

AUSTRIA

Key Contextual Data

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Sources are outlined at the end of each section. Full details of all sources are to be found in the references section at the end of the key contextual data profile. Individual statistical data used in tables are indicated by an asterisk*, both in the table and in the sources.

Early childhood education and care (ECEC)

ECEC system type and auspices

Austria is a federally organised nation of nine autonomous provinces or states (*Länder*), each with its own legislative and executive competences. Within this federal framework, responsibility for early childhood education and care lies predominantly with the individual *Länder*. The education/training of pedagogical staff and the curricular framework for ECEC in provision for 0- to 6-year olds comes under the auspices of the Federal Ministry of Education (BMB). The Federal Ministry for Family and Youth Affairs (BMFJ) regulates child and youth welfare legislation, family day care in home-based settings and state subsidies for families and child care. The nine *Länder*, through their own legislation, are responsible for the broad field of early childhood education and care and for supporting the municipalities in the building of ECEC provision. The municipalities are assigned the task of establishing and maintaining the running of kindergartens and infant-toddler centres.

Sources: BMB 2017a.
Eurydice 2016.

General objectives and legislative framework

Policy goals of the federal government in Austria (2013–2018) include improving equality of opportunity in early childhood education and care and language support before school entry, enhancing cooperation between kindergartens and schools, expanding places for under 3-year olds and giving early education a general boost. Related legislation in the nine *Länder* has as yet not been implemented.

The legislative framework at the federal level for early childhood education and care is the Youth Welfare Act (1989) with subsequent amendments; each of the nine *Länder* has its own kindergarten legislation.

Sources: BMFJ 2015c.
Eurydice 2016.

ECEC entitlement and compulsory enrolment age

In Austria, there is no universal entitlement to a place in a kindergarten or in an infant-toddler centre. However, since 2009, 5- and 6-year old children have a guaranteed place for the year before school entry, since the *Länder* are obliged to provide a kindergarten place for at least 16 to 20 hours per week over four week days for these children. Since September 2010, kindergarten attendance is compulsory for this age group. In addition to regular holiday times and school-free days, a three-week holiday is also permitted. Compulsory attendance may be waived under certain circumstances (illness, severe physical or cognitive impairment, medical grounds, living in a remote region, etc.). For children under 5 years of age, enrolment is voluntary.

Compulsory primary schooling begins on the 1st September following the child's 6th birthday and lasts for 9 years.

Sources: BMFJ 2015b.
Krenn-Wache, M. 2017.

Main types of provision

Kindergartens are the traditional form of provision for children aged 3 to 6 years and **infant-toddler centres** (*Kinderkrippen*) provide places for under 3-year olds. Beyond these two traditional types of institution, there are also **mixed-age groups** (*altersgemischte Gruppen*), mostly for 1- to 5-/6-year olds, which are usually attached to a kindergarten. In most infant-toddler centres and kindergartens, children of different ages are in the same group. Some of the mixed-age groups are **parent-managed children's groups** (*elternverwaltete Kindergruppen*) which are characterised through a high level of parental responsibility and decision-making. These groups range in size from 5 to 10 children.

Alongside the centre-based settings, family day carers (*Tagesmütter/Tagesväter*) provide home-based childcare in their own homes, mostly for very young children. In 2013, approximately 2% of under 3-year olds and 3- to 6-year olds across the country were in family day care provision**.

Opening times are organised by the centre provider. Approximately 92% of centre-based settings are provided on a full-day basis. Daily opening hours vary according to the region, province and provider. However, most centre-based provision is open for at least six hours daily and almost all (99%) are open over the midday break. The majority open at 7:00/7:30 in the morning and close around 17:00/17:30. On average, early childhood settings are closed for 21.9 days per year. In recent years, however, the opening hours have been considerably extended.

Over the past ten years there has been a significant expansion in the numbers of early childhood settings. Between 2005 and 2015/2016, the number of infant-toddler centres doubled and the number of mixed-age groups trebled during this period.

Table 1

Austria: Number of centre-based provision types from 2005 to 2015/2016*

| | Infant-toddler centres | Kindergartens | Mixed-age provision | Total |
|---------|------------------------|---------------|---------------------|-------|
| 2005 | 889 | 4,482 | 554 | 5,371 |
| 2010 | 1,208 | 4,694 | 974 | 6,876 |
| 2015/16 | 1,760 | 4,664 | 1,663 | 8,087 |

Sources: BMFJ 2015.
EPIC 2015.
Eurydice 2016.
**ÖIF 2014.
*Statistik Austria 2017.

Provider structures

Over half of all early childhood settings (55.9%, excluding after-school provision for school-age children) are run by public/municipal agencies, of which the vast proportion (98.9%) are municipal providers. The majority of private ECEC settings (65.8%) are provided by NGOs. Roughly a quarter (24.4%) of the private providers is church-affiliated and approximately 10% of settings are run by other independent entities, i.e. private persons and associations and also companies. The distribution of provider structures varies considerably across the nine *Länder*.

Table 2

Austria: Number of setting types according to provider, 2015*

| Type of setting | Provider | | | | |
|------------------------|----------|---------------|--------------------------------|---------------------------|---|
| | Public | Private | | | |
| | | Total private | of which are church-affiliated | of which are associations | of which are other independent entities |
| Infant-toddler centres | 721 | 1,039 | 184 | 707 | 148 |
| Kindergartens | 3,386 | 1,278 | 568 | 593 | 117 |
| Mixed-age groups | 418 | 1,245 | 116 | 1,044 | 85 |
| Total | 4,525 | 3,562 | 868 | 2,344 | 350 |
| | | 8,087 | 24.4% | 65.8% | 9.8% |

Sources: Krenn-Wache, M. 2017.
*Statistik Austria 2017.

Participation rates in regulated provision

Participation rates, particularly for the under 3-year olds, vary considerably between urban and rural areas and across the nine *Länder*. For example, in 2015, the attendance rates for under 2-year olds in Styria totalled 13.4% of the age group compared with 45.1% in the city of Vienna. Across all *Länder*, only about one quarter of under 3-year olds attend a centre-based setting, compared with nearly all 4- and 5-year olds (96% and 97.4% respectively). On 15 October 2015***, a total of 354,022 children in Austria were enrolled in an ECEC setting (including after-school provision for school-age children). The greater proportion of these children (217,952) enrolled in early childhood settings were attending kindergartens; 33,500 attended infant-toddler centres and 45,673 mixed-age provision.

Table 3

Austria: Number and enrolment in ECEC provision according to age groups, 2015**

| Age groups | Number | Enrolment ratio, in % |
|--------------------------------|----------------|-----------------------|
| Under 1 year | 2,255 | 2.7 |
| 1-year olds | 18,653 | 22.4 |
| 2-year olds | 42,122 | 51.7 |
| 0- to under 3-year olds | 63,030 | 25.6 |
| 3-year olds | 69,975 | 85.6 |
| 4-year olds | 79,280 | 96.0 |
| 5-year olds | 79,425 | 97.4 |
| 3- to under 6-year olds | 228,680 | 92.6 |
| 0- to under 6-year olds | 291,710 | 59.2 |

* Own calculations based on Eurostat data from 2015.

According to Eurostat data, the participation rates of under 3-year olds increased significantly in recent years. Whereas in 2005, only 4% of this age group were enrolled in an ECEC setting, by 2015 the proportion had risen to 22.3%. The proportion of children from age 3 up to school entry had risen to 85.3% by 2015.

Table 4

Austria: Participation rates according to duration of attendance in centre-based settings, 2005-2015*

| Year | Weekly attendance | 0 to under 3 years in % | 3 years up to school entry in % [†] |
|------|-------------------|-------------------------|--|
| 2005 | 1 to 29 hours | 2 | 30 |

| Year | Weekly attendance | 0 to under 3 years in % | 3 years up to school entry in % [†] |
|------|-------------------|-------------------------|--|
| | Over 30 hours | 5 | 49 |
| | No attendance | 93 | 22 |
| 2010 | 1 to 29 hours | 1 | 14 |
| | Over 30 hours | 8 | 66 |
| | No attendance | 91 | 21 |
| 2015 | 1 to 29 hours | 13.7 | 57.7 |
| | Over 30 hours | 8.6 | 27.6 |
| | No attendance | 77.8 | 14.7 |

Sources: ***BMFJ 2017.
*Eurostat 2017f.
**Statistik Austria 2017.

Financing and costs for parents

Early childhood education and care is mainly publicly funded. In 2014, government expenditure at the federal, province and municipal levels accounted for 85.4% of total costs, private households for 12.1% and private entities (associations, independent sponsors of ECEC provision) for 2.5%*.

Since 2010, half-day attendance in the year before school entry is free of charge. In some *Länder* this also applies to full-day enrolment. In Vienna, for example, enrolment at a publicly-run early childhood setting is free of charge for parents of children aged 0 to 6 years. Otherwise costs vary from province to province and are partly income-related. A place in an infant-toddler centre is generally more expensive than one in a kindergarten (ranging from 147€ to 333€ per month)¹. Parents always have to pay for meals (roughly 3€ per day).

Sources: Eurydice 2016.
European Commission, EACEA, Eurydice, and Eurostat 2014.
*Statistik Austria 2014.

Staff-child ratios

Staff-child ratios are regulated by law.

Infant-toddler centres: one Kindergarten Pedagogue and one Assistant for 10 to 15 children. The maximum group size of 15 children may not be exceeded. The staffing ratio at full capacity ranges from 1:4 to 1:8*.

Kindergartens: one Kindergarten Pedagogue for 23 to 25 children. Group size may range from 20 to 25 children. The staffing ratio at full capacity ranges from 1:12 to 1:17*.

In Austria, depending on the province, one qualified member of staff and 1 Assistant, or in some cases 1 Assistant for two groups work together. This results in a variation of the real staff-child ratios between 1:10 to 1:17 (on average 1:13) if all adults are included or to a staff-child ratio of 1:20 to 1:25 (on average 1:24) if only the qualified staff are counted**.

All groups in centre-based settings are led by a qualified pedagogue (ISCED 5).

¹ The amounts in Euro refer to the artificial common reference currency unit PPS (Purchase Power Standard) used in the European Union to express the volume of economic aggregates for the purpose of cross national comparisons. (European Commission, EACEA, Eurydice, and Eurostat 2014, 156)

Sources: *BMFJ 2015a.
Eurydice 2016.
**ÖIF 2017a.

Curricular Frameworks

An early childhood curricular framework across all nine *Länder* (*Bundesländerübergreifender BildungsRahmenPlan für elementare Bildungseinrichtungen*) for children aged 0 to 6 years was introduced in 2009. The play-based framework plan sets out 12 learning principles (e.g. integrated learning, inclusion, gender sensitivity, participation, transparency) and six learning areas (emotions and social relationships; ethics and society; language and communication; movement and health; aesthetics and creativity; nature and technology). Two additional sections focus specifically on (1) language and communication and (2) the final year in kindergarten. The early childhood pedagogues select situation- and context-specific and age-appropriate content and didactic approaches. They seek a balance between child-initiated activities and those guided by the pedagogues; these include theme-based project work and individual and group activities.

Sources: BMB 2017b.
Eurydice 2016.

Inclusion agenda

Children with special educational needs and disabilities

There are no statistical data available on the number of children under 6 years of age with (imminent) disabilities and special needs. Also, no data are compiled on the proportion of integrative and special institutions for children with disabilities. The tasks, goals and framework plans for these settings are regulated at the *Länder* level. If there are more than two children with special needs in one regular setting, an additional, full-time specialised support member of staff must be employed. Children with special needs enrolled in integrative settings count as two children. There may be no more than four children with special needs in one integrative group. In special therapeutic groups, up to 12 children with severe disabilities are cared for by specialist staff.

According to the Salzburg Childcare Act (2007, with amendments), an additional specialist member of staff must be available for children with special needs at least for some of the time. These special needs pedagogues are employed by the regional government; they cooperate with the regular ECEC staff and parents, and also provide advisory services for them. In small settings or in rural areas they just pay visits.

Children with a background of migration

In 2016, 14.5% of the total population had a non-Austrian background; almost half (49%) came from countries outside the EU28. In the age group of under 5-year old children, the proportions were 18.2% and 46.9% respectively*.

In 2015, 16.9% of children in ECEC settings had a background of migration, and almost half (45.5%) came from other EU countries**.

For children whose family language is not German, language support is provided in kindergartens and their language competence is assessed. The language assessment instrument introduced in 2008 (more recent data are not available), demonstrated that the language level of 90% of the 4½- to 5½-year olds attending kindergarten whose home language was German was age appropriate, whereas 58% of children in the same age group whose home language was not German needed additional support***.

Children from socially disadvantaged families or families with a history of migration are less likely to attend kindergarten than children without a migration background. The free final year in kindergarten aims to raise attendance rates in these groups.

Sources: BMFJ 2015c.
European Commission, EACEA, Eurydice, und Eurostat 2014.
*Eurostat, 2017g
Eurydice 2016.
**Statistik Austria 2017.
***Statistik Austria 2016.

Monitoring – Evaluation – Research

The Charlotte Bühler Institute in Vienna was established as a non-partisan forum with a focus on young children in families and society and since 1992, with funding support from the Federal Ministry for Science and Research, on practice-related research. The institute conducts a variety of projects, issues publications and makes recommendations in terms of quality improvement in the early childhood field.

There are no obligatory procedures for assessing children. However, a number of materials (e.g. portfolios) have been developed to support the monitoring of child development and the planning of educational activities. At least 15 months before school entry, language assessment procedures are conducted so that the support can be given in individual cases.

ECEC settings are visited on average once or twice a year by a supervisory person from the regional government. During these visits, the building is inspected, reports on the running of the organisation scrutinised and the quality or lack of quality of the setting assessed. Alongside these external evaluations, self-evaluation instruments for the pedagogical staff have also been developed. As from 2013 these were implemented and evaluated across the country. Some of the regional governments have been providing related training units since 2014/2015.

The Charlotte Bühler Institute recommends using the German adaptations of the ITERS-R (KRIPS-R*) and ECERS-R (KES-R**) rating scales as instruments for assessing and supporting pedagogical quality in ECEC settings. At the same time it is emphasised that they should not be used as purely evaluation and control measures. The Institute therefore provide various training courses for appropriate use of the rating scales.

Evidence-based studies and effects analyses on various topics related to child care, families and society are conducted by the Austrian Institute for Family Studies (*Österreichisches Institut für Familienforschung*) at the University of Vienna***.

The professorial chair for early childhood education established at the University of Graz in 2010 (and newly occupied since 2016) carries out basic and applied research on topics such as concepts and theories of early childhood pedagogy, children and childhood from a social sciences perspective, social didactics in the initial and continuing professional development for early childhood pedagogues, professionalisation and academisation, children's culture and children's life worlds, diversity and specific research approaches and methods of childhood research****.

Through the establishment of an endowed chair for early childhood education at the University of Innsbruck in 2013, there is now a further research base for addressing issues of early childhood education and care and the development of modern employment and family forms.

Sources: Charlotte Bühler Institut 2015a, 2015b.
Eurydice 2016.
****Karl-Franzens-Universität Graz 2017.
***ÖIF 2017b.
Tietze et al. *2007a, **2007b (adaptation of the ITERS-R and ECERS-R scales for German language contexts).

Parental leave arrangements

Mandatory **maternity leave** (*Mutterschaftskarenz*) starts eight weeks before the birth date and continues for eight weeks afterwards. Payment is 100% of average income during the three months preceding the beginning of maternity leave.

There is no legal entitlement to **paternity leave** (*Väterkarenz*). Some employers grant a few paid days directly after the baby's birth. In the public sector, employees are entitled to a month's unpaid leave. In the case of children born after 1st March 2017, fathers are entitled to a so-called family time bonus (22.60€ per day) if they take between 29 and 31 days of full-time paternity leave within 91 days of the birth.

Parental leave (*Elternkarenz*) may be taken up to the child's second birthday. All employees are granted this (family) entitlement and during this time they are protected against dismissal. There are five options:

- 1) 436€/monthly for 30 months (if both parents take parental leave, for 36 months)
- 2) 624€/monthly for 20 or 24 months respectively
- 3) 800€/monthly for 15 or 18 months respectively
- 4) 1000€/monthly for 12 or 14 months respectively
- 5) 80% of previous net income for 12 or 14 months (for those who earn between 1000€ and 2000€/monthly)

In the case of options 1 to 4, an additional 60% of annual income can be earned in the year preceding birth. In the case of option 5, a maximum of 6400€ supplementary income may be earned.

Parental leave can either be taken by one parent or alternating by both. Together, only one month of parental leave is permitted – if parents choose this option, the total period is reduced by one month. It is possible to save up three months of parental leave up to the child's seventh birthday.

Parents of children born after 1st March 2017 may choose between the flexible flat-rate and the income-related allowance. The options 1 to 4 listed above were replaced by a total sum of 15,449€ (if both parents take parental leave) or 12,366€ (if only one parent takes parental leave). Besides this, 16,200€ or 60% of the previous income can be additionally earned. If the parents share parental leave equally, or proportionately at 60:40, each parent receives a 'partnership bonus' of 500€.

Nearly all those entitled to parental leave make use of it (93-96%). In general these are women. Since 2014, official statistics no longer differentiate between mothers and fathers when reporting on the take up of the different leave options: Option 1 is taken up most frequently (32% in February 2017), followed by option 2 (26%). Option 3 was chosen by 6%, option 4 also by 6% and 29% chose the income-related option 5.

Sources: EPIC 2015.
Rille-Pfeiffer, C. and H. Dearing 2017.

Historical highlights and shifts

| | |
|------|---|
| 1830 | Establishment of the first custodial institution in Vienna for children from families in need of support |
| 1863 | Establishment of the first kindergarten with an explicitly educational mandate (based on Comenius, Oberlin, Pestalozzi, Fröbel) |
| 1871 | Founding of a professional organisation for kindergarten educators |
| 1872 | First kindergarten legislation with general country-wide standards |
| 1872 | A framework plan for the training of kindergarten educators is included in a ministerial decree |

| | |
|------------|---|
| up to 1939 | Expansion of kindergartens takes place mostly in Vienna |
| 1939–1945 | Under the national socialist regime, the number of kindergartens continues to expand and the pedagogical programme is changed to include goals such as obedience and heroism |
| 1962 | Legislative competence for kindergartens is transferred to the individual <i>Länder</i> |
| 2008 | Introduction of a framework plan for early childhood settings valid across the country (further guidance follows in subsequent years) |
| 2008 | Agreement between the federal and regional governments to expand early childhood provision with an emphasis on the under 3-year olds and language support |
| 2009 | Tax relief for childcare costs for all under 10-year olds |
| 2009 | Agreement between federal and regional governments to introduce a free and compulsory kindergarten year for 5- and 6-year olds |
| 2011 | Agreement between federal and regional governments to further expand childcare provision for under 3-year olds and to extend opening hours |
| 2012 | Ministerial Council Decision on language assessment (children in need of language support are given specific tuition) |
| 2013 | National Qualifications Framework Act (NQR): Professional education/training for Early Childhood Pedagogues placed at Level 5, Short Cycle Tertiary Education (ISCED 2011) |
| 2016 | Ministerial Council Decision on the reorganisation of the transition from kindergarten to school, including passing on information in the context of school enrolment |
| 2016 | Revision of the nation-wide valid curriculum for the professional education/training of early childhood staff (including a stronger emphasis on under 3-year olds) and a renaming of the training institutions as <i>Bildungsanstalten für Elementarpädagogik</i> - Educational Institution for Early Childhood Pedagogy (replacing the term Kindergarten Pedagogy) |

Sources: Krenn-Wache, M. 2017.
Oberhuemer, P., I. Schreyer, and M.J. Neuman 2010.

Current challenges for the system of Early Childhood Education and Care in Austria

Country expert assessment by Marisa Krenn-Wache

Academisation of initial professional studies and establishment of professorial chairs for early childhood education

Since the beginning of 2017, the higher education institutions specialising in Education (*Pädagogische Hochschulen*) have been developing (partly in collaboration with Universities) Bachelor study programmes in early childhood education, which will be on offer from 2018. However, legitimisation of the professional qualification will for the time being continue to be the responsibility of the *Bildungsanstalten für Elementarpädagogik*. The Bachelor study programmes will initially be categorised as a qualified CPD and specialisation. New legislation and study programmes for a recognised initial professional qualification, together with an appropriate remuneration, have yet to be issued.

Research and university teaching in the early childhood field are under-represented in Austria. The first chair in early childhood education – at the University of Graz – was not established until 2010, and in 2015 half a professorial chair in early childhood education was established at the University of Innsbruck. Three part-time Master's degree programmes began in 2014 in Salzburg (University course) and Vienna (BA studies). The Society for Educational Science (ÖFEB) founded a new section for early childhood education in 2012. A significant expansion of both basic and applied research is much needed.

Further expansion initiatives and staff recruitment measures

According to national statistics and the Austrian Conference on Spatial Planning, a growth of approximately 8% is expected in the population age group of 0- to 5-year olds. During the past ten years, the participation rates of 0- to 2-year olds have doubled and it can be assumed that this development will continue. If population growth continues up to 2025, it has been estimated that a related 11,100 places will need to be made available in early childhood settings and an additional 3,600 places related to the increased enrolment rates. Targeted measures to ensure provision of places and to raise the attractiveness of the occupational field are needed across the country*.

Transferring responsibility for early childhood education to the federal level

Since 1962, legislation and executive powers for the early childhood sector have come under the auspices of the nine regional governments. The relevant professional organisation has long been demanding a transferral of responsibilities for early education and care to the federal government level. Federal framework legislation is seen as the way forward in order to improve and unify the very disparate conditions and terms of employment to be found in the individual *Länder* and offered by the various ECEC providers.

Source: *Neuwirt, N. 2016.

Demographic data

Total population

In 2016, the population in Austria totalled 8,690,076. This is a further indication of a steady increase in numbers over the past 20 years (1995 total: 7,943,489 and 2005 total: 8,201,359).

Children under 6 years of age

In 2016, children under age 3 accounted for 2.9% and children under 6 years of age for 5.7% of the total population. Since 2005 these percentage rates have been lower than the EU average, whereas in 1995 they were slightly above.

Table 5

Austria: Children under 6 years of age, 2016.

| Age of children | Number of children |
|--------------------------------------|--------------------|
| Under age 1 | 83,272 |
| 1-year olds | 84,251 |
| 2-year olds | 82,553 |
| Under age 3 total | 250,076 |
| 3-year olds | 83,005 |
| 4-year olds | 82,448 |
| 5-year olds | 83,384 |
| Total 3- to under 6-year olds | 248,837 |
| Total 0- to under 6-year olds | 498,913 |

Table 6

Austria: Children under 6 years of age – share in total population compared with EU average, 1995 to 2016, in %[†]

| Age | 1995 | Ø EU15 ² | 2005 | Ø EU25 | 2016 | Ø EU28 |
|-------------------------|------|---------------------|------|--------|------|--------|
| Under 3-year olds | 3.6 | 3.3 | 2.9 | 3.1 | 2.9 | 3.0 |
| 3- to under 6-year olds | 3.6 | 3.5 | 2.9 | 3.1 | 2.9 | 3.1 |
| 0- to under 6-year olds | 7.1 | 6.8 | 5.8 | 6.2 | 5.7 | 6.2 |

† own calculations, deviations due to roundings

Source: Eurostat 2017a.

Single households with children under age 6

In 2015, 75.1% of households with children under age 6 were couple households. Single parent households accounted for 3.2%, whereby these were almost exclusively single mother households (3.1%).

Table 7

Austria: Households with children under age 6, 2015

| Household type | Total households | Total households in per cent [†] |
|---------------------------|------------------|---|
| Households – total | 808,700 | |
| Couple households | 607,200 | 75.1 |
| Other types of households | 176,000 | 21.8 |
| Single households, total | 25,500 | 3.2 |
| Single households, women | 24,900 | 3.1 |
| Single households, men | 600** | 0.1 |

† Own calculations, ** data computed

Source: Eurostat 2017e.

Employment rates of parents with children under age 6

In 2015, the employment rate of men (aged 15 to 64) in Austria was 75.1% and that of women 67.1%.

Of the women with children under 6 years of age, 69% were employed in 2015, whereas 88.7% of men with children of the same age were in the labour market. The employment rates of fathers in Austria were slightly, that of mothers significantly above the EU28 average in 2015.

Table 8

Austria: Employment rates of parents with children under age 6 compared with other EU states, 2005-2015[†]

| | Year | Mothers in per cent | Fathers in per cent |
|---------|------|---------------------|---------------------|
| Austria | 2005 | 60.3 | 89.5 |
| | 2010 | 64.2 | 89.9 |

² The 1995 data are for the EU15 countries at the time (AT, BE, DK, DE, IE, EL, ES, F, FI, IT, LU, NL, PT, SE, UK); the 2005 data (EU25) also include CY, CZ, EE, HU, LV, LT, MT, PL, SI, SK. Data for 2014 include the additional EU28 countries BG, RO und HR.

| | Year | Mothers in per cent | Fathers in per cent |
|-------------------------------|-------------|------------------------|-----------------------------|
| | 2015 | 69.0 | 88.7 |
| European Union | EU15 – 2005 | 77.3 | 93.5 |
| | EU27 – 2010 | 75.2 | 92.7 |
| | EU28 - 2015 | 61.0 | 87.3 |
| Highest rate of employment | 2005 | Slovenia – 76.8 | Cyprus – 95.3 |
| | 2010 | Slovenia – 76.7 | Netherlands – 93.5 |
| | 2015 | Sweden – 78.9 | Malta/Czech Republic – 93.0 |
| Lowest rate of employment | 2005 | Malta – 29.3 | Bulgaria – 72.4 |
| | 2010 | Hungary – 32.7 | Latvia – 74.8 |
| | 2015 | Hungary – 38.8 | Bulgaria – 77.3 |

* own calculations

Sources: Eurostat 2017b.
Oberhuemer, P., I. Schreyer, and M.J. Neuman 2010.

Children at risk of poverty or social exclusion³

In 2015, 22.5% of children under age 6 in Austria were at risk of poverty or social exclusion. This rate is below the poverty rate of the EU28 average (24.7%) for this age group. The proportion of persons at risk of poverty or social exclusion within the overall population totalled 18.3%.

Source: Eurostat 2017d.

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³ 'At risk of poverty or social exclusion' refers to the situation of people either at risk of poverty (threshold set at 60 % of the national median equivalised disposable income after social transfers), or severely materially deprived or living in a household with a very low work intensity.

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