitive and social development, etc.), skills (e.g. play pedagogy) and attitudes (e.g. reflective practice, belief that every child can excel, focus on children's well-being, etc.), a validation of the Training Institutes for Early Childhood Education (BAfEP) curriculum in relation to the competency framework (construct validation) is not currently possible. Data from Quality Assurance bodies of Training Institutes for Early Childhood Education (BAfEP) is also not yet available. However, empirical research data shows that 55% of the 5-year Training Institutes for Early Childhood Education (BAfEP) students surveyed and 72% of VET course students would choose this programme again after their experience. This suggests an examination of the training programme (especially that of the 5-year Training Institutes for Early Childhood Education (BAfEP)). Of course, there may also be other alternative interpretations, such as that the students realised in the course of their training that the profession of ECEC teacher is not the one, they want to pursue in the course of their lives.<sup>111</sup>

<sup>108</sup> The teaching time expressed in hours per week can be converted into a time scale by multiplying it by 36, i.e. the number of weeks in a school year, to obtain the total number of physical hours devoted to a subject during the entire period of study. Another option is to divide the total weekly hours by the number of semesters to obtain the actual teaching hours in the subject per week.

<sup>109</sup> In addition to the already high number of practical lessons in the weekly timetable, practical weeks must also be organised, and two weeks of compulsory practical training must be completed. A detailed analysis of the content, organisation and effectiveness of the practice should be carried out in order to assess the contribution of the practice to the development of students' skills.

<sup>110</sup> The teaching time expressed in hours per week can be converted into a time scale by multiplying it by 18, i.e. the number of weeks in a semester, to obtain the total number of physical hours devoted to a subject during the entire period of study.

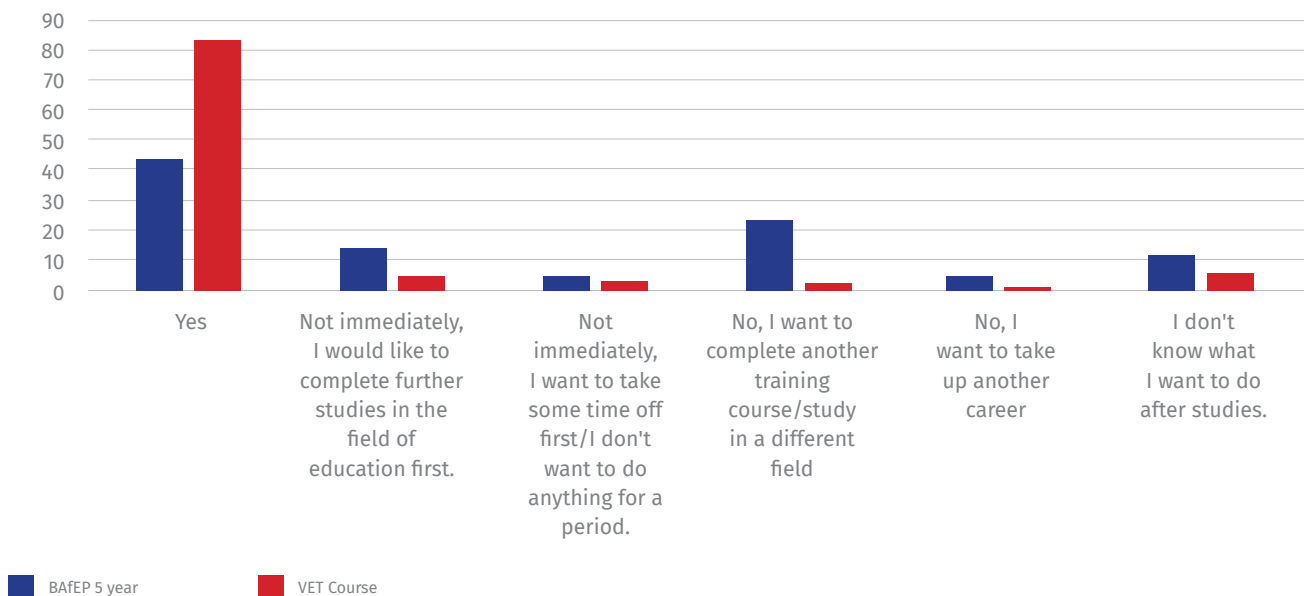
<sup>111</sup> Löffler, R. et al. (2022).

Another challenge is that, according to the Löffler study, less than half of the graduates of the 5-year Training Institutes for Early Childhood Education (BAfEP) intend to enter the labour market as ECEC teachers (only 42.8% of the sample), while the remainder are negative or hesitant about this. Almost 40 % stated that they would like to study at a higher level in a different direction - 23 % in a completely different field and 13.8 % in a pedagogical field. 83.4 % of the graduates of the VET course intended to work as ECEC teachers, while other options were not significantly considered.

Several meta-analyses point to a strong correlation between the quality of ECEC and the training of ECEC teachers and conclude that the tertiary training of ECEC teachers is associated with higher quality indicators of ECEC (e.g. Manning, Garvis, Fleming & Wong)<sup>112</sup>. Further research (e.g. Eichen & Krenn-Wache<sup>113</sup>) suggests that adolescence may not be the ideal time to teach students complex reflective and self-regulatory skills required for the profession of ECEC teachers, as students are still at a developmental age themselves at this time. However, there are also other opinions that emphasise the value of the practical orientation of the Training Institutes for Early Childhood Education (BAfEP), assume that the early mastery of some skills could form a useful basis for further professional development and emphasise that the early entry age of the 5-year Training Institutes for Early Childhood Education (BAfEP) contributes to the fact that professionals in Austria are comparatively younger than in most other EU countries.

Together with the analysis of the Training Institutes for Early Childhood Education (BAfEP) curriculum, these results could point to the need to reconsider the economic value of the 5-year Training Institutes for Early Childhood Education (BAfEP) and to develop future scenarios for its possible transformation or progression. Raising the status of the profession by moving the training to an academic level ("academisation") would also bring higher social status, higher salaries and increased attractiveness of the profession, and seems to be predominantly supported by the different respondents, except for the graduates of the 5-year Training Institutes for Early Childhood Education (BAfEP)<sup>114</sup>. Figure 31 shows the students' plans with regard to their work as ECEC teachers after completing their training.

Figure 31: Answers to the question as to whether the pupils and students intend to work as ECEC teachers immediately after completing the training programme



Quelle: Löffler et al. 2022

112 Manning, M., Garvis, S., Fleming, C., Wong, T. W. G. (2017). The relationship between teacher qualification and the quality of the early childhood care and learning environment. Campbell Systematic Reviews 2017:1

113 Eichen, L. & Krenn-Wache, M. (2020): Qualifizierung an Bildungsanstalten für Elementarpädagogik. Die 5-jährige berufsbildende höhere Schule und das Kolleg für Elementarpädagogik. In: Hover-Reisner, N., Paschon, A. & Smidt, W. (Eds.). Elementarpädagogik im Aufbruch. Einblicke und Ausblicke. Volume 6: Münster: Waxmann Verlag.

114 Löffler, R. et al. (2022).

## Training of assistants

With regard to the training of assistants, the requirements of the different federal provinces vary considerably, from short 60-hour courses to courses lasting several hundred hours. It is also possible to complete the 3-year College for Teaching Assistant Careers at ISCED level 3. Table 7 provides a brief overview.

Table 7: Minimum standards for the legally regulated training of assistants

Federal Province	Practice (hours)	Theory (hours)	Total (hours)
Vienna	No legal regulation		
Lower Austria	36	80	
Upper Austria	No legal regulation	60	
Burgenland	60	140	
Styria	160	315	
Carinthia	160	270	
Salzburg	No legal regulation		
Tyrol	200	235-255	435-455
Vorarlberg	No legal regulation		

Source: self-created, based on laws and regulations of the federal provinces

Since 2019, the College for Teaching Assistant Careers has offered a nationwide training programme for pedagogical assistants. Nine Training Institutes for Early Childhood Education (BAfEP) have also started to run this specialised school. The curriculum<sup>115</sup> of the 3-year training programme at ISCED level 3 is similar to that of the 5-year Training Institutes for Early Childhood Education (BAfEP).

## Higher training opportunities for staff in ECEC institutions

In recent years, ECEC has also become an attractive field of study in higher education in Austria. Until 2018, bachelor's degree programmes with 180 ECTS in ECEC were offered at many university colleges of teacher education (PH, Pädagogische Hochschulen). In the 2020/21 academic year, 582 students were enrolled on a bachelor's degree programme in ECEC<sup>116</sup>. However, after initial attractiveness, interest in the programme declined again<sup>117</sup>, and currently the 180 ECTS programme is no longer offered everywhere for new students, while at the same time several other related programmes have been developed.

In 2021/22, a new two-semester university course with 60 ECTS credits was introduced at the PH, which can be used to acquire the professional qualification as a group-leading ECEC teacher for groups of people with relevant prior training. The target group are teachers who have completed a Bachelor's degree in primary education or a teaching qualification for special schools as well as people who have completed a Bachelor's degree in Education, Educational Science or Pedagogy (180 ECTS). This university course is offered in the form of 12 modules.

Since the 2022/23 academic year, the university course "Inclusive Elementary Education" has been available at the university colleges of teacher education, which builds on relevant training as an ECEC teacher and offers a qualification as an "Inclusive ECEC teacher", which leads to a professional qualification. The degree programme lasts 4 semesters, provides 90 ECTS credits and is divided into 20 modules.

From 2023/24, a new university course with 120 ECTS for the qualification of group-leading ECEC teacher will begin, which is aimed at candidates with a bachelor's degree in non-subject-related studies. The programme is divided into 22 modules with some electives and can be completed part-time.

<sup>115</sup> Verordnung des Bundesministers für Bildung, Wissenschaft und Forschung über den Lehrplan der Fachschule für pädagogische Assistenzberufe. BGBl. II 127/2019 <https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=20010645>

<sup>116</sup> [https://www.statistik.at/fileadmin/publications/BIZ\\_2020-21\\_Tabellenband.pdf](https://www.statistik.at/fileadmin/publications/BIZ_2020-21_Tabellenband.pdf), p. 509. Of the 582 students, only 7 were men.

<sup>117</sup> Personal communication with PH employees. One of the reasons for the disappointment was that the higher qualification was not reflected in the salary.



In addition, a 7-semester bachelor's programme is offered in Vienna, which is organised in cooperation with the Koblenz University of Teacher Education and the "Kinder in Wien" organisation, where students can work part-time (BABE+)<sup>118</sup>.

As all of these degree programmes (with a few exceptions) have only just started, neither their quality nor their long-term effectiveness can yet be assessed. Exceptions are an evaluation by the students at the PH Tyrol<sup>119</sup> and an evaluation of the HLG "Elementary Education"<sup>120</sup>, both of which showed positive results. However, more meaningful assessments of the impact of the programme and the opportunity to apply the knowledge and skills acquired during the programme in daily practice are still pending.

## Continuing and advanced education

Continuing and advanced education for ECEC teachers is the responsibility of the federal provinces. It is compulsory for 15-32 hours per year and varies from federal province to federal province. Assistants usually have fewer hours or no compulsory continuing and advanced education at all (Table 8). The training measures are organised by the federal province and are usually offered free of charge via a catalogue from which staff can choose. The university colleges of teacher education are often significantly involved in providing a wide range of continuing and advanced education, both in cooperation with the state and independently, and larger providers also organise ongoing professional development for their staff. Apart from this, there are fee-based training courses organised by private organisations in all countries.

According to the OECD analysis "Education at a glance"<sup>121</sup>, the requirements for continuing professional development of ECEC teachers in public institutions are not at the highest level. Continuing and advanced education covers specific content such as educational work, including preparation, specialised knowledge in a specific area and pedagogical methods. However, none of the following topics are listed as the main focus of continuing and advanced education: ICT skills for educational work, general administrative work (including communication, paperwork and other office tasks involved) and communication and co-operation with parents or guardians. Teamwork and discussion with colleagues as well as participation in school or other management activities<sup>122</sup> (e.g. department management or coordination of specialist staff) are also missing from the list of activities for continuing and advanced education in Austria. The same applies to counselling and participation in extracurricular activities (e.g. sports and theatre clubs, offers for the summer months). Another missing point, according to the analysis, was continuing and advanced education for mentoring programmes and/or support for new teachers in career entry programmes<sup>123</sup>. Furthermore, there is no cooperation at either regional or municipal level that is recognised or required as continuing and advanced education. This also applies to collaboration via professional organisations or as peer learning events in the same institution, although such events could potentially be supported in different institutions or by different providers.

The Quality Assurance of continuing and advanced education through accreditation and/or impact assessment is not yet fully developed. The selection of provision is based on the knowledge and information of the responsible staff in the countries and takes into account new guidelines and research in the pedagogical field, problems encountered in practice, wishes of professionals and assessments of the inspection. The provision of continuing and advanced education is usually evaluated by the participants on site at the end of the training programme, while other impact-oriented evaluations are usually not carried out<sup>124</sup>.

The career opportunities for ECEC teachers are also very limited. They have to leave their profession, at least in part, if they want to move up into management positions, specialist supervision or employment in the municipal or state service.<sup>125</sup> This fact can have an impact on the interest of ECEC teachers in participating in continuing and advanced education to a greater extent.

---

118 <https://www.babeplus.at/>

119 Koch, Bernhard (2021)

120 Bröderbauer, Lankmayer, Rigler (2023): *Evaluierung des Hochschullehrgangs "Elementarpädagogik"*. Endbericht. March 2023.

121 OECD (2022), *Education at a glance 2022*, wbv Media, Bielefeld/OECD Publishing, Paris. See table at <https://stat.link/o7m8ku>

122 Management content is offered for leaders in separate courses.

123 There is already an HLG on mentoring at university colleges of teacher education.

124 Personal communication from TSI project Working Group

125 Löffler, R. et al. (2022).

Table 8: Minimum duration of mandatory continuing professional development (CPD) for core practitioners and assistants working in centre-based ECEC settings, 2018/2019

	Pädagogische Fachkräfte		Assistenzkräfte	
	< 3 years	≥ 3 years	< 3 years	≥ 3 years
BE fr	3 days per year		○	●
BG	●	48 hours over 4 years	○	
EE	32 hours per year		●	
EL	●	24 hours per year	●	○
FR	●	18 hours per year	●	2 days over 5 years
CY	●	10 hours per year	○	
LV			●	
LU	32 hours over 2 years	24 hours over 3 years		40 hours per year
HU			●	
MT	●	40 hours per year	○	
AT	16 hours per year		●	
PT	●	25 hours per year	●	●
RO	90 hours per year	90 ECTS over 5 years	○	
SI	15 days over 3 years			
UK-SCT	60 years over 5 years			
AL	●	3 days per year	○	○
CH	●	60 hour per week	●	
ME	24 hours over 5 years		●	○
RS	64 hours per week		○	
TR	10 hours per year	varies	●	

○ CPD not mandatory      ○ no assistants

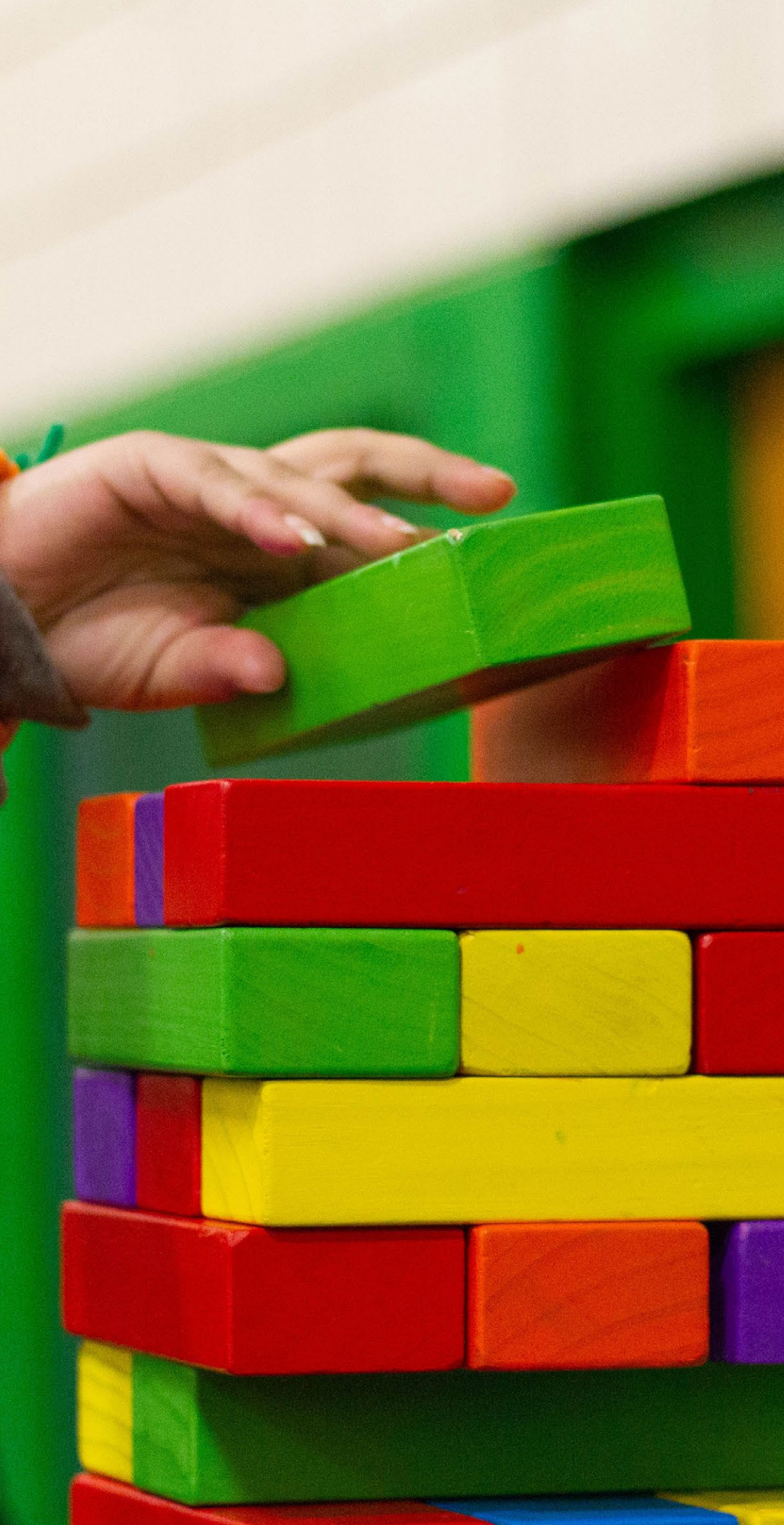
Source: Eurydice.

**Explanation:** The table shows the minimum duration of mandatory CPD according to top-level regulations. Mandatory: CPD is compulsory and the minimum amount of time to be spent on it is specified. The minimum duration is expressed as a number of hours or days over a specific number of years. This information can therefore not be compared and is only indicative.

Source: European Commission/EACEA/Eurydice, 2019.

Therefore, it appears that there is room for improvement in many areas of continuing and advanced education, although continuing and advanced education are fully regulated, mandatory and also seen as a professional responsibility by ECEC staff.





# Summarising the findings with a particular focus on the challenges and recommendations

Statistical data, international comparisons, research findings from Austria and policy studies were incorporated into the analysis with the aim of providing a helpful basis for subsequent policy design. The analysis revealed the most important limitations of the ECEC system in Austria, such as:

- 1 Critical staff shortage.**

Austria has problems with critical staff shortages, partly due to sub-optimal working conditions, the improvement of which will still be a challenge..
- 2 Austria is lagging behind comparable countries in achieving the Barcelona targets and the EU target regarding the attendance rate of 3 to 6-year-old children.**

ECEC is the most conspicuously affected part of the Austrian portfolio when it comes to the education and training targets for 2020 and 2030. The development towards full coverage at the final pre-school level is encouraging. However, the target for 3- to 6-year-old children has not yet been fully achieved. The slow pace of development is well illustrated by the fact that the new Barcelona target of 2022 for the attendance rate of children aged 0 to 2 years in Austria has been adjusted to 31.9%, i.e. below the old Barcelona target of 2002 of 33%, whereas in general the target has been increased to 45%.
- 3 Suboptimal working conditions for staff.**

The working conditions of staff, who are a key factor in the quality of ECEC, currently show the downside of the system: large group sizes, too many children per teacher, excessively long working hours without sufficient time for preparation, reflection or cooperation with parents and colleagues, low salaries, lack of career prospects and lack of support and appreciation.
- 4 Significant differences between the offers of the federal provinces.**

The division of competences in the sector results in major differences in all aspects of working conditions for staff and attendance rates, creates challenges for peer learning and the exchange of experience between the federal provinces and, in particular, jeopardises the possibility of a nationwide overview of the quality of ECEC.
- 5 Initial training, continuing and advanced education for ECEC staff is in need of improvement.**

ECEC staff usually have a level of education below a bachelor's degree, which is unusual in Europe. The federal government, which is responsible for this, is giving a great deal of thought to reorganising the numerous training paths for ECEC teachers. In recent years, for example, many new training programmes and opportunities for lateral entry into the profession have been created. A reform of the Training Institutes for Early Childhood Education (BAfEP) curriculum is also being planned. The continuing and advanced education of staff, which in turn is the responsibility of the federal provinces, is weakly regulated, insufficiently quality-assured and the effects are not regularly monitored.
- 6 Fragmented system with weak levers to set new policies and ensure proper implementation.**

The fragmented administrative organisation of ECEC, despite respecting the principle of subsidiarity, is an obstacle to the type of policy-making that the sector now requires in Austria. The factual situation is diffuse. A nationwide Quality Assurance system is not available.



## Recommendations


Numerous research and policy studies on ECEC and particularly on the workforce that have emerged in Austria over the past 5 to 10 years have set the stage for extensive and far-reaching changes in the sector. The areas for improvement that have been the subject of these studies are:

- Higher salaries
- Better working conditions
- Smaller group sizes
- Better initial training for staff
- Mandatory minimum quality standards

All recommendations were clearly set out in the early 2000s and in the last seven to eight years all five topics have been more widely publicised. Appendix 2 contains a small meta-analysis of the relevant studies and publications identified over the past 20 years in Austria.

The Desk Review identified further points for consideration and at the same time confirmed the importance of the five priority areas for improvement.

1. It is obvious that ECEC in Austria must continue to develop, both in terms of quantity and quality. This requires strategies that are well-coordinated, highly participatory and adequately funded, both in terms of design and implementation. The most important areas of development require a strong campaign to increase the quality and quantity of staff as well as a package of measures with a major impact on the quality of working conditions and based on empirical evidence. Over the past decade or so, there has been widespread discussion of the academisation of the workforce and its development into highly skilled, reflective professionals, and many arguments have been put forward, published and heard. It has also been argued how important it is to make ECEC an attractive place to work among young, ambitious people looking for a meaningful and fulfilling career. Putting this knowledge into action seems to be urgently needed.
2. A complex series of interrelated developments in the field of basic education, continuing and advanced education and qualification of ECEC staff is needed, which should include the following:
  - a. Formulation of a competency framework for the profession of ECEC teachers for a clear prioritisation of all personnel development-related activities (initial training, continuing and advanced education, training measures, retraining, professional advancement) at the institutional, province or federal level.
  - b. Update the curricula for the professional training of ECEC teachers to modernise them and give them a broader focus, including cognitive, social and emotional child development. In addition, the curriculum should encompass all the tasks of ECEC teachers with regard to children's development and well-being. This must be underpinned by support for the professional development of teachers at Training Institutes for Early Childhood Education (BAfEP) and by co-operation between BAfEP and PH.
  - c. Quality improvement and modularisation of the training of assistants so that they can gradually develop into junior colleagues and contribute to a lower stress load for ECEC teachers.
  - d. Creation of many other activities of continuing and advanced education, potentially linked to the achievement of higher qualifications.
  - e. Development of solid and possibly modularised bachelor's degree programmes in ECEC at PH to train ECEC teachers with potentially higher levels of responsibility and in pedagogical leadership roles in the institutions. This requires targeted support for research and the development of academic excellence in this field (e.g. university professors, internationalisation, research institutes and extensive academic exchange programmes). Over a longer period of at least 10 years, such an investment offers the opportunity to change the perspective of the society and create a new understanding of the importance of high-quality ECEC throughout Austria.
3. A number of mutually beneficial changes would be necessary in order to make the profession of ECEC teachers and assistants more attractive, to avoid a further increase in staff turnover and staff shortages and to reduce the tense situation among staff. These should include at least the following:
  - a. The salaries of staff should be reconsidered and reassessed, with more funding being made available for this sector. Comparative data from other sectors (e.g. care) and from other countries with twice as high a share of GDP for ECEC as is the case in Austria should be used for this purpose.
  - b. Quality Assurance should be put in the spotlight. Mutually agreed and empirically anchored quality indicators for structural and process quality, which are to be used nationwide as a self-evaluation tool and as a tool for generating state and nationwide evidence, as well as data collection and reporting procedures should be defined in a participatory manner. This includes regular nationwide reports on the quality of ECEC and the development of policy mechanisms



so as to feed the results into further quality improvement. This set of measures needs to be accompanied by solid institutional support, possibly the definition of a new structure, and capacity development of staff involved in the quality assurance process and reporting.

- c. The interaction between better funding and a functional quality assurance system would likely have a positive impact on many key indicators such as group sizes, staff-child ratios, feedback and support mechanisms, and the less visible but even more important area of teacher-child and peer-to-peer interactions that have an impact on children's development and well-being.
4. Finally, the Desk Review identified at least three areas that should be specifically considered and analysed before any decisions can be made. These are:
    - a. In order to create a holistic understanding of the legal regulation of ECEC practice in Austria and to create a solid basis for potential coordinated further developments, a detailed comparative analysis of the existing state laws would be necessary.
    - b. To assess the full range of needs for financial support in the system, a detailed empirical analysis of the financial flow and responsibilities across the complex process of various inputs and outputs until the funding reaches the end user would be advisable.
    - c. Current analyses have not paid due attention to the specific challenges of ECEC for children with a migrant background and the successes or lack of successes that the system in Austria faces in this regard. There is a steadily increasing number of children whose first language is not German and who may be at risk of exclusion, dropping out of school and marginalisation. It would therefore be important to provide a detailed overview of the challenges and innovative practices necessary for the successful integration of these children into the ECEC system at an early stage.

It should also be noted that the focus of this preliminary review was on staff. Many issues relating to quality were therefore not covered by this study, such as the monitoring and evaluation process, process quality assessment tools, child development monitoring and education plans. Nevertheless, based on the results of this analysis, a holistic analysis of the sector may be useful and recommended.


# References

- Black, M. M., Walker, S.P., Fernald, L.C.H., et al., 'Early Childhood Development Coming of Age: Science through the life course, The Lancet, Series 0140-6736, No. 16, 4 October, p. 3, [www.thelancet.com/pdfs/journals/lancet/PIIS0140-6736\(16\)31389-7.pdf](http://www.thelancet.com/pdfs/journals/lancet/PIIS0140-6736(16)31389-7.pdf)
- BMBWF (ed.). Bundesländerübergreifender BildungsRahmenPlan für elementare Bildungseinrichtungen in Österreich Endfassung, August 2009. Charlotte Bühler Institute
- Breit, S. & Hofer, M. (2022). Führen und Leiten in der Elementarpädagogik: ein Balance-Akt. Erziehung und Unterricht.
- Britto, P.R. (2017). Early moments matter for every child. New York, NY: UNICEF.
- Bröderbauer, S., Lankmayer, T., , Rigler, S. (2023). *Evaluierung des Hochschullehrgangs "Elementarpädagogik"*. Endbericht. March 2023. [https://www.bmbwf.gv.at/dam/jcr:05166768-9c6a-43f6-85fe-7cf1eb9d2acc/evaluierung\\_eb\\_bmbwf.pdf](https://www.bmbwf.gv.at/dam/jcr:05166768-9c6a-43f6-85fe-7cf1eb9d2acc/evaluierung_eb_bmbwf.pdf)
- Federal Constitution Act (B-VG). <https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=bundesnormen&Gesetzesnummer=10000138>
- Federal Chamber of Labour, Federation of Austrian Industries, Austrian Chamber of Agriculture, Austrian Trade Union Federation, Austrian Federal Economic Chamber (2017). *Zukunft der Elementarbildung in Österreich*. <https://news.wko.at/news/oesterreich/zukunft-elementarbildung-langversion.pdf>
- Centre on the Developing Child (2007). The Science of Early Childhood Development (InBrief). Retrieved from [www.developingchild.harvard.edu](http://www.developingchild.harvard.edu).
- Darius, S., Hohmann, C. B., Siegel, L., Böckelmann, I. (2021). Zusammenhang zwischen Burnout-Risiko und individuellen Stressverarbeitungsstrategien bei Kindergartenerzieherinnen. In: *Psychother Psych Med* 71. 230-236.
- Dedeoglu, S., Adar, A.S. & Sirali, J. (2021). *Supporting Women's Employment through Institutional Collaboration on Early Childhood Care and Education*. International Labour Office - Ankara: ILO
- Eichen, L. & Krenn-Wache, M. (2020): Qualifizierung an Bildungsanstalten für Elementarpädagogik. Die 5-jährige berufsbildende höhere Schule und das Kolleg für Elementarpädagogik. In: Hover-Reisner, N., Paschon, A. & Smidt, W. (Hrsg.). *Elementarpädagogik im Aufbruch. Einblicke und Ausblicke*. Volume 6: Münster: Waxmann Verlag.
- Council Recommendation of 22 May 2019 on quality early childhood education and care. Official Journal of the European Union 5.6.2019 [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32019H0605\(01\)&rid=4](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32019H0605(01)&rid=4)
- European Commission, Directorate General for Education, Youth, Sport and Culture (2022). Education and Training Monitor 2022 - Austria. Publications Office of the European Union. <https://data.europa.eu/doi/10.2766/469222>
- European Commission/EACEA/Eurydice (2019). Key Data on Early Childhood Education and Care in Europe - 2019 edition. Eurydice report. Luxembourg: Publications Office of the European Union. <https://data.europa.eu/doi/10.2797/218358>
- European Commission/EACEA/Eurydice (2019). Key figures on early childhood education and care in Europe - 2019 edition, Publications Office of the European Union. <https://data.europa.eu/doi/10.2797/218358>
- Freire, P. (1970). Pedagogy of the oppressed.
- García, J. L., et al. (2016). 'The Life-cycle Benefits of an Influential Early Childhood Programme', Human Capital and Economic Opportunity Global Working Group, Working Paper 2016-035, Chicago, <https://heckmanequation.org/resource/lifecycle-benefits-influential-early-childhood-program>
- Gardner, D.P. et al. (1983). A Nation At Risk: The Imperative For Educational Reform. An Open Letter to the American People. A Report to the Nation and the Secretary of Education. National Commission on Excellence in Education, Washington, DC.
- Gromada, A., & Richardson, D. (2021). Where do rich countries stand on childcare? UNICEF Office of Research - Innocenti, Florence

- Hackl, M., Geserick, C., Hannes, C., & Kapella, O. (2015). *Besonderheiten und Herausforderungen des Arbeitsalltags in Kindergarten und Kinderkrippe*. Austrian Institute for Family Research  
[https://www.oif.ac.at/institut/team/olaf-kapella/ucris-pub/ucris-pub-detail/?tx\\_univiepure\\_univiepure%5Buuid%5D=c9ab94c5-3842-474f-8fb5-339bb211df3e&tx\\_univiepure\\_univiepure%5Bwhat2show%5D=publ&tx\\_univiepure\\_univiepure%5Baction%5D=show&tx\\_univiepure\\_univiepure%5Bcontroller%5D=Pure&cHash=13905232ea5a09a908117bcc39fa1e31](https://www.oif.ac.at/institut/team/olaf-kapella/ucris-pub/ucris-pub-detail/?tx_univiepure_univiepure%5Buuid%5D=c9ab94c5-3842-474f-8fb5-339bb211df3e&tx_univiepure_univiepure%5Bwhat2show%5D=publ&tx_univiepure_univiepure%5Baction%5D=show&tx_univiepure_univiepure%5Bcontroller%5D=Pure&cHash=13905232ea5a09a908117bcc39fa1e31)
- Hamburger, Hancheva, C. & Volkan, V.D (2021). *Social trauma - an interdisciplinary textbook*. Springer
- Heckman, J.J. (2006). Skill formation and the economics of investing in disadvantaged children. *Science* 312 (5782): 1900-1902.
- Hogrebe, N., Schulz, S., Böttcher, W. (2012). Professionalisierung im Elementarbereich – Personalentwicklung im Spannungsfeld von Anspruch und Wirklichkeit. In: *Soc Passages* 4 (2). 247-261. DOI: 10.1007/S12592 - 012 - 0110-6
- Hover-Reisner, N., Paschon, A. & Smidt, W. (eds.) (2020). *Elementarpädagogik im Aufbruch. Einblicke und Ausblicke*. Volume 6. Münster: Waxmann Verlag.
- [https://api.abc.berufsbildendeschulen.at/uploads/BA\\_fuer\\_Elementarpaedagogik\\_c0f7272de0.pdf](https://api.abc.berufsbildendeschulen.at/uploads/BA_fuer_Elementarpaedagogik_c0f7272de0.pdf)
- [https://api.abc.berufsbildendeschulen.at/uploads/B\\_Af\\_EP\\_Kolleg\\_2017\\_6c9f37f980.pdf](https://api.abc.berufsbildendeschulen.at/uploads/B_Af_EP_Kolleg_2017_6c9f37f980.pdf)
- <https://data.consilium.europa.eu/doc/document/ST-10159-2021-ADD-1/en/pdf>
- <https://data.europa.eu/doi/10.2797/937677>
- [http://data.uis.unesco.org/Index.aspx?DataSetCode=NATMON\\_DS](http://data.uis.unesco.org/Index.aspx?DataSetCode=NATMON_DS)
- [https://ec.europa.eu/eurostat/databrowser/view/EDUC\\_UOE\\_FINE06\\_\\_custom\\_1129911/default/table?lang=en](https://ec.europa.eu/eurostat/databrowser/view/EDUC_UOE_FINE06__custom_1129911/default/table?lang=en)
- <https://ec.europa.eu/eurostat/web/microdata/european-union-statistics-on-income-and-living-conditions>
- [https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:OJ.C\\_.2022.484.01.0001.01.ENG](https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:OJ.C_.2022.484.01.0001.01.ENG)
- [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32019H0605\(01\)&rid=4](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32019H0605(01)&rid=4)
- <https://eurydice.eacea.ec.europa.eu/national-education-systems/austria/>
- <https://op.europa.eu/en/publication-detail/-/publication/fd227cc1-ddac-11e9-9c4e-01aa75ed71a1/language-de>
- [https://read.oecd-ilibrary.org/education/starting-strong\\_9789264192829-en#page149](https://read.oecd-ilibrary.org/education/starting-strong_9789264192829-en#page149)
- <https://stat.link/o7m8ku>
- <https://www.babepius.at/>
- [https://www.bmbwf.gv.at/Themen/ep/v\\_15a.html](https://www.bmbwf.gv.at/Themen/ep/v_15a.html)
- [https://www.bundeskanzleramt.gv.at/dam/jcr:09def8dc-9605-45d7-b0d7-d325ddfdeb77/anhang-zum-aufbauplan\\_nb.pdf](https://www.bundeskanzleramt.gv.at/dam/jcr:09def8dc-9605-45d7-b0d7-d325ddfdeb77/anhang-zum-aufbauplan_nb.pdf)
- [https://www.econdb.com/dataset/EDUC\\_UOE\\_FINE06/total-public-expenditure-on-education-by-education-level-and-programme-orientation-as-of-gdp](https://www.econdb.com/dataset/EDUC_UOE_FINE06/total-public-expenditure-on-education-by-education-level-and-programme-orientation-as-of-gdp)
- <https://www.oecd.org/els/family/OECD-Is-Childcare-Affordable.pdf>
- <https://www.ooe-kindernet.at/Mediendateien/NEU%20Berechnung%20gruppenarbeitsfreie%20Diens.pdf>
- [https://www.statistik.at/fileadmin/publications/Migration\\_Integration\\_2022.pdf](https://www.statistik.at/fileadmin/publications/Migration_Integration_2022.pdf)
- [https://www.statistik.at/fileadmin/publications/BIZ\\_2020-21\\_Tabellenband.pdf](https://www.statistik.at/fileadmin/publications/BIZ_2020-21_Tabellenband.pdf)
- <https://www.statistik.at/statistiken/bevoelkerung-und-soziales/bildung/kindertagesheime-kinderbetreuung>
- <https://www.statistik.at/statistiken/bevoelkerung-und-soziales/bildung/bildungsausgaben>

- <https://www.statistik.at/statistiken/bevoelkerung-und-soziales/einkommen-und-soziale-lage/allgemeiner-einkommensbericht>
- <https://www.unicef.org/media/67196/file/Build-to-last-framework-universal-quality-pre-primary-education-Summary.pdf>
- <https://volksanwaltschaft.gv.at/artikel/elternbeitraege-in-kindergaerten-so-sieht-es-in-den-bundeslaendern-aus>
- Jonassen, D. H., & Rohrer-Murphy, L. (1999). Activity theory as a framework for designing constructivist learning environments. *Educational technology research and development*, 47(1), 61-79.;
- Kapella, O. (ed.) (2015). *Betreuung, Bildung und Erziehung im Kindesalter Eine Literaturanalyse*. Austrian Institute for Family Research at the University of Vienna (ÖIF)
- Koch, Bernhard (2021): *Elementarpädagogik- Ausbildung in Österreich. Zum Theorie-Praxis-Verhältnis bei einer Tertiärisierung*. Innsbruck. [https://www.pedocs.de/volltexte/2021/21791/pdf/Koch\\_2021\\_Elementarpaedagogik-Ausbildung.pdf](https://www.pedocs.de/volltexte/2021/21791/pdf/Koch_2021_Elementarpaedagogik-Ausbildung.pdf)
- Köpl-Turyna, M & Graf, N. (2022). *Zukunft säen: Wie wir das Potenzial von Elementarpädagogik & Kinderbetreuung heben und was wir von anderen Ländern lernen können*. Institute for Economic Research & Julius Raab Foundation; ECO Austria
- Köpl-Turyna, M., Bittó, V. & Graf, N. (2022). *Effizienzpotenziale in der Kinderbetreuung in Österreich*. ECO Austria. <https://www.econstor.eu/handle/10419/264889>
- Köpl-Turyna, M & Graf, N. (2021). *Kinderbetreuung und Elementarpädagogik im internationalen Vergleich: Best-Praxis Modelle*. ECO Austria
- Kovacs-Cerovic, T. (2021). Education of migrants and vulnerable groups: Trauma or protective factor? In: A. Hamburger, Hancheva, C. & Volkan, V.D.(Eds.): *Social Trauma - An interdisciplinary textbook*. Springer
- Löffler, R. , Michitsch, V., Bauer, V., Geppert, C., Esterl, A., Mayerl, M., Petanovitsch, A. & Pirstnig, M. (2022). *Bildungs- und Berufsverläufe von Absolvent/inn/en der Bildungsanstalten und Kollegs für Elementarpädagogik*. Projektendbericht des Österreichischen Instituts für Berufsbildungsforschung. Vienna: öibf.
- Manning, M., Garvis, S., Fleming, C., Wong, T. W. G. (2017). The relationship between teacher qualification and the quality of the early childhood care and learning environment. *Campbell Systematic Reviews* 2017:1 DOI: 10.4073/csr.2017.1
- Michitsch, Veronika (2021): *Selbstbildungsprozesse in der Elementarpädagogik. Selbstbildung weiterdenken*. Weinheim, Basel. Beltz Juventa.
- Mitterer, K., Hochholdinger, N. & Seisenbacher, M. (2022). *Factsheets: Elementare Bildung Grundlagen und Finanzierung* Endbericht. Wien: KDZ Zentrum für Verwaltungsforschung. Vienna: KDZ Centre for Public Administration Research. [https://www.kdz.eu/system/files/downloads/2022-02/Fact%20Sheets%20Elementare%20Bildung\\_20220131\\_.pdf](https://www.kdz.eu/system/files/downloads/2022-02/Fact%20Sheets%20Elementare%20Bildung_20220131_.pdf)
- NESSE. (2008). *Education and Migration. Strategies for integrating migrant children in European schools and societies. A synthesis of research findings for policy-makers*. Brussels: European Commission
- Nusche, D. (2009). *What works in migrant education? A review of evidence and policy options*. OECD Education Working Papers, No. 22. Paris: OECD Publishing. <http://dx.doi.org/10.1787/227131784531>
- Neuwirth, N. (2021). *Kostenschätzung zum Ausbau im Elementarbildungsbereich*. ÖIF research report 2.
- OECD (2011). *Investing in High-Quality Early Childhood Education and Care*. Paris: OECD Publishing. <http://www.oecd.org/edu/school/48980282.pdf>
- OECD. (2015a). *Immigrant students at school: Easing the journey towards integration*. Paris: OECD Publishing. <http://dx.doi.org/10.1787/9789264249509-en>
- OECD. (2015b). *Indicators of immigrant integration 2015. Settling in*. Paris: OECD Publishing. DOI: 10.1787/9789264234024-en
- OECD. (2016). *Low-performing students: Why they fall behind and how to help them succeed*. Paris: OECD Publishing. <http://dx.doi.org/10.1787/9789264250246-en>

- OECD (2018). How does access to early childhood education services affect the participation of women in the labour market? Education Indicators in Focus, No. 59, Paris: OECD Publishing. <https://doi.org/10.1787/232211ca-en>.
- OECD (2020). Is childcare affordable? Policy brief on employment, labour and social affairs. <https://www.oecd.org/els/family/OECD-Is-Childcare-Affordable.pdf>
- OECD (2022). Education at a Glance, 2022: OECD Indicators. Paris: OECD Publishing. <https://doi.org/10.1787/3197152b-en>.
- OECD (2022). Education at a glance 2022, wbv Media, Bielefeld/OECD Publishing, Paris. <https://doi.org/10.1787/dd19b10a-de>
- Ö. Kinderbildungs- und -betreuungsgesetz. LGBL.Nr. 39/2007. <https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=LrOO&Gesetzesnummer=20000460>
- Petanovitsch, A. & Schmid, K.(2012). *Zum Nutzen frühkindlicher Betreuung und Förderung Ökonomische, soziale und pädagogische Effekte frühkindlicher Betreuung, Bildung und Erziehung*. Institute for Educational Research of the Economy.
- Salchegger, S., Herzog-Punzenberger, B. & Breit, S. (2021). Nachhaltiger Chancenausgleich durch mehrjährigen Kindergartenbesuch? Ergebnisse einer österreichischen Vollerhebung. *Zeitschrift für Grundschulforschung* 14:341-358. <https://doi.org/10.1007/s42278-021-00114-x>
- Shonkoff, Jack P., et al., (2012). 'The Lifelong Effects of Early Childhood Adversity and Toxic Stress', *Pediatrics*, Vol. 129, No. 1, January 2012, pp. 232-246. <http://pediatrics.aappublications.org/content/pediatrics/129/1/e232.full.pdf>
- Smidt, W. (2018) Early childhood education and care in Austria: challenges and education policies. *Early Child Development and Care*, 188:5, 624-633, DOI: 10.1080/03004430.2017.1403431
- Smidt, W. & Embracher, E.M. (2020). Wie hängen die Rahmenbedingungen der Aktivitäten, die Aktivitäten der Vorschullehrkräfte und die Aktivitäten der Kinder mit der Qualität der Interaktionen der Kinder in der Vorschule zusammen? Erkenntnisse aus Österreich. *European Early Childhood Education Research Journal*, 2020, VOL. 28, No. 6, 864-883
- Smidt, W. & Embracher, E-M. (2021) Examining the factorial validity of the Individualised Classroom Assessment Scoring System in preschools in Austria. *International Journal of Early Years Education*
- Sorger, C., Nikolatti, R., Aufhauser, K & Reichert, H (2023). „Wenn Mama und Papa arbeiten“. Vienna: L&R Social Research. [https://www.lrsocialresearch.at/files/Bedarf\\_und\\_Ausbau\\_Kinderbetreuung\\_TIROL.pdf](https://www.lrsocialresearch.at/files/Bedarf_und_Ausbau_Kinderbetreuung_TIROL.pdf)
- Statistics Austria (2023). Sozialstatistische Auswertungen. Ohne Lehrlinge. Bruttojahresbezüge gemäß § 25 EStG. Erstellt am 18.04.2023, <https://www.statistik.at/statistiken/bevoelkerung-und-soziales/einkommen-und-soziale-lage/allgemeiner-einkommensbericht>
- Statistics Austria (2022). Kindertagesheimstatistik 2021/22. Vienna: Statistics Austria [https://www.statistik.at/fileadmin/publications/Kindertagesheimstatistik\\_2021-22.pdf](https://www.statistik.at/fileadmin/publications/Kindertagesheimstatistik_2021-22.pdf)
- Statistics Austria (2022). *Statistisches Jahrbuch Migration & Integration 2022*, [https://www.statistik.at/fileadmin/publications/Migration\\_Integration\\_2022.pdf](https://www.statistik.at/fileadmin/publications/Migration_Integration_2022.pdf)
- Tanner, J. C., Candland, T. & and Odden, W.S.(2015). *Later Impacts of Early Childhood Interventions: A systematic review*. Independent Evaluation Group Working Paper 2015/3, World Bank Group, Washington, DC, 2015, p. 2, [http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2015/12/29/090224b083ff6348/2\\_0/Rendered/PDF/Later0impacts000a0systematic0review.pdf](http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2015/12/29/090224b083ff6348/2_0/Rendered/PDF/Later0impacts000a0systematic0review.pdf).
- Tietze, W. (2008). Qualitätssicherung im Elementarbereich. In *Zeitschrift für Pädagogik*, 53rd supplement [https://www.pedocs.de/volltexte/2013/7267/pdf/Tietze\\_Qualitaetssicherung\\_im\\_Elementarbereich.pdf](https://www.pedocs.de/volltexte/2013/7267/pdf/Tietze_Qualitaetssicherung_im_Elementarbereich.pdf)
- Van Belle, J. (2013). *Early Childhood Education and Care (ECEC) and its long-term effects on educational and labour market outcomes*. Policy brief. European Commission's Directorate-General for Employment, Social Affairs and Inclusion <https://ec.europa.eu/social/BlobServlet?docId=16678&langId=en>
- Van den Bossche, P., Gijselaers, W. H., Segers, M., & Kirschner, P. A. (2006). Social and cognitive factors driving teamwork in collaborative learning environments: Team learning beliefs and behaviours. *Small group research*, 37 (5), 490-521.



Vereinbarung gemäß Artikel 15a B-VG [https://www.bmbwf.gv.at/Themen/ep/v\\_15a.html](https://www.bmbwf.gv.at/Themen/ep/v_15a.html)

Federation of Austrian Industries (2018): *Beste Bildung von Anfang an*. Federation of Austrian Industries. Vienna.  
<https://www.iv.at/Themen/Bildung-und-Gesellschaft/Elementarbildung-und-Schule/Beste-Bildung.de.html>

Verordnung der Bundesministerin für Bildung, mit der die Lehrpläne des Kollegs der Bildungsanstalt für Elementarpädagogik, des Kollegs der Bildungsanstalt für Elementarpädagogik einschließlich der Qualifikation für Hortpädagogik und des Kollegs der Bildungsanstalt für Sozialpädagogik erlassen werden; Bekanntmachung der Lehrpläne für den Religionsunterricht. BGBl. II Nr. 239/2017.  
<https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=20009975>

Verordnung des Bundesministers für Bildung, Wissenschaft und Forschung über den Lehrplan der Fachschule für pädagogische Assistenzberufe. BGBl. II 127/2019  
<https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=20010645>

Verordnung über die Lehrpläne der Bildungsanstalt für Elementarpädagogik und der Bildungsanstalt für Sozialpädagogik 2016. BGBl. II Nr. 204/2016.  
<https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=20009623>

Viernickel, S., & Schwarz, S. (2009). *Schlüssel guter Bildung, Erziehung und Betreuung – Wissenschaftliche Parameter zur Bestimmung der pädagogischen Fachkraft-Kind-Relation*. Alice Salomon University of Applied Sciences Berlin  
[https://www.gew.de/index.php?eID=dumpFile&t=f&f=26405&token=d4c11a627e9b10904f97f9166f06a2593ef47c94&sdownload=&n=GEW-Expertise\\_Schluesel-zu-guter-Bildung\\_2009.pdf](https://www.gew.de/index.php?eID=dumpFile&t=f&f=26405&token=d4c11a627e9b10904f97f9166f06a2593ef47c94&sdownload=&n=GEW-Expertise_Schluesel-zu-guter-Bildung_2009.pdf)


Wiener Kindergartenverordnung. LGBL. Nr. 29/2003.  
<https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=LrW&Gesetzesnummer=20000264>

Zittoun, T., & Perret-Clermont, A. N. (2009). Four social psychological lenses for developmental psychology. *European Journal of Psychology of Education*, 24, 387-403.

## Sources:

- (2002) <https://www.derstandard.at/story/950851/kindheitsforscherin-zu-oesterreich-paedagogisches-steinzeitstadium> [L.Z.10.01.23]
- (2009) <https://www.derstandard.at/story/1256743714694/vp-wien-mit-forderungskatalog> [L.Z.10.01.23]
- (2011) [https://www.kleinezeitung.at/politik/innenpolitik/4227598/Bildungsvolksbegehren\\_Forderungen-praesentiert](https://www.kleinezeitung.at/politik/innenpolitik/4227598/Bildungsvolksbegehren_Forderungen-praesentiert) [L.Z.06.01.23]
- (2012) <https://www.studium.at/161425-plattform-educare-elementarbildung-darf-nicht-zum-stiefkind-der-bildungsreformwerden> [L.Z.07.01.23]
- (2014) <https://www.derstandard.at/story/2000008372344/experten-warnen-kindergarten-gefaehrdet-kinderrechte> [L.Z.09.01.23]
- (2014) <https://www.derstandard.at/story/2000005106676/neos-fordert-bildung-aus-einer-hand> [L.Z.09.01.23]
- (2015) <https://www.derstandard.at/story/2000022685473/kindergaerten-sollen-zu-bund> [L.Z.08.01.23]
- (2018) <https://www.agenda-austria.at/publikationen/motherhood-pay-gap/handlungsempfehlungen-der-agenda-austria/> [L.Z. 31.12.22]
- (2018) <https://www.reflektive.at/elementare-luecken-in-der-elementarpaedagogik/> [L.Z. 07.01.23]
- (2019) <https://www.oeliug.at/2019/01/24/tag-der-elementarp%C3%A4dagogik-viele-forderungen-an-die-politik-was-sonst/> [L.Z.11.01.23]
- (2020) <https://www.kinderinwien.at/pressemitteilungen/fachkraeftemangel-in-der-elementarpaedagogik-nicht-erst-seit-covid-19-ein-problem> [L.Z. 06.01.23]
- (2020) <https://www.moment.at/story/kindergartenpaedagogin-dringend-gesucht-dabei-gaebe-es-genug> [L.Z.07.01.23]
- (2020) <https://kinderfreunde.at/presse/wien/initiative-elementare-bildung-forderungen-gegen-fachkraeftemangel> [L.Z.11.01.23]
- (2021) <https://www.juliusraabstiftung.at/publikationen/fruehkindliche-bildung-zukunft-saeen/> [L.Z.11.01.23]
- (2021) <https://www.alliance-enfance.ch/post/21-07-14-oecd-starting-strong-prozessqualitaet-fbbe> [L.Z.31.12.22]
- (2021) [https://wien.arbeiterkammer.at/interessenvertretung/familie/Kindergarten\\_weiterentwickeln.html](https://wien.arbeiterkammer.at/interessenvertretung/familie/Kindergarten_weiterentwickeln.html) [L.Z.31.12.22]
- (2021) <https://science.apa.at/power-search/3125442226439089748> [L.Z.06.01.2023]
- (2021) [https://www.ots.at/presseaussendung/OTS\\_20210122\\_OTS0130/spoe-hammerschmid-die-aufwertung-derelementarbildung-ist-laengst-ueberfaellig](https://www.ots.at/presseaussendung/OTS_20210122_OTS0130/spoe-hammerschmid-die-aufwertung-derelementarbildung-ist-laengst-ueberfaellig) [L.Z.06.01.23]
- (2021) <https://www.fpoe-stmk.at/blog/detail/oppositions-klubs-bringen-spoe-forderungen-in-den-landtag-ein> [L.Z.06.01.23]
- (2021) <https://ecoaustria.ac.at/kinderbetreuung-und-elementarpaedagogik-im-internationalen-vergleich/> [L.Z.11.01.23]
- (2021) <https://www.wienerzeitung.at/nachrichten/politik/oesterreich/2124085-Die-Arbeit-im-Kindergarten-ist-kein-Kinderspiel.html> [L.Z.16.01.23]
- (2022) <https://kinderbrauchenprofis.at/forderungen/> [L.Z.01.01.23]
- (2022) [https://www.verwaltung.steiermark.at/cms/beitrag/12888340/74836266/#:~:text=Die%20Richtlinie%20sieht%20die%20Gew%C3%A4hrung,werden%20\(Neueinsteigerinnen%2F%20Neueinsteiger\).](https://www.verwaltung.steiermark.at/cms/beitrag/12888340/74836266/#:~:text=Die%20Richtlinie%20sieht%20die%20Gew%C3%A4hrung,werden%20(Neueinsteigerinnen%2F%20Neueinsteiger).) [L.Z.06.01.23]
- (2022) <https://m.bvz.at/in-ausland/elementarpaedagogik-bessere-rahmenbedingungen-in-kindergaerten-gefördert-grundschule-kindergarten-oesterreich-oesterreich-weit-310391099> [L.Z.06.01.23]
- (2022) <https://www.oegb.at/themen/gleichstellung/kinderbetreuung/aktion-elementarpaedagogik> [L.Z.07.01.23]



- 
- (2022) <https://www.oegb.at/themen/gleichstellung/kinderbetreuung/personalmangel-in-der-elementarpaedagogik> [L.Z.16.01.23]
- (2023) <https://kurier.at/politik/inland/spoe-forderungen-gelenkte-arbeitsmigration-gratis-kindergarten-von-0-bis-6/402281882> [L.Z.10.01.23]
- (2014/15) <https://www.derstandard.at/story/2000024813264/noch-17-000-betreuungsplaetze-fuer-kleinkinder-ehlen-auf-ziele> [L.Z.09.01.23]
- (2014) <https://www.derstandard.at/story/2000005112272/salzbuerger-spoe-startet-mit-thema-kinderbetreuung-in-den-herbst> [L.Z.09.01.23]
- (2014) <https://www.derstandard.at/story/2000004133077/erziehungswissenschaftler-aigener-fuer-maennerfoerderungslaene> [L.Z.09.01.23]
- (2015) <https://mosaik-blog.at/es-ist-frustrierend-wenn-ich-als-paedagogin-meine-arbeit-nicht-so-machen-kann-wie-ich-koennte/>
- (2017) [https://www.kleinezeitung.at/oesterreich/5238370/OECDStudie\\_Oesterreich-wendet-wenig-fuer-Kindergarten-und](https://www.kleinezeitung.at/oesterreich/5238370/OECDStudie_Oesterreich-wendet-wenig-fuer-Kindergarten-und) [L.Z.11.01.23]
- (2020) [https://ph-ooe.at/fileadmin/Daten\\_PHOOE/PH-Magazine/PH\\_Elementarpaedagogik.pdf](https://ph-ooe.at/fileadmin/Daten_PHOOE/PH-Magazine/PH_Elementarpaedagogik.pdf) [L.Z.11.01.23]
- (2021) <https://www.derstandard.at/story/2000126741011/elementarpaedagogik-gestiegene-belastung-in-der-pandemie> [L.Z.30.12]
- (2021) <https://www.arbeiterkammer.at/pandemie-im-kindergarten> [L.Z.23]
- (2022) <http://www.edu-care.at/was-gesagt-werden-muss/> [L.Z.30.12.22]
- (2022) <https://oesterreich.orf.at/stories/3173671/> [L.Z.01.01.23]
- (2022) <https://steiermark.orf.at/stories/3169685/> [L.Z.07.01.23]
- (2022) <https://www.wien.gv.at/presse/2022/10/14/landesbildungs-und-elementarpaedogikreferentinnenkonferenz-in-wien> [L.Z.06.01.23]
- (2022) <https://kurier.at/wirtschaft/karriere/baustelle-kindergarten-das-muss-sich-in-oesterreich-dringendaendern/401966558> [L.Z.07.01.23]
- (2022) <https://steiermark.orf.at/stories/3171851/> [L.Z.10.01.23]
- (2022) <https://steiermark.orf.at/stories/3170443/> [L.Z.10.01.23]
- (2022) <https://news.wko.at/news/kaernten/Mehr-Flexibilitaet-und-Qualitaet-in-der-Kinderbetreuung.html> [L.Z.13.01.23]
- (2022) <https://kurier.at/chronik/oesterreich/oesterreichs-kindergaerten-stehen-vor-dem-kollaps/402173760> [L.Z.16.01.23]
- (2022) <https://www.derstandard.at/story/2000142036307/personalmangel-im-kindergarten-spitzt-sich-zu-350-dienstpostenunbesetzt> [L.Z.13.01.23]
- (2022) <https://oesterreich.orf.at/stories/3173671/> [L.Z.01.01.23]
- (2015) [L.Z.08.01.23] <https://www.derstandard.at/story/2000017834516/karmasin-grundsuetzliche-einigung-auf-gratiskindergarten-ab-vier>
- (2015) <https://www.derstandard.at/story/2000025913266/was-im-bildungssystem-alles-anders-werden-soll> [L.Z. 09.01.23]

# Appendices

## Appendix 1 Training Institutes for Early Childhood Education (BAfEP) locations

Public:

No.	School title	Place
1	Bundes-Bildungsanstalt für Elementarpädagogik	Oberwart
2	Bundes-Bildungsanstalt für Elementarpädagogik	Klagenfurt
3	Bundes-Bildungsanstalt für Sozialpädagogik und Elementarpädagogik	St. Pölten
4	Bundes-Bildungsanstalt für Elementarpädagogik	Mistelbach
5	Bundes-Bildungsanstalt für Elementarpädagogik	Linz
6	Bundes-Bildungsanstalt für Elementarpädagogik	Steyr
7	Bundes-Bildungsanstalt für Elementarpädagogik	Ried im Innkreis
8	Bundes-Bildungsanstalt für Elementarpädagogik	Bischofshofen
9	Bundes-Bildungsanstalt für Elementarpädagogik	Graz
10	Bundes-Bildungsanstalt für Elementarpädagogik	Liezen
11	Bundes-Bildungsanstalt für Elementarpädagogik	Judenburg
12	Bundes-Bildungsanstalt für Elementarpädagogik	Bruck an der Mur
13	Bundes-Bildungsanstalt für Elementarpädagogik	Hartberg
14	Bundes-Bildungsanstalt für Elementarpädagogik	Mureck
15	Bundes-Bildungsanstalt für Elementarpädagogik	Innsbruck
16	Bundes-Bildungsanstalt für Elementarpädagogik	Wien 8
17	Bundes-Bildungsanstalt für Elementarpädagogik	Wien 10

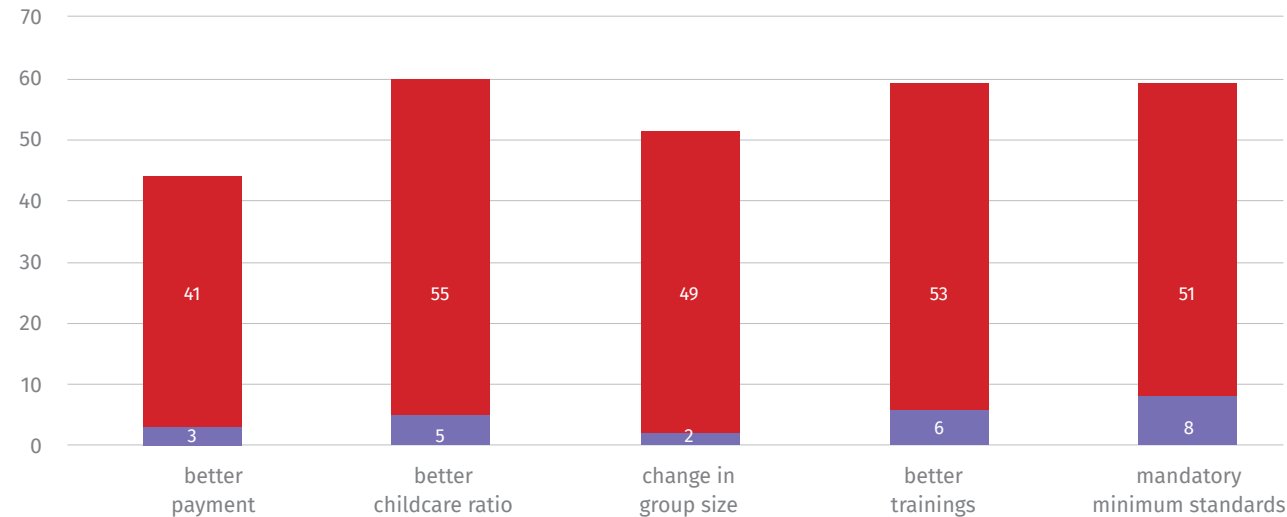
Privat:

No.	School title	Place
1	Private Bildungsanstalt für Elementarpädagogik und Kolleg der Bildungsanstalt für Elementarpädagogik der Stadt Wiener Neustadt	Wiener Neustadt
2	Private Bildungsanstalt für Elementarpädagogik des Trägervereins der Werke der Schulschwester vom III. OSF von Amstetten	Amstetten
3	Private Bildungsanstalt für Elementarpädagogik Sacré Coeur Pressbaum der Schulstiftung der Erzdiözese Wien	Pressbaum
4	Private Bildungsanstalt für Elementarpädagogik und Kolleg für Elementarpädagogik des Schulvereins Institut Santa Christiana	Lanzenkirchen
5	Bildungsanstalt für Sozialpädagogik und Kolleg für Elementarpädagogik des Trägervereins der Werke der Kongregation der Schulschwester vom III. OSF von Amstetten	Zwettl
6	Private Bildungsanstalt für Elementarpädagogik des Schulvereins der Kreuzschwester	Linz
7	Private Bildungsanstalt für Elementarpädagogik und Fachschule für pädagogische Assistenzberufe des Vereins der Don Bosco Schwestern für Bildung und Erziehung	Vöcklabruck

8	Bildungsanstalt für Elementarpädagogik, Privatschule des Vereins für Bildung und Erziehung der Franziskanerinnen von Vöcklabruck	Salzburg
9	Privates Kolleg für Sozialpädagogik und Kolleg für Elementarpädagogik Augustinum der Diözese Graz-Seckau	Graz
10	Private katholische Bildungsanstalt für Elementarpädagogik des Schulvereins Barmherzige Schwestern Innsbruck	Innsbruck
11	Private katholische Bildungsanstalt für Elementarpädagogik und Private Fachschule für pädagogische Assistenzberufe des Schulvereins der Katharina Lins Schulen	Zams
12	Private Bildungsanstalt für Elementarpädagogik des Schulträgervereins der Kreuzschwestern - Institut Sankt Josef	Feldkirch
13	Private Lehranstalten Mater Salvatoris - Bildungsanstalt für Elementarpädagogik und Fachschule für pädagogische Assistenzberufe	Wien
14	Private Bildungsanstalt für Elementarpädagogik und Fachschule für pädagogische Assistenzberufe Maria Regina der Vereinigung von Ordensschulen Österreich	Wien
15	Private Bildungsanstalt für Elementarpädagogik des Vereins Schulverein De La Salle	Wien
16	Private Bildungsanstalt für Elementarpädagogik und Schule für Assistenzpädagoginnen und Assistenzpädagogen der Stadt Wien	Wien

## Appendix 2 Results of meta-analyses of 49 media and research documents

### Receivables Frequency of naming



10 Sources 2002-2015

39 Sources 2016-2023

The sources were compiled and subsequently analysed by students of the University of Klagenfurt in the bachelor's degree programme in Educational Sciences and Educational Research as part of the course "Qualitative Research Methods II" under the direction of Dr. Veronika Michitsch.









