

Children's access to play in school

National Adaption Plans

Desk research

Austria

Document Details:	
Reference	Children's access to play in school (CAPS)
IO1 / Activity	IO1 – National Adaption Plans / desk research
Author(s)	Margot Cammerlander, Paul Schober
Character	Country Report (Austria)
Date	31.01.2018



Table of content

1.	Aim of the Report.....	3
2.	Research methodology.....	3
3.	National school system (based on IBW Report 2011).....	4
4.	Current /planned school labeling	8
5.	Strategies / institutions / resources for Play in each country.....	12
6.	Role/importance of play in the National school system.....	12
7.	Fit of playwork into school day/curricula	13
8.	Relevant stakeholders in your National school system	14
9.	Other relevant topics for the National Adaption Plans in your Country	15
10.	Sources	15
11.	Annex.....	16

National Adaption Plan – Desk Research

1. Aim of the Report

The aim of the National Adaption Plan is to work out strategies on how to adapt playwork in the school practice. It contains information on the national education system, where playwork can be fitted into the school day/curricula and how playwork can be incorporated in school life level. The expected impact is that it will be the basis for the Quality Criteria and Training Plan to be developed. As the Criteria and Plan will only be partially transferable, we have to develop a knowledge-base on how to tailor these to the specific countries.

2. Research methodology

The National Adaption Plans will be informed by different sources of information:

- The starting point is this desk research to understand the national school system, stakeholders, and relevant influence factors.
- In February 2018, there will be a study visit to the UK, to learn from the OPAL (Outdoor Play and Learning)-Programme, which is a mentor supported school improvement programme and to visit Playwork-Projects in the South of England.
- Following to that, there will be field researches carried out in each partner country. This could be around 10 interviews with a semi-structured questionnaire or some focus groups to discuss the issue and possible implementation of play friendly schools in partner countries.
- Finally, all partner Countries will develop National Adaption Plans to specify their respective strategy to reach the aim of the project.

3. National school system (based on IBW Report 2011)

In Austria, children aged three and over can attend a nursery school (Kindergarten) [ISCED 0] voluntarily. As soon as they are five years old they must attend nursery school in a half-day form. Kindergarten is not part of the school system, however.

In Austria, compulsory schooling starts at the age of six and lasts for nine years. One nursery or school year lasts for ten months (from September to June). There are private and state schools; in state schools, no tuition fees are charged. The Austrian school system provides for a variety of education and training options which are designed to meet the needs and interests of children and their parents.

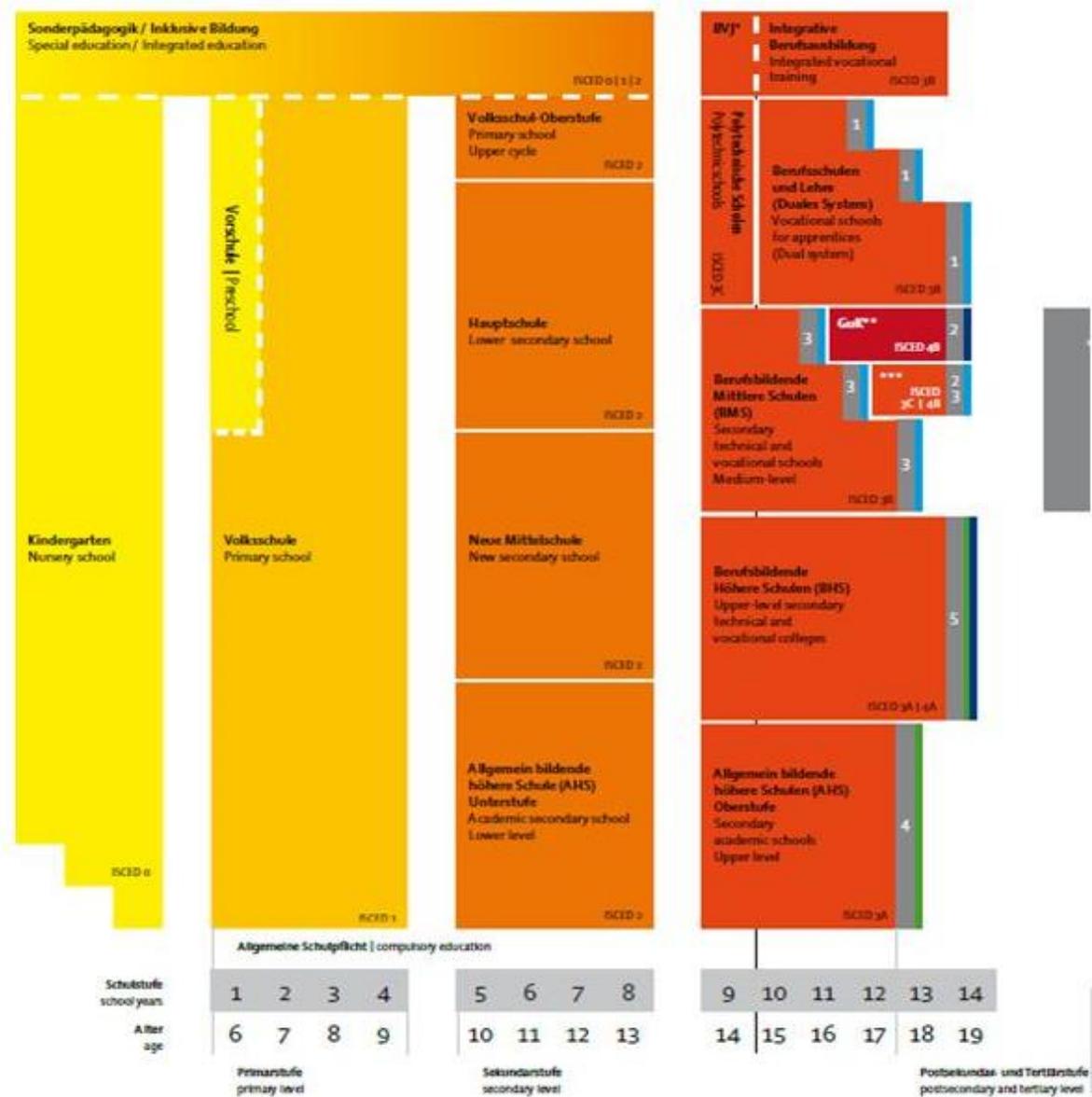


Figure 1: Austrian Education System (source: www.oead.at/bildungssystem)

3.1 Primary level

In Austria, every child's education starts with four years at primary school (Volksschule) [ISCED 1]. Pre-primary education [ISCED 0] is provided for children who have reached compulsory school age (i.e. at the age of six) but are not yet mature enough for school (e.g. because they have difficulties following instruction).

Children with special educational needs can attend either a special needs school (Sonderschule) [ISCED 1] that is tailored to their needs or primary school classes that are run in an integrative (inclusive) scheme. Primary schools and special needs schools impart comprehensive general education to all pupils with the objective of fostering their social, emotional, intellectual and physical skills and abilities. Classes for children with special educational needs additionally take the children's individual disabilities into account.

3.2. Lower secondary level

The first differentiation of the school system is at the beginning of the lower secondary level. Schoolchildren have a choice between two types of school that last for four years each: these are the lower secondary school (Neue Mittelschule) and the lower cycle of secondary academic school (allgemein bildende höhere Schule or AHS - Unterstufe) [both ISCED 2]. Schoolchildren with special educational needs can continue attending special needs school [ISCED 2] from the fifth to the eighth year.

Afterwards they can choose from among intermediate and higher school levels depending on their inclinations and talents. Lower secondary schools provide schoolchildren with basic general education, preparing them for transfer to the upper secondary level and for working life. The lower cycle of AHS aims to impart a broad and advanced general education. It is offered in three branches with different focuses: as classical secondary academic school (klassisches Gymnasium) with Latin and as secondary academic school (Realgymnasium) specialising in sciences or economics.

3.3. Upper secondary level

For the majority of Austrian schoolchildren the first school year at upper secondary level is the final year of compulsory schooling at the same time. Then they can decide between a vocational (VET) and a general education pathway. VET programmes are provided within the framework of apprenticeship training (dual system), at VET schools (BMSs) and VET colleges (BHSs). General education is imparted at the upper cycle of AHS. Depending on their interests and inclinations there is the choice between a classical, business, science, musical and artistic, or language focus. Some 80% of schoolchildren opt for a VET programme after completing lower secondary level.

3.4. VET programmes

Young people who want to attend a VET programme in the dual system after lower secondary level are obliged to complete their ninth year of compulsory schooling first. This is in most cases done at a one-year pre-vocational school (Polytechnische Schule) [ISCED 3C]. Due to the variety of subjects, company visits and practical days at training workshops provided at pre-vocational school, students are offered tailored guidance for their future career decision. Subsequent apprenticeship training (Lehrlingsausbildung) is provided both at the training enterprise (Lehrbetrieb) (practical training, which makes up some 80% of the training period) and part-time vocational school (Berufsschule) [ISCED 3B]. It is the task of these vocational schools to expand the trainees' general education and complement the specialist knowledge and skills they are taught in the training enterprises. Depending on the apprenticeship, training lasts between two and four years, but mostly three years.

At the end of the training, every apprentice can take an apprenticeship-leave examination (Lehrabschlussprüfung). Young people with special educational needs, disabilities or disadvantaged youths have the possibility to attend an integrative VET programme (integrative Berufsausbildung). By training in partial qualifications which the apprentices agree on with their company it is possible to meet the special needs of these young people. Integrative VET is supervised and supported by vocational training assistants.

Another VET form of the upper secondary level is VET school (berufsbildende mittlere Schule or BMS) [ISCED 3B]. It aims to impart to students the fundamental subject-specific skills that enable graduates to exercise their occupation immediately upon its completion and also aims to expand their general education. VET schools mostly last between three and four years, but there are also one-year and two-year forms.

3.4 Private schools

Private schools that provide primary and secondary education and some teacher training are run mainly, but by no means exclusively, by the Roman Catholic Church and account for approximately 10% of the 6,800 schools and 120,000 teachers. Roman Catholic schools have a reputation for more discipline and rigor than public institutions, and some are considered elite institutions. Because there is no tradition of private university education in Austria, the state has a virtual monopoly on higher education. This has been changing slowly in recent years as private universities become more commonplace.

Besides the Roman Catholic Church, there exists also a variety of different, mostly parent-driven school types, mainly dedicated to the approaches of Rudolf Steiner (Waldorf Schools) and Maria Montessori (Montessori Schools).

3.5 Homeschooling

Homeschooling is legally possible in Austria. There is no official permission necessary to homeschool (in official Austrian German "häuslicher Unterricht") your child. It is regulated by the Compulsory Education Act ("Schulpflichtgesetz"). To start homeschooling, you have to write before the start of the school year an informal letter to the authority that you decide to teach your children at home. Then you should receive an answer where they acknowledge that and point to the fact that your child must pass a final year exam (Externistenprüfung) in every subject to proof that the home education is equivalent to school education.

3.6 Recent reforms on National Education System

Debates about educational policy in Austria frequently are the result of different perspectives related to the strengths and weaknesses of the traditional education system. Proponents of the two-track secondary system, for example, defend it as performance oriented and criticize the leveling of achievement or lowering of standards the introduction of a single compulsory middle school would involve. Conversely, opponents of the two-track system criticize its rigidity and inherent absence of equal opportunity. Consequently, such bipolar terms as performance and leveling, elite and mass education, and achievement and equal opportunity prevail in educational debates. In some respects,

Austrians of different political and educational policy persuasions may expect too many different things from one school system.

The New Secondary School (Neue Mittelschule, NMS, first pilots 2011) aims to reduce the impact of early tracking and provide more equitable learning outcomes for all students.

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

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

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

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

3.7 Teacher Training programmes

The situation of "In-service training" for teachers is regulated very differently in Austria:

Teachers at public compulsory schools have to fulfill 15 hours of continuous training per year during school vacations

Teachers at public secondary schools are required to attend courses only if it's necessary for their service, there is no explicit obligation for personal training.

This actual situation will probably change in the near future. Within the planned reform on increasing of school autonomy, each of the schools should be given their own training budgets, teachers, and regional authorities. The possibility of selecting private providers should encourage quality competition.

Structures of professional staff development should be set up at schools. The steering and responsibility for this should be delegated to the director instead of leaving it to the teacher alone. This includes the advice, the creation of the training plans and the control.

The school management should also organize the co-operation of the teachers among each other, regular visits and internal school education.

A prerequisite for this should be a reform of the teachers' service law by linking promotions and salary advances to verifiable successes in continuing education.

Finally, compulsory training should be set to a much greater extent in service law. This should be at the upper limit of European countries (60-80 hours per year). And especially to be completed during the holidays.

4. Current /planned school labeling

A huge number of different certificates and self-evaluation labels are available for Austrian Schools. A short selection of some popular ones can be found below:

- The Austrian Ecolabel for Schools (Umweltzeichen Schulen)
- ÖKOLOG
- Moving School Austria (Bewegte Schule Österreich)
- eEducation Austria
- MINT-Schools (Mathematik, Informatik, Naturwissenschaft und Technik Schulen)
- "Our school cafeteria"

In the following section, there is some more detailed information about them.

4.1. Austrian Eco Label (Umweltzeichen-Schulen)

The Austrian Eco-label encourages the protection of environment & climate, Healthcare, Quality of education and education for Sustainable Development.

This certification is initiated by the Ministry of Agriculture, Forestry, Environment and Water Management (BMLFUW) and the Ministry of Education (BMB) since 2002. The Austrian Consumer Association (VKI) and the Environmental education FORUM support the criteria development and the certification process.

The program supports the UNESCO Roadmap for Implementing the Global Action Programme on Education for Sustainable Development and the 2030 Agenda for Sustainable Development.

Scope of criteria

- Environmental management, information, and social aspects
- Environmental education
- Health promotion, ergonomics, and interior
- Energy use and saving, building construction
- Transport and mobility
- Procurement and teaching material
- Nutrition, including the offer of food and drinks
- Chemical products and cleaning
- Water, waste-water, waste avoidance and reduction

- Outdoor area (if available)

(see <https://www.umweltzeichen.at/cms/en/education/schools/content.html>)

4.2. ÖKOLOG

ÖKOLOG is the first and the main Austrian programme for schools at the interface of Environmental Education, Science and Research (Basic Decree on EE for SD) and school development. It is based on the ENSI approach to Environmental Education and Education for Sustainable Development and takes the challenges and opportunities of school autonomy and school programme development into account.

The primary goal of ÖKOLOG is to integrate Environmental Education into school programmes and to make topics such as water, waste, energy, school grounds, health, school climate, participation, etc. visible. Within ÖKOLOG, schools identify the ecological, technical and social conditions of their environment and, on the basis of these, define objectives, targets and/or concrete activities and quality criteria to be implemented and evaluated. Students, as well as all other actors at schools, should be involved in a participatory way, and collaboration with authorities, businesses, and other interested parties are encouraged.

Over 500 schools are members of the ÖKOLOG School Network. The central support is provided by the Federal Ministry of Education, Science, and Research and by Institut of Instructional and School Development.

At a regional level, support is provided by the ÖKOLOG regional teams. Their main task is to organize further education and training and to promote the exchange of experiences between schools in order to derive maximum benefit from the pool of competence that is being accumulated at the various schools.

(see <https://www.oekolog.at/welcome.html>)

4.3. Moving School Austria (Bewegte Schule Österreich)

The Moving School Austria awards a seal of quality to those schools which have incorporated movement as an important element of school life in their school profile and in regular operation.

The three-part seal of approval is an expression of a permanent school development, as required by the Ministry of Education through SQA. The seal of approval is awarded for three years, after which you will again receive an invitation to subject your school to the evaluation process.

Procedure:

First, a link to the online criteria catalog is sent by mail to the school, the application window is open for four to six weeks.

The online criteria catalog is edited together in a conference. This should make you aware of the requirements and suggestions as well as new ideas for school development in the sense of the moving school in this list of criteria.

If all questions have been answered, the program immediately gives feedback on whether the school has achieved a seal of quality. As a result, the school receives the detailed results by e-mail.

Likewise, the school receives by mail the logo of the Moving School Austria, which may be used for public relations.

Control system: The school results are published on the home page of the moving school (www.bewegteschule.at) with all detailed answers.

Award: If the school achieves a seal of quality according to the criteria of the "Moving School Austria", the award ceremony takes place within the framework of a head conference.

The quality label has a size of 25x20 cm. In some federal states, a fee for material and shipping will be charged.

(see www.bewegteschule.at)

4.4. eEducation Austria

The primary goal of the initiative eEducation Austria of the Federal Ministry of Education is to advance digital and ICT-based competencies throughout all schools in Austria - starting from Primary schools to Upper Secondary - digital education for all.

Center of all activities of the eEducation initiative is the meaningful use of digital media in all subjects as well as an increase of digital and informatical competences of students. Scenarios are focused on the added value of digital media during learning processes. Students should be prepared to use digital technology on their workplace in a competent way.

Schools that see the importance of the topic to get their organization as well as class work digitally fit are invited to become a member of the eEducation Austria network. Teachers of eEducation expert.schools and team members of the Federal Center eEducation that took up work during fall of 2016 help with advanced training, individual school development plans and useful materials to guide this process.

4.5. MINT-Schools (Mathematik, Informatik, Naturwissenschaft und Technik Schulen)

The MINT seal of quality is awarded to educational institutions that use various measures to promote innovative and inspiring learning in mathematics, computer science, natural sciences and technology, and to implement them with diverse approaches for girls and boys.

The seal of quality is awarded by a panel of experts based on applications to selected educational institutions.

With this award, the educational institutions receive for a period of three years:

- the MINT seal of quality as a digital logo for use on the website
- The MINT seal of quality as a blackboard for the building of your educational institution
- the opportunity to network with other MINT educational institutions and extracurricular STEM partners.

For primary schools, the following central evaluation criteria are applied:

- MINT school development: The MINT focus education is formulated in the school program/profile and is supported by various organizational measures.

- MINT lessons: Application-oriented, hands-on and research-based learning is made possible in the MINT subjects, as evidenced by concrete examples.
- MINT environment: Out-of-school learning venues are meaningfully incorporated into MINT teaching design.
- MINT support: Girls and boys alike are enthralled for MINT content and their interest is sustainably promoted, and gender competence is systematically developed in the college.
- STEM Teacher Professionalisation: The regular participation of teachers in MINT-relevant further education is ensured and team culture, mutual exchange among teachers and collegiate counseling are actively encouraged and supported.
- MINT projects: The school participated (taking into account the local framework conditions) with an above-average commitment to STEM-relevant projects or competitions.

(see www.mintschule.at)

4.6. “Our school cafeteria”

“Our school cafeteria” is a nationwide public health nutrition initiative of the Federal Ministry of Health to improve the food offered in Austrian school cafeterias. The long-term objectives of the initiative are the sustainable optimization of the food offered in school cafeterias in accordance with the “Guideline for School Cafeteria”, the promotion of client satisfaction and the maintenance of economic efficiency.

Evaluation of the initiative

The aim of the evaluation was to continuously monitor the quality of the measures rolled-out during the phases of planning and implementation as well as to monitor the overall efficacy of the initiative. The methodical approach was based on a combination of quantitative and qualitative research methods.

During the evaluation period, 273 school cafeterias participated in the initiative and nearly 200.000 students were able to benefit from the improved offer of food. The evaluation of the initiative showed that the optimization of the food offered in the cafeterias was well accepted by the students and that it resulted in a larger variety and a better visual positioning of healthy food. The majority of the participating cafeteria companies welcomed the initiative as well as the supporting measures (e.g. free of charge on-site coaching, marketing material, website www.unerschulbuffet.at). Cafeteria owners agreed that the initiative leads to an improvement of consumer satisfaction without negatively impacting economic efficiency. The supporting of cafeteria owners using standardized yet individually adjusted on-site coaching was identified to be the key success factor.

The initiative “Our school cafeteria” contributed to a significant improvement of the food offered in Austrian school cafeterias.

(see https://www.bmgf.gv.at/home/Schwerpunkte/Ernaehrung/Unser_Schulbuffet/)

5. Strategies / institutions / resources for Play in each country

There is no explicitly defined education strategy in the Austrian education system. Play is perceived as an essential element for the development of children, especially in preschool care ("kindergarten").

However, there are numerous schools (especially private schools) that explicitly support the promotion of the game. Among others, the network of free schools, an association of meanwhile over forty parent initiatives in Austria, which promote a self-determined learning of children, can be mentioned here.

But many public elementary schools have also included the promotion of free play in their school profile.

Some cities and municipalities in Austria, but also private associations, promote mobile play support, which takes place via mobile homes or the care of children's playgrounds.

Public play support ("Spielothek") can also be found in different communities. It offers play and toys for children and adults and it also offers the opportunity to discover and try new game ideas. There are also play visits organized by school classes and kindergartens.

In the area of infant education and family counseling, there are several associations that try to promote freely chosen play, following the approaches of Emmi Pickler.

For the planning and design of playgrounds, there are different providers.

6. Role/importance of play in the National school system

There is no standardized curriculum for preschool education (Kindergarten) in Austria, but a federal education plan exists. Individual education areas are defined, that have to be implemented (eg: emotions and social relationships, ethics and society, language and communication). In all these areas, the main focus is on play,

In the elementary school curriculum, learning in play is the first of the recommended forms of learning (see BGBl Nr. 134/1963; curriculum for primary schools in Austria). Playing is thus an important building block for the connectivity of educational processes in the transition to the school system. Based on the more play-oriented forms of learning of pre-school time, the children should be led to conscious, independent, goal-oriented learning. In lesson planning, an appropriate time frame should already be provided for free learning and play during the annual planning phase.

The principles of learning and teaching in elementary school provide for a phase of free play for preschool children, especially during the first months of the year.

Among the forms of learning, learning in play is the first to be mentioned.

In social learning, role-playing is called a method, the class and school should be designed and experienced as a common help-, discussion-, work-, play- and celebration-community.

Each lesson day should be balanced in content and time so that work and play, exertion and relaxation complement and permeate each other.

The Performing Game as non-binding exercise can be offered in all four years of elementary school.

In the curriculum of the New Middle School (Lower Secondary School), the Performing Game also plays a role as an optional item. Otherwise, it is called here in the field of physical education, the understanding of play here only refers to sport.

7. Fit of playwork into school day/curricula

Play fits into Austrian school day, especially in Primary schools it is a fixed part of the curriculum. Especially in "All-Day-Schools", there is a need to organize leisure time. This relates mainly to Primary schools but is also applicable on the Lower Secondary Schools.

Training courses

Further education for teachers in Austria is mainly organized by the Universities for teacher training. They always have a wide range of training for "In service" teachers. While for some of them the further education is compulsory (up to 16h per year), most of the teachers develop themselves on a voluntary base. There are some related training offers to play and leisure time pedagogy, but no clear curriculum to train teachers for facilitating play. In most schools, this is provided by social pedagogues, who are specialized in this area.

Organizational findings:

In the educational concepts of many schools, there are concepts for the promotion of self-determined and free play. In the private sector, the school focuses and framework conditions can be defined by the individual institutions of the schools themselves, as long as the attainment of the learning objectives for the respective school levels is generally ensured.

As far as school autonomy is concerned, school administrators also have the opportunity in the public sector to create good framework conditions for the game.

In the private sector, as a rule, there is a very high level of parental involvement, which is often used to provide support in the school organization. In public areas, there is usually also a good exchange of information between parents and school.

Legal aspect:

Promoting the freely chosen play is already quite easy within the curriculum for elementary schools, especially in preschool. In the lower secondary school, in particular, afternoon leisure times can be used for this purpose. The currently planned increase in school autonomy creates even more scope for the design of everyday school life.

Infrastructure

In general, Austrian schools are rarely prepared for freely chosen play in terms of infrastructure.

In Austria, however, the expansion of all-day school types is currently taking place. These make an important contribution to improving the quality of education and equal opportunity and make it

easier for parents with school-age children to reconcile work and family life. Therefore, from 2014 to 2018, the ministry will allocate up to 800 million euros for staff and infrastructure. In addition to the quantitative expansion, the qualitative improvement of all-day school forms with a comprehensive education and training, which relates to the entire daily routine, is important. All-day school forms are part of an overall pedagogical concept of the respective school location, which all employees of the school support and further develop in the sense of a learning organization. Education, upbringing, and care must be a holistic offer in school and involve new forms of learning as well as extracurricular cooperation partners. With these means, i.e. the creation and adaptation of playgrounds and similar outdoor facilities are financed.

8. Relevant stakeholders in your National school system

Some relevant stakeholders in Austria:

Teacher and teacher associations:

Österreichische Lehrer/innen Initiative – Unabhängige GewerkschafterInnen
(<https://www.oeliug.at/>) Association of Teachers Trade Union

Christliche Lehrerschaft Österreichs (www.cloe.at)

Association related to the Catholic Church

Sozialdemokratischer LehrerInnenverein Österreichs (<https://www.sloe.at/>)

Teacher Association from the Austrian Social Democratic Party.

Parents and parent's associations:

Österreichischer Dachverband der Elternvereine für Pflichtschulen (www.elternverein.at/)

Umbrella organization of parents associations

Hauptverband Katholische Elternvereine Österreichs (<https://hvkev.at/>)

Umbrella organization of Catholic parents associations

Children's right associations:

Bundes Jugendvertretung (www.bjv.at)

Statutory representation of interests of all children and adolescents in Austria

Policy makers & school bureaucracy:

Ministry for Education, Science and Research (www.bmbwf.gv.at)

Provincial School Boards in all nine Federal States, for Lower Austria e.g. (www.lsr-noe.gv.at)

9. Other relevant topics for the National Adaption Plans in your Country

The current conversion of the Austrian compulsory school system to the system of the full-time school offers the possibility to integrate the free play better in the school everyday life.

Due to changed social conditions, the challenges faced by our schools have steadily increased in recent years. In addition to conventional teaching, other aspects such as Social and emotional learning, individual learning support and a meaningful recreational offer significantly gained in importance. In an increasingly heterogeneous society and in times when both parents are often employed, both the half-day school and the traditional afternoon care are outdated.

Classical afternoon care is usually extended by having some students spend part of the afternoon under the supervision of a teacher or supervisor in the classroom and having different quality of homework and learning. The focus of the afternoon school care is, therefore, more under the supervision of the students, from optimal pedagogical care cannot always be assumed.

In an entangled all-day school lesson, learning, rest and leisure phases alternate meaningfully between 08.00 and 16.00. In doing so, the non-legal portions, e.g. Educational and social tasks, the learning of manners, more exercise (daily gymnastics lesson), and freely chosen play are given sufficient time and space.

10. Sources

BGBl. Nr. 134/1963 in der Fassung BGBl. II Nr. 303/2012 vom 13. September 2012
Lehrplan der Volksschule

BMB - Bundesministerium für Bildung (Austrian Federal Ministry of Education) (eds.) (2017): Education in Austria 2016/17. Vienna.

BMWfJ - Bundesministerium für Wirtschaft, Familie und Jugend (eds.) (2010): Modul für das letzte Jahr in elementaren Bildungseinrichtungen. Available online:
<https://www.bmdw.gv.at/Presse/AktuellePresseMeldungen/Documents/bmwfj-Modul-Web.pdf> (2018-01-12)

IBW Report – Institut für Bildungsforschung der Wirtschaft: The Austrian Education System. Available online:
https://www.bic.at/downloads/en/brftipps/0_1_bildungssystem_en.pdf (2018-01-10)

OECD (2017), *Education Policy Outlook: Austria*, available at www.oecd.org/education/policyoutlook.htm. (2018-01-20)

Österreichischer Austauschdienst (2015): Austrian Educational System. Available online:
www.oead.at/bildungssystem (2017-12-05)

11. Annex

Terms of Reference – National Case “Implementation of “Play friendly school”-label in my country:

1.) Who is the client

- Public primary schools (children aged 6-10 years old) and lower secondary school (children aged 10-14)
- For piloting it is planned to cooperate with one private School „Lernwerkstätte Pottenbrunn“ and with one public primary school
- The longterm goal is to access as many types of schools as possible

2.) Who else is relevant in my country (stakeholders)

- Beside this types of school, we have also to keep parents and school authority in mind, as both groups have a big influence on school development.
- We try to cooperate with our direct network (Network of self-determined schools, parents, and advisory group), as well as with the national network (teacher training institutes, school bureaucracy, policy makers, influencers)

3.) What are the main aims/needs of the client in my country? (target groups, beneficiaries)

- Main need is the improvement of the school environment for children
- Schools want to have scientific proofed knowledge about early child development and the importance of play
- Schools are interested to foster their image, to attract more children for their schools
- They could use the project for Public Relations, Quality Assurance, and quality development
- They are interested to improve their cooperation with parents

4.) „Project environments“

- In Austria, there exists a lot of different certification programs and labels, such as:
- There are some accreditation systems/programs in Hungary we are aware of:
 - o Austrian Ecolabel for Schools (Umweltzeichen Schulen)
 - o ÖKOLOG
 - o Moving School Austria (Bewegte Schule Österreich)
- One strategy could be, that we try to enhance mutual learning from the private to the public sector. If we find suitable partners in both sectors for piloting, this could have a big added value.

5.) What is our understanding of our „product“? („The idea behind“, how do we respond to the needs?)

- We think, whatever our final product should lead to a small school improvement program. We will have to develop a tool to evaluate the Status Quo, to plan aims and objectives and to create an Action plan to reach the aims.
- Quality Criteria should be developed to have a base for our work
- A label can be awarded by a self-evaluation tool

6.) What else is relevant?

- It's important to keep the needs of the children in the center of our focus, „play is childhood
- We have to be sensitive on Gender Issues, also concerning the freely chosen play
- Nature should be a part of the project in any case (outdoor playgrounds, gardening, etc.)