

Research Report
on the International Validation Study
“Parents’ and educators’ ratings of quality criteria for
childcare facilities”

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Preface

Assuring pedagogical quality in publicly administered childcare facilities poses a challenge in many countries worldwide. Quality assurance in this context typically takes the form of legal directives on the federal and/or local level (laws, financial directives and other forms of regulations). However, this approach has been of only limited success, as numerous empirical studies show. It does not ensure a satisfactorily high level of pedagogical quality in all childcare facilities.

In the past two to three decades, novel quality assurance approaches such as quality seals and certifications that directly examine pedagogical quality in individual childcare facilities have been developed across the world. However, these are based on different understandings of quality and different quality criteria.

Against the backdrop of these developments, a multi-country study was conducted in 2018-2019 to investigate which criteria different groups of actors (particularly parents and educators) rate as how important for childcare facilities' quality and what commonalities and potentially also differences can be identified across countries. The study included a comprehensive criteria validation survey in nine countries: Austria (AU), Chile (CL), China (CN), Denmark (DA), Germany (GE), Norway (NO), Russia (RU), Ukraine (UA) and Vietnam (VI). The study was initiated and the first data collection phase coordinated by pädquis[®] under the direction of Prof. Dr. Wolfgang Tietze.¹

The present research report discusses how this criteria validation study was planned and implemented and presents key initial findings both across and within countries as well as in international comparison.

¹ The study was based on a multi-country research project financed by the European Commission (as part of the Erasmus Program, Project name: „QUALIPAED – European Quality Seal for Childcare Facilities”) and conducted from 2017-2019. The project's aim was to develop a potential European Quality Seal for Childcare Facilities in an internationally collaborative process. This completed project was coordinated by GiP (Gemeinnützige Projekt GmbH) in Austria, while pädquis[®] in Germany provided most of the scientific know-know based on its experience with the German Day Care Quality Seal.

1 Conceptual Framework of the Validation Study

The present chapter introduces the conceptual framework of the validation study. The study was rooted in a structural process model of pedagogical quality in childcare facilities that has gained broad acceptance in early childhood education quality research in recent years and has served as the foundation for numerous primary studies both within Germany and internationally.

This model distinguishes between four different quality areas: (1) pedagogical structural quality, (2) pedagogical orientation quality, (3) pedagogical process quality and (4) quality of familial reference. These four quality areas are interlinked in various ways and exert joint effects on children's educational and development outcomes and families' life conditions.

1.1 The Four Quality Areas

The four quality areas can be characterized as follows:

Pedagogical Structural Quality

This area refers to framework conditions that practitioners experience as largely externally determined and are regulated or regulatable on a political level. It includes personnel characteristics such as educators' level of training or the time they are allotted for instructional planning, exemption of the childcare facility director, group characteristics such as group size or educator-child ratio, and spatial-material characteristics such as the number of physical spaces available and their size.

Pedagogical Orientation Quality

This area refers to educators' pedagogical models, including their understanding of childhood and their views on children's education and development, educational content, the goals of their pedagogical work and methods applied to achieve these goals, as well as attitudes and practices related to quality development and assurance.

Pedagogical Process Quality

This area refers to the dynamics of pedagogical action in practice, educators' style of interacting with the children, age-appropriate, educational stimuli, interactions that are tailored to meet the children's needs, and cooperation with parents.

Quality of Familial Reference

This area focuses on the extent to which the childcare provided fits the needs and rhythm of life of the families of the children in the facility's care, as well as how cooperation between the childcare facility and the children's families is structured and what opportunities for active participation are available for parents and guardians (see Tietze et al., 2019).

The four quality areas should not be seen as independent of one another, but rather as interlinked in a variety of ways and embedded in a larger socioecological context along with the individual characteristics of which they are made up.

Taken together, the four quality areas and their larger socioecological context form a broad network of connections, the interactions between which influence both children’s (educational outcomes) and family’s outcomes (e.g., financial situation). Figure 1 graphically depicts this network of connections as it relates to the care setting.

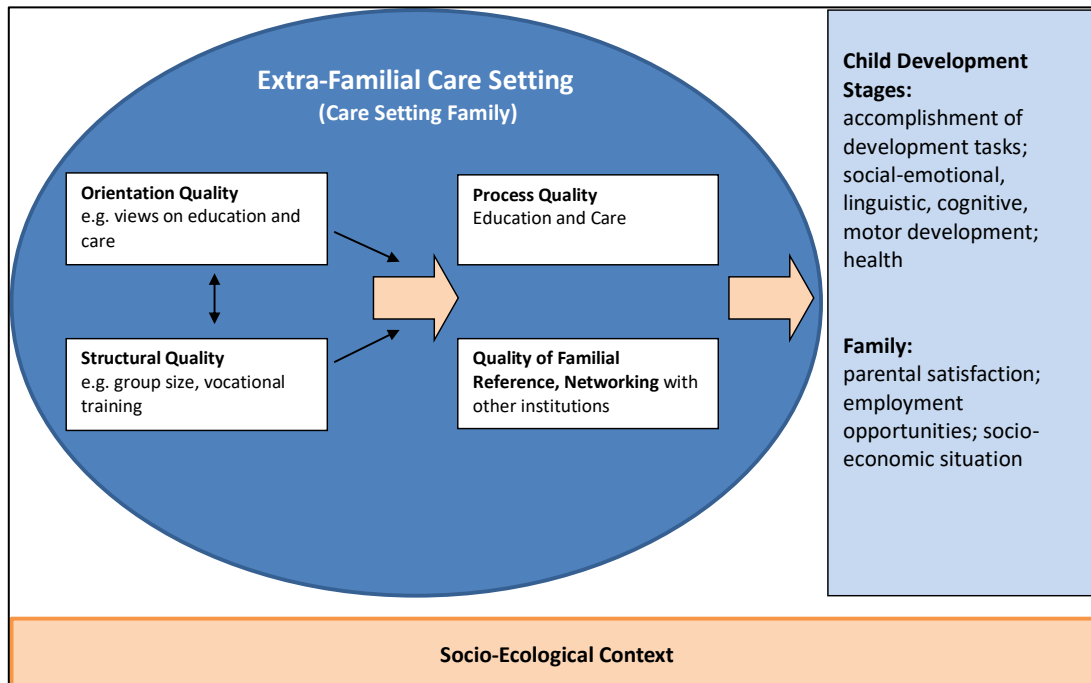


Figure 1: Research concept for extra-familial care settings (analogous care setting for family); further developed from the figure in Tietze et al. 2013, Fig. 1 on p. 22

The four quality areas formed an overarching structure for the present validation study and were each empirically examined by means of various indicators. Scores on these indicators can be applied to describe the quality of the observed childcare facilities.

1.2 Findings on the Impact of the Quality Areas

An early German study by Tietze et al. (1998) was able to demonstrate some aspects of the mutual interdependence between the four quality areas (orientation, structure, process, and quality of familial reference), as well as effects of the quality areas on children’s educational outcomes and their families’ life conditions. With respect to interrelations among the quality areas, between 25-50% of the variance (difference) in process quality could be explained by differences in structural quality and orientation quality. Thus, it was concluded that the stimuli children are provided in childcare settings and the experiences they have depend to a large extent on structural and orientation quality conditions. Other studies tend to report smaller effect sizes, although the effects of structural and orientation quality characteristics on process quality remain significant in all cases (cf. Tietze et al. 2013).

In the same study, Tietze et. al (1998) identified several effects of pedagogical quality on children's educational outcomes. The amount of explained variance appears small at first glance, at around 6%. However, when viewed in relation to the effects of age differences, quality differences in the four quality areas are comparable to a difference in children's development of up to one year in the most extreme case. This means that (after including statistical controls) children attending childcare facilities with the lowest scores in the four quality areas are up to one year behind in their development compared to children attending facilities with the highest scores. Knock-on effects of childcare enrollment on mothers and fathers could also be observed, leading, for example, to decreases in the amount of time mothers devoted to childcare, increased maternal employment and hours worked, improved quality of intra-family relationships, and parents making new friends (Tietze et al. 1998, p. 148 ff.). Similar findings were found for Austria, where the German-language study was conducted in parallel as part of the *European Child Care and Education Study* (ECCE Study Team 1997, 1999).

The findings of these and numerous other studies suggest that the aforementioned quality areas and various individual factors constitutive of them are of great importance for educational outputs – i.e., pedagogical interactions with the children, the stimulation provided and experiences children have – well as for children's subsequent educational outcomes in different areas (e.g. language), and ultimately for the parents as well, as representatives of the family system.

The conceptual framework described in this section (see Figure 1) serves as the core foundation for the study presented in this research report.

2 Validation Study Objective and Research Questions

The conceptual framework encompassing four quality areas (structure, orientation, process, and quality of familial reference) served as the foundation for the multi-country validation study. For this purpose, each quality area was operationalized with a set of individual quality characteristics. The empirical results presented here demonstrate the importance of these quality characteristics for educational outputs and outcomes (for more details, see Section 1.2).

Critical to the practical relevance of quality characteristics is to what extent parents and educators (as the main groups of actors in early childhood education and care) believe the quality criteria defined and validated by scholars are actually important for their role as key caregivers responsible for children's growth and development. Thus, an important question concerns whether and to what extent expert ratings by parents and teachers confirm the validity of the selected quality characteristics. In other words: Are the quality criteria that scholarly analyses have proven to be predictive of educational outputs and outcomes also considered important by *experts in the practice* of early childhood education and care? To what extent is this the case and might there be different accents placed in different countries as well as in different areas *within* countries depending on regional and social conditions?

Another fundamental research question involves investigating whether and to what extent there is agreement across the participating countries on the acceptance of quality indicators and potentially also divergences and areas for further refinement.

In order to answer these questions, a survey of parents' and educators' views on the importance of the identified quality criteria for childcare facilities was developed and implemented in the form of a validation study with the following research questions:

- How important are the presented quality characteristics (individual criteria) and the four overarching quality areas rated overall and in what range do the average ratings fall?
- How are the ratings of the surveyed parents and educators related to one another (correlations)?
- What quality characteristics and areas are rated as most important on average in each surveyed group and which are rated least important (rankings)? Can specific patterns be identified here concerning what is particularly important to each group and what they tend to view as less important?
- Do the survey data allow for the replication of the four theoretically posited quality areas of pedagogical process quality, pedagogical orientation quality, pedagogical structural quality and quality of familial reference?
- What commonalities and differences arise between parents' and educators' ratings and between countries?

3 Study Conceptualization

This section describes how these research questions were addressed in the conceptualization of the validation study. It includes a presentation of the study design, survey methodology, timeframe, study instruments, sampling and data collection strategy, as well as a description of the actual achieved sample.

3.1 Study Design and Survey Methodology

The present study was designed in the form of a cross-sectional written survey. Data was collected between 2018 and 2019 in the nine participating countries of Austria (AU), Chile (CL), China (CN), Denmark (DA), Germany (GE), Norway (NO), Russia (RU), Ukraine (UA) and Vietnam (VI). Participants from both main groups of actors in childcare facilities – parents and educators – filled out a written paper-and-pencil questionnaire.²

The long and sometimes divergent data collection periods across countries were due to the fact that data collection in Germany and Austria had already taken place as part of the “QUALIPAED – European Quality Seal for Early Childhood Institutions” project financed by the European Commission (2017-2019), while data collection in the other participating countries began at a later date. The exception to this was the data collection in Vietnam, which took place during the pilot phase of the QUALIPAED project.³

The sampling strategy was uniform across countries and sought to obtain linked samples within each childcare facility. In other words, the educators for *one* class in each facility were surveyed, as were the parents of *the* children in the *surveyed* educators' class. This design enables analyses that are only

² In some countries, pre-service educators and representatives of operating agencies were also included in the survey. However, the present report focuses on the primary stakeholder groups of parents and educators.

³ To what extent this led to limitations in the analysis of the Vietnamese dataset will be discussed in the corresponding sections of the report.

possible with linked samples. At the same time, this strategy is economical, as the participating educators and parents are already defined at the point when the participating childcare facilities are selected. Moreover, the study design envisioned that respondents in both groups – parents and educators – would represent various different regional and social conditions.⁴

3.2 Timeframe

During 2017/2018, a draft version of the collaborative research design and survey questionnaire were developed under the scientific direction of pädquis[®] as part of the aforementioned QUALIPAED research project. The primary objective was to develop a survey instrument that would be accepted in all participating countries, was able to take specific national conditions into account and thus would be implementable across countries.

In December 2017 and January 2018, the questionnaire was piloted as part of the aforementioned QUALIPAED project in the participating countries of Austria, Germany, Slovenia and Hungary. In the non-German-speaking countries, this pilot phase included translating the questionnaire into the country language. Feedback from the pilot study concerning general, technical and content-related aspects was systematically analyzed by pädquis[®] and taken into account when refining and finalizing the questionnaires. Final versions of the questionnaires and all other necessary data collection materials (such as information letters and data collection instructions) were made available to the partner institutions (in German and English). The partner institutions in each country were responsible for drawing the study sample, contacting the sampled institutions, collecting the data in the childcare facilities, and data entry following completion of the data collection phase.

3.3 Survey instruments

It was necessary to adapt the data collection methods in the validation study to the temporal and methodological conditions prevalent among the target groups and in the data collection environment. For this reason, written surveys in the form of paper-and-pencil questionnaires were employed. In terms of duration, the total time to fill in the survey was not to exceed 20 minutes on average. At the same time, the four quality areas (structural, orientation, process and quality of familial reference; see Section 1.1) identified as core components of the quality seal under development were to be captured as comprehensively as possible.

The questionnaire consisted of six survey blocks:

- Block A: Pedagogical process quality⁵,
- Block B: Quality of familial reference,
- Block C: Pedagogical orientation quality,
- Block D: Pedagogical structural quality,
- Block E: Other important aspects,
- Block F: General sociodemographic information.

⁴ For more information on whether and to what extent the participating countries adapted or diverged from the planned study design, interested readers are referred to the contact persons or coordination centers in each country.

⁵ This block was entitled “pedagogical interaction with the child”.

Survey Blocks A to D encompassed the further differentiation of each quality area into individual criteria (for more information on the quality areas, see Section 1.1). Block E gave participants the opportunity to indicate other aspects they considered important beyond those already included in the survey in an open-ended format. Block F comprised general sociodemographic information about the respondents.

The further differentiation of Quality Areas A to D in terms of content was based on the German Day Care Quality Seal (Tietze 2008), a quality assessment approach developed by pädquis® that has been repeatedly tested in Germany. The German Day Care Quality Seal, itself based on internationally well-established procedures, captures pedagogical quality with respect to children's education and care in the quality areas of structure, orientation, process and the quality of familial reference. Each of these four quality areas encompasses several dimensions that are empirically measurable and can be captured on a 7-point scale. In the German Day Care Quality Seal, respondents' ratings of these dimensions are used to calculate a quality score for each of the four quality areas. Scores in the area of pedagogical process quality are based on the German-language *Kindergartenskala* (KES-RZ; Tietze et al. 2017) and the expanded version of the internationally well-established Early Childhood Environment Rating Scale (ECERS-R; Harms et al. 2004). The KES-RZ captures characteristics that make certain pedagogical processes possible as well as these processes themselves.

The KES-RZ consists of a total of 51 quality characteristics, categorized into eight overarching quality areas:

- Space and furnishings,
- Personal care routines,
- Language-reasoning,
- Activities,
- Interaction,
- Program structure,
- Parents and staff,
- Transitions.

Due to space restrictions, not all individual characteristics included in the KES-RZ or in the other quality dimensions of the German Day Care Quality Seal could be included in the present validation study. Consequently, care was taken to ensure as broad a selection of items as possible, which sometimes involved combining criteria with similar content stemming from a single instrument. A similar procedure was followed for the other quality areas.

In this way, the four quality areas captured in Survey Blocks A to D could be further differentiated into a total of 52 individual criteria whose importance was rated by the respondents. These consisted of:

- 28 criteria for process quality,
- 11 criteria for quality of familial reference,
- 7 criteria for orientation quality, and
- 6 criteria for structural quality.

Analogously to the weighting of the quality areas in the German Day Care Quality Seal, the validation study also placed particular emphasis on the area of process quality.

A 7-point Likert scale was applied to rate the criteria. Respondents were asked to indicate how important they considered each quality criterion for children’s education and care in childcare facilities, with 1 indicating “unimportant”, 3 “partly important, partly unimportant”, 5 “important” and 7 “very important”. Scale points 2, 4, and 6 were intermediate levels that could also be selected. The content of each criterion was explained in the questionnaire in the form of an explanatory note (see Figure 2 for an example excerpt from the survey questionnaire). In addition to the individual process quality characteristics, Block A also encompassed an initial open-ended question asking respondents what five aspects they consider most important for children’s education and care in childcare facilities

Figure 2 presents an excerpt from the questionnaire (Block A, Criteria A6 and A9) in order to illustrate how the survey was laid out. Table 1 additionally provides an overview of all individual criteria included in Survey Blocks A to D. Appendix 1 contains the full parent questionnaire⁶, while Appendix 2 contains the sections of the educator questionnaire that differed from the parent questionnaire (Block F: General information).

		■■ Please tick clearly one of the following numbers between 1 and 7: 1 = unimportant 3 = partly 5 = important 7 = very important						
No.	How important are the following aspects <u>to you personally</u> :	1	2	3	4	5	6	7
6	Meals/snacks meet nutritional guidelines and are served at reasonable times; mealtimes are used for conversations and pleasant interactions between children and educators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Promoting language and a literate culture various materials (e.g., books, writing materials) and activities are offered to promote language and lay a foundation for reading/writing skills (e.g., regular reading, games, conversations, labels to recognize words/letters)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Figure 2: Excerpt from the questionnaire; Question block A, criteria A6 and A9

⁶ Blocks A to D are identical in the educator and parent questionnaires.

Table 1: Individual criteria in the quality areas

A: Paedagogical Process Quality	B: Quality of Familial Reference
<ol style="list-style-type: none"> 1. Furnishing for care, play and learning 2. Child-related display 3. Equipment for movement 4. Health practices 5. Safety practices 6. Meals/snacks 7. Nap and Rest 8. Times for free play 9. Promoting language and a literate culture 10. Promoting fine motor activities 11. Promoting art 12. Promoting music/movement 13. Promoting design/construction 14. Promoting dramatic play 15. Promoting nature 16. Promoting mathematical understanding 17. Promoting perceptual/cognitive processes 18. Traffic education 19. Environmental protection 20. Promoting autonomy/self-reliance 21. Promoting acceptance of diversity 22. Multi-cultural education 23. Promoting non-gendered behavioral patterns 24. Educators-child-interaction 25. Promoting appropriate interaction/imparting values 26. Language stimulation/communication 27. Consideration of personal needs of educators 28. Professional support for educators 	<ol style="list-style-type: none"> 1. Inclusion of parents 2. Individualized promotion of children 3. Observation and documentation of child's development 4. Information about educational work 5. Dealing with conflicts 6. Opening hours appropriate for parents' needs 7. Advice and support for families 8. Well-being of child in the childcare facility 9. Easy accessibility of the childcare facility 10. Transparent quality of pedagogical work 11. Exemption from contribution
	C: Pedagogical Orientation Quality
	<p>Pedagogical concept</p> <ol style="list-style-type: none"> 1. Contents and availability 2. Communication and updating 3. Participation of parents <p>Advanced training for educators</p> <ol style="list-style-type: none"> 4. Financial support 5. Contracted training days 6. Introduction of the training content 7. No impairment of childcare
	D: Pedagogical Structural Quality
	<ol style="list-style-type: none"> 1. Training of educational professionals 2. Number of children per educator (educator child ratio) 3. Preparation and follow-up time for educators 4. Indoor space 5. Outdoor area 6. Exemption of the director from care responsibilities

3.4 Sampling Strategy and Data Collection

In order to keep the sampling strategy and procedure as uniform as possible, the participating countries each had access to a common set of data collection instructions. A minimum sample size of 300 educators and parents in each country was agreed upon. The recruitment of a representative sample of facilities and respondents was not expected. Instead, the partner countries agreed on a quota sampling strategy based on the following characteristics: A) regional diversity, B) urban/rural areas, C) children below/above age 3 (nursery vs. pre-K). These binary quota sampling characteristics were selected to ensure that

1. Respondents from different geographical areas of the country (= “regional diversity”⁷; such as East/West)
2. Respondents from large urban as well as rural areas, and
3. Educators and parents of children below and above age 3 were considered

Thus, the goal was not to achieve a representative sample, but rather a maximum-variation linked sample of parents and educators. The partners further agreed that to the extent possible, a *single* class within each selected facility should be invited to participate in the study, encompassing two educators and the parents of all children in the class. Likewise, the research partners agreed on a procedure for recruiting facilities and collecting data, which was in turn implemented by the coordination center in each country or other institutions or persons recruited for this purpose to the greatest extent possible given local conditions.⁸

The collected data was inputted by each partner based on a common procedure agreed upon by all parties. Prior to dataset matching and data analysis, the inputted datasets were cleaned. As part of this process, data entry errors and missing data were dealt with in a uniform way. In cases in which the data needed to be corrected, the procedure stipulated that they not be overwritten, but rather saved in a separate file, ensuring that all data corrections remained traceable. A concrete list of the general corrections to the overall dataset made by the project coordinator pädquis[®] (Germany) as well as country-specific corrections was provided to the partner countries.

3.5 Achieved Sample

Across all nine participating countries, survey data for a total of 7,124 parents from N=499 different childcare facilities and for 1,190 educators from N=486 different childcare facilities are available. Because linked samples were envisioned in the study design (see Section 3.1), the number of childcare facilities included for both groups of respondents (parents, educators) tends to be (almost) identical within each country: Both parents and educators were successfully recruited to participate in the study from almost all participating childcare facilities. The exception to this is Denmark, where the parent data stem from n=51 childcare facilities, while educator data were only collected in n=42 facilities. Thus, across the full multi-country dataset, in only n=9 of the N=499 participating childcare facilities

⁷ The selection, number and definitions of regions was conducted by each country and therefore varied strongly across countries. For more information on how “regional diversity” was operationalized, interested readers are referred to the contact persons or coordination center for each participating country.

⁸ For more information on whether and to what extent the participating countries adapted or altered their implementation of the sampling strategy and data collection, interested readers are referred to the contact persons or coordination center in each country.

was it not possible to include educators in the survey as well as parents. On average, parents in n=55 childcare facilities per country were surveyed, and in n=54 childcare facilities educators as well. However, large heterogeneity was observed across countries, ranging from n=11 facilities (Vietnam) to n=218 facilities (Russia) (see Table 2).

Table 2: Realized samples of parents and educators - country-specific and cross-country

country		realized samples							
		parents				educators			
		number of facilities	number of cases	number of cases		number of facilities	number of cases	number of cases	
				total sample	[with reduced russian sample]*			total sample	[with reduced russian sample]*
AU	Austria	43	469	6,58%	[13,09%]	43	80	6,72%	[9,99%]
CL	Chile	55	382	5,36%	[10,66%]	53	105	8,82%	[13,11%]
CN	China	17	408	5,73%	[11,38%]	16	105	8,82%	[13,11%]
DA	Denmark	51	313	4,39%	[8,73%]	42	93	7,82%	[11,61%]
GE	Germany	27	546	7,66%	[15,23%]	27	104	8,74%	[12,98%]
NO	Norway	32	234	3,28%	[6,53%]	32	58	4,87%	[7,24%]
RU	Russia	218	3938	55,28%	/	217	478	40,17%	/
	[reduced russian sample]*	[206]	[398]	/	[11,10%]	[86]	[89]	/	[11,11%]
UA	Ukraine	45	444	6,23%	[12,39%]	45	89	7,48%	[11,11%]
VI	Vietnam	11	390	5,47%	[10,88%]	11	78	6,55%	[9,74%]
total		499	7124	100%	/	486	1190	100%	/
[with reduced russian sample]*		[281]	[3584]	/	[100%]	[269]	[801]	/	[100%]

Annotation:

- *Due to the large sample size of the total Russian data set (n = 3.938 parent surveys), the reduced sub-sample (drawn at random; see Chapter 3.5) was included here to avoid a distortion of the country-comparative analyses for Russia.

The achieved sample size also varied markedly across countries, ranging for the parent survey between n=234 (Norway; 3.28% of the total parent sample) and n=3,938 (Russia; 55.28% of the total parent sample) and for the educator survey between n=78 (Vietnam; 6.55% of the total educator sample) and n=478 (Russia; 40.17% of the total educator sample (see Table 2). To avoid having the large Russian sample size distort the results of the internationally comparative analyses, a random subsample of the total Russian dataset was drawn. The size of this random subsample was based on the average parent and educator sample sizes in the other eight countries. This resulted in a Russian subsample of n=398 parents and n=89 educators. This randomly selected reduced Russian sample represented 11.10% of the total parent dataset across all nine countries and 11.11% of the total educator dataset. The other countries' shares of this reduced final parent dataset then ranged between 13.09% (Austria) and 6.53% (Norway), while their shares of the reduced final educator dataset ranged between 13.11% (both Chile and China) and 7.24% (Norway) (for an overview of each country's share of the reduced final sample, see Table 2). Comparing the reduced Russian sample to the full Russian sample did not reveal any relevant differences; thus, it can be assumed that the analyses with the reduced sample yield robust results (for an overview of all sociodemographic data, see the corresponding tables in Sections 4.1.1 to 4.1.3.; for the average ratings of the individual quality characteristics in the reduced Russian sample, see Table A3-7b in Appendix 3). In subsequent sections of this report, it is explicitly noted whenever the reduced rather than the full Russian sample is used for cross-country analyses.

4 Main Findings

This chapter presents key findings from the analysis of the data from parents and educators, the two main groups of actors in early childhood education and care.⁹ In line with the study's main research questions (see Chapter 2), the presented analyses refer to sociodemographic data (Section 4.1) as well as parents' and educators' general satisfaction with their childcare facility (Section 4.2). In addition, multi-country and country-specific analyses of the ratings of the individual quality characteristics (Section 4.3) and overarching quality areas (Section 4.4) are presented.

4.1 Sociodemographic data

This section describes the composition of the sampled groups of parents – and their children – as well as educators.

4.1.1 Parents' sociodemographic data

A total of N=7,124 parents from the nine participating countries completed the questionnaire. This subsection discusses the parent sociodemographic data depicted in Table 3.

Table 3: Parent-related socio-demographic data - country-specific and cross-country

country		number of cases	age in years (Ø)		employed		academic degree	
			mother	father	mother	father	mother	father
AU	Austria	430 - 456	35,1	38,4	77,4%	96,5%	39,7%	35,3%
CL	Chile	276 - 360	30,7	33,9	65,1%	89,8%	39,4%	28,3%
CN	China	366 - 388	33,1	35,1	80,2%	98,1%	70,6%	70,2%
DA	Denmark	231 - 232	34,6	36,9	85,3%	94,8%	58,9%	41,7%
GE	Germany	486 - 523	35,0	38,1	75,3%	95,5%	42,3%	42,2%
NO	Norway	219 - 230	34,3	36,9	86,7%	94,5%	68,1%	50,0%
RU	Russia	3484 - 3873	33,0	35,4	80,9%	95,0%	53,9%	39,0%
	[reduced russian sample]*	[353 - 389]	[32,2]	[34,6]	[81,4%]	[96,2%]	[54,5%]	[38,4%]
UA	Ukraine	404 - 429	31,3	34,2	74,2%	88,9%	63,7%	47,0%
VI	Vietnam	390	32,7	35,5	97,4%	98,5%	69,0%	88,2%
total			33,2	35,8	80,3%	94,9%	54,3%	44,3%
[with reduced russian sample]*			[33,2]	[36,1]	[79,6%]	[94,9%]	[54,9%]	[49,6%]
Annotation:								
<ul style="list-style-type: none"> • The number of cases vary as they are variable dependent. • *Due to the large sample size of the total Russian data set (n = 3.938 parent surveys), the reduced sub-sample (drawn at random; see Chapter 3.5) was included here to avoid a distortion of the country-comparative analyses for Russia. 								

The average age of the participating mothers varied by a few years across countries, ranging from 31 (Chile) to 35 (Austria), with an average of 33 for all countries together. Fathers' average age was somewhat higher, ranging between 34 (Chile) and 38 (Austria) and averaging 36 for all countries together. Both mothers and fathers in the Chilean sample were youngest on average.

⁹ In some countries, pre-service educators and representatives of operating agencies were also included in the survey. However, the present report focuses on parents and educators as the primary groups of actors within childcare facilities.

The share of working mothers was quite heterogeneous across countries. It was comparably low in Chile (65%), and particularly high in Vietnam (97%), where almost all participating mothers were employed – just like the participating fathers (99%). Overall, 54% of participating mothers and 44% of participating fathers in the country datasets had a university degree (college/university/university of applied sciences) on average. The share of mothers with a university degree was higher compared to the share of fathers in all countries except Vietnam. Here, around 88% of participating fathers had a university degree, a 20% higher rate than among mothers.

4.1.2 Children’s sociodemographic data

This section presents selected key sociodemographic data at the child level (see Table 4). These data stem from the information parents provided about the child attending the childcare facility through which they were invited to participate in the study.

Table 4: Child-related socio-demographic data

country		number of cases	single child	girls	age group	
					under 3	over 3
AU	Austria	438 - 468	23,5%	47,3%	29,9%	70,1%
CL	Chile	328 - 371	32,0%	48,2%	42,7%	57,3%
CN	China	408	n.a.	n.a.	0%	100,0%
DA	Denmark	313	n.a.	49,5%	11,5%	88,5%
GE	Germany	525 - 546	28,0%	48,5%	28,5%	71,5%
NO	Norway	222 - 234	22,4%	54,3%	35,9%	64,1%
RU	Russia	3594 - 3908	25,6%	50,9%	6,8%	93,2%
	[reduced russian sample]*	[232 - 394]	[25,1%]	[50,8%]	[6,1%]	[93,9%]
UA	Ukraine	425 - 437	41,4%	53,0%	15,1%	84,9%
VI	Vietnam	390	40,0%	52,8%	2,3%	97,7%
total			28,0%	50,6%	12,9%	87,1%
[with reduced russian sample]*			[30,7%]	[50,3%]	[18,8%]	[81,2%]
Annotation:						
<ul style="list-style-type: none"> • The number of cases vary as they are variable dependent. • n/a = No information is available (China) or a calculation is not possible due to too many missings (Denmark). • *Due to the large sample size of the total Russian data set (n = 3.938 parent surveys), the reduced sub-sample (drawn at random; see Chapter 3.5) was included here to avoid a distortion of the country-comparative analyses for Russia. 						

Due to the strong variation in the number of parent questionnaires across countries, the amount of child-level data available for each country is also quite heterogenous: The sample sizes for individual variables range from n=222 in Norway up to n=3,908 in Russia.

The number of only children in the total sample ranges between 22% (Norway) to 41% (Ukraine), with an average of 28% for all countries together. The share of boys and girls in the total dataset is equally distributed, at around 50% each.

The share of children below age 3 is unequally distributed across countries. It is relatively low, below 13%, in the Vietnamese (2.3%), Russian (6.8%), Danish (11.5%), and Ukrainian (15.1%) datasets, while in the other countries, it reaches at least 28.5% (Germany) and up to 42.7% (Chile). The Chinese sample solely includes children over age 3. Around 87% of the children in the total dataset are over age 3.

4.1.3 Educators' sociodemographic data

A total of N=1,190 educator questionnaires are available from the nine countries participating in the validation study, with the largest number stemming from Russia (see also Table 2 in Section 3.5). This section reports on the key sociodemographic data for educators depicted in Table 5.

Table 5: Educator-related socio-demographic data - country-specific and cross-country

country		number of cases	age in years (Ø)	academic degree
AU	Austria	70 - 80	38,7	16,7%
CL	Chile	85 - 105	37,5	25,8%
CN	China	34 - 105	29,4	97,9%
DA	Denmark	79 - 93	44,8	54,4%
GE	Germany	86 - 104	41,1	19,2%
NO	Norway	38 - 58	41,0	66,7%
RU	Russia	393 - 478	41,3	62,6%
	[reduced russian sample]*	[85 - 88]	[42,3]	[56,8%]
UA	Ukraine	89	38,4	100,0%
VI	Vietnam	78	36,2	97,4%
total			39,4	60,0%
[with reduced russian sample]*			[38,6]	[58,0%]
Annotation:				
<ul style="list-style-type: none"> • The number of cases vary as they are variable dependent. • *Due to the large sample size of the total Russian data set (n = 3.938 parent surveys), the reduced sub-sample (drawn at random; see Chapter 3.5) was included here to avoid a distortion of the country-comparative analyses for Russia. 				

The educators participating in the study were 39 years old on average across all countries together. The educators in the Chinese sample were youngest on average (29 years old), while those in the Danish sample were oldest on average (45 years old).

4.2 General satisfaction among parents and educators

In addition to the perceived importance of the quality characteristics, both parents and educators were also asked how satisfied they are overall with the facility their child was attending (parents) / in which they were currently working (educators). Table 6 summarizes the results of the corresponding analyses.

On a scale of 1 (= dissatisfied) to 7 (=satisfied), educators' average general satisfaction scores in each country range from M=5.92 (Denmark and Germany) to M=6.41 (China), with an average of M=6.12 for all countries together – and thus very high everywhere. General satisfaction scores among parents are also quite high, ranging from M=5.91 (Denmark) to M=6.65 (Chile). Generally, parents report a somewhat higher average level of satisfaction with the facility than educators. Notably, parent ratings are somewhat more homogeneous overall than educator ratings: the country-level standard deviation for parent ratings ranges between 0.66 (Ukraine) and 1.06 (Denmark). The standard deviations for educators range from 0.79 (Ukraine) to 1.11 (Germany).

Likewise, when examining the data for each country separately, parents report a somewhat higher average level of satisfaction with their facility than educators in almost all countries (except Denmark). A one-factor analysis of variance (ANOVA) indicates that these differences are statistically significant in Austria, Chile, Germany, Russia, Ukraine and Vietnam – although they are weak and represent only small effects in each case (see Table 6).

Table 6: Satisfaction of parents and educator with their own childcare facility - country-specific

country ¹	parents					educators					Anova	
	N	Min.	Max.	M	SD	N	Min.	Max.	M	SD	F	η^2
Austria	462	1	7	6,61	0,73	75	4	7	6,19	1,04	19,5***	.04
Chile	364	1	7	6,65	0,76	86	3	7	6,23	0,94	18,5***	.04
China	390	1	7	6,55	0,88	82	4	7	6,41	0,85	n.s.	-
Denmark	232	1	7	5,91	1,06	79	1	7	5,92	1,01	n.s.	-
Germany	528	1	7	6,19	0,97	101	1	7	5,92	1,11	6,34**	.01
Norway	230	2	7	6,54	0,77	55	2	7	6,33	0,96	n.s.	-
Russia	3895	1	7	6,59	0,78	465	2	7	6,30	1,04	51,0***	.01
Ukraine	436	4	7	6,61	0,66	87	4	7	6,36	0,79	9,99**	.02

Annotation:

- N = number of cases, Min. = minimum, Max. = maximum, M = mean, SD = standard deviation
- Scaling: 1 = "dissatisfied", 7 = "satisfied"
- n.s. = not significant; * p <= 0.05; ** p <= 0.01; *** p <= 0.001
- Conventions for eta-squared (η^2) according to Cohen (1988): small effect: from η^2 =.01; medium effect: from η^2 =.06; large effect: from η^2 =.14

¹ Since satisfaction in the Vietnamese sample was recorded on a 5-point scale instead of a 7-point scale as in the other country samples, the Vietnamese data are not included here

4.3 Ratings of the individual quality characteristics (individual criteria)

As discussed in Chapter 3, the parent and educator surveys both included a set of questionnaires encompassing a total of 52 quality criteria, which were rated in terms of their perceived importance on a 7-point Likert scale. The respondents indicated how important they considered each criterion to be for children's education and care in childcare facilities – regardless of whether the criterion was present in the childcare facility their child attended / in which they were currently working. Scale point 1 represented "unimportant", 3 "partly important, partly unimportant", 5 "important" and 7 "very important". Scale points 2, 4 and 6 represented intermediate levels.

4.3.1 Ratings of the individual quality characteristics in all countries together

When analyzing the individual quality characteristic ratings, it was first examined how important the parents and educators considered the individual characteristics to be overall. Table 7 depicts the parents' and educators' average ratings for all countries together, which are the focus of this section (average ratings in each county can be found in Tables A3-1 to A3-9 in Appendix 3).

Due to the different sample sizes in each country – and particularly the large size of the full Russian sample (n=3,938 parent surveys und n=478 educator surveys) – cross-country averages (M) for the 52 characteristics were calculated with the following procedure: First, country-specific parent and educator scores (average ratings of each characteristic among all participants in the country) were calculated for each of the nine countries. Next, these country-specific scores were used to calculate a cross-country average for each characteristic among parents and educators, respectively (see Table 7).

Table 7: Rating of the quality characteristics of parents and educators – cross-country

Characteristics	parents			educators		
	N	M	SD	N	M	SD
A: Pedagogical interaction with the child (Process Quality)						
A01. Furnishing for care, play and learning	9	5,92	0,33	9	6,25	0,37
A02. Child-related display	9	5,67	0,43	9	5,92	0,42
A03. Equipment for movement	9	6,30	0,32	9	6,45	0,30
A04. Health practices	9	6,44	0,22	9	6,45	0,33
A05. Safety practices	9	6,50	0,23	9	6,63	0,33
A06. Meals/snacks	9	6,28	0,26	9	6,30	0,35
A07. Nap and Rest	9	6,00	0,25	9	6,13	0,40
A08. Times for free play	9	6,02	0,32	9	6,35	0,43
A09. Promoting language and a literate culture	9	6,25	0,22	9	6,32	0,24
A10. Promoting fine motor activities	9	6,13	0,32	9	6,29	0,35
A11. Promoting art	9	6,04	0,29	9	6,25	0,37
A12. Promoting music/movement	9	5,96	0,30	9	6,06	0,46
A13. Promoting design/construction	9	5,92	0,31	9	6,20	0,38
A14. Promoting dramatic play	9	5,66	0,33	9	6,16	0,34
A15. Promoting nature	9	6,11	0,25	9	6,30	0,24
A16. Promoting mathematical understanding	9	5,90	0,31	9	6,04	0,37
A17. Promoting perceptual/cognitive processes	9	6,13	0,22	9	6,28	0,29
A18. Traffic education	9	6,15	0,24	9	6,13	0,34
A19. Environmental protection	9	5,78	0,46	9	5,91	0,49
A20. Promoting autonomy/self-reliance	9	6,22	0,22	9	6,42	0,27
A21. Promoting acceptance of diversity	9	5,89	0,35	9	6,09	0,43
A22. Multi-cultural education	9	5,61	0,43	9	5,86	0,51
A23. Promoting non-gendered behavioral patterns	9	5,37	0,47	9	5,72	0,54
A24. Educators-child-interaction	9	6,56	0,15	9	6,78	0,14
A25. Promoting appropriate interaction/imparting values	9	6,41	0,21	9	6,60	0,23
A26. Language stimulation/communication	8	6,37	0,23	8	6,64	0,20
A27. Consideration of personal needs of educators	9	5,93	0,26	9	6,09	0,35
A28. Professional support for educators	9	6,06	0,28	9	6,39	0,20
B: Quality of Familial Reference						
B01. Inclusion of parents	9	6,36	0,24	9	6,47	0,23
B02. Individualized promotion of children	9	6,24	0,19	9	6,51	0,16
B03. Observation and documentation of child's development	9	5,77	0,55	9	5,94	0,48
B04. Information about educational work	9	5,86	0,44	9	6,15	0,35
B05. Dealing with conflicts	8	6,27	0,18	8	6,54	0,21
B06. Opening hours appropriate for parents' needs	9	5,98	0,34	9	5,82	0,37
B07. Advice and support for families	9	5,80	0,37	9	6,13	0,31
B08. Well-being of child in the childcare facility	9	6,61	0,24	9	6,70	0,19
B09. Easy accessibility of the childcare facility	9	5,95	0,36	9	5,66	0,51
B10. Transparent quality of pedagogical work	9	5,58	0,53	9	5,69	0,52
B11. Exemption from contribution	9	5,07	0,53	9	4,82	0,71
C: Pedagogical Orientation Quality						
C01. Pedagogical Concept: Contents and availability	9	5,35	0,52	9	5,88	0,36

Characteristics	parents			educators		
	N	M	SD	N	M	SD
C02. Pedagogical Concept: Communication and updating	9	5,45	0,44	9	6,10	0,34
C03. Pedagogical Concept: Participation of parents	9	5,02	0,59	9	5,11	0,79
C04. Advanced training for educators: Financial support	9	5,74	0,27	9	6,28	0,25
C05. Advanced training for educators: Contracted training days	9	5,38	0,47	9	5,84	0,44
C06. Advanced training for educators: Introduction of the training content	9	5,35	0,53	9	5,77	0,50
C07. Advanced training for educators: No impairment of childcare	9	6,03	0,23	9	6,26	0,30
D: Pedagogical Structural Quality						
D01. Training of educational professionals	9	5,91	0,42	9	6,15	0,41
D02. Number of children per educator (educator child ratio)	9	6,35	0,28	9	6,60	0,27
D03. Preparation and follow-up time for educators	9	5,59	0,45	9	6,27	0,34
D04. Indoor space	9	6,24	0,15	9	6,50	0,19
D05. Outdoor area	9	6,38	0,19	9	6,57	0,20
D06. Exemption of the director from care responsibilities	9	5,58	0,33	9	5,97	0,34
Annotation: <ul style="list-style-type: none"> • N = number of cases, M = mean, SD = standard deviation • Scaling: 1 = "dissatisfied", 7 = "satisfied" *The Vietnamese version of the questionnaire does not contain the two characteristics A26 and B05.						

Overall, the average importance ratings across countries for nearly all of the 52 individual criteria were found to be positive, near the high end of the scale. Average ratings of the criteria in the parent data ranged between M=5.02 (Criterion C03) and M=6.61 (Criterion B08). Among educators, they ranged between M=4.82 (Criterion B11) and M=6.78 (Criterion A24). The criterion “No cost to parents” in the educator dataset (M=4.82; Criterion B11) was the only characteristic with an average rating under M=5.0. Thus, the quality criteria were rated on average by both parents and educators as “important” (Level 5) to “very important” (Level 7) for children’s education and care in childcare facilities. When evaluating these results, it must be emphasized that the individual criteria included in the study were selected based on quality aspects that prior studies have demonstrated to be characteristics of good to very good quality in day care facilities and predictive of educational outputs and outcomes. Aspects of mediocre or even poor quality, for which negative values on the low end of the scale would be expected, were not included in the set of criteria to be rated.

The lowest average score in the cross-country parent ratings was found for the criterion “Pedagogical concept: Including parents” (Criterion C03: M=5.02), while the highest was found for the criterion “Child feels safe and comfortable in the facility” (B08: M=6.61). Among educators, the lowest average score was found for the aspect “No cost to parents” (Criterion B11: M=4.82) and the highest for the aspect “Educators’ interactions with the children” (Criterion A24: M=6.81).

In addition to analyzing average ratings for the individual criteria across the full cross-country sample, country-specific analyses were also conducted; the characteristics’ average ratings in each country were compared to one another via ANOVAs and post hoc analyses. The results of these country-specific analyses can be found in Tables A4-1 und A4-2 in Appendix 4.

4.3.2 Correlations between educators' and parents' rankings of the individual quality characteristics

To compare the two surveyed groups, it was analyzed whether and to what extent parents' and educators' ratings of the individual criteria are correlated with one another in each country. To answer this question, the importance ratings by the two groups of respondents in each country were converted into ranked lists, which were then correlated with one another. The results revealed strong positive correlations in all countries between the ranked lists of the 52 individual criteria as rated by parents and educators. The correlation coefficients ranged between $r=.74$ (Austria) and $r=.85$ (Denmark, Ukraine; see Table 8).

Table 8: Correlations (r) between educators' and parents' rankings of the individual quality characteristics

Austria (AU)	Chile (CH)	China (CN)	Denmark (DA)	Germany (GE)	Norway (NO)	Russia (RU)	Ukraine (UK)	Vietnam (VI)
.74**	.82**	.81**	.85**	.77**	.83**	.80**	.85**	.83**

Annotation: ** $p < 0,01$

4.3.3 Ranking of the individual quality characteristics in all countries together

In addition to general questions concerning how important parents and educators rate the individual criteria with respect to children's education and care in childcare facilities and how strongly their ratings are correlated with one another, it was also examined *which* of these quality characteristics – all of which were found to be important and given positive ratings – each group considers *most* important on average and which they consider less important. For this purpose, the characteristics were ranked in terms of their perceived importance to each group from 1 to 52. The rankings were based on the average ratings among each group in the full cross-country dataset (see Chapter 4.3.1), taking up to two decimal places into account.

This section first discusses the criteria that occupied the top 10 places in the rankings (1 to 10) based on average ratings by parents and educators, respectively, before turning to the criteria that occupied the bottom 10 places (43 to 52). Table 9 provides a corresponding overview of the parents' and educators' rankings.

Table 9: Ranking of the individual quality characteristics of parents and educators in comparison, cross-country

Rk	parents	M	SD	Rk	educators	M	SD
rank 1-10				rank 1-10			
1	B08. Well-being of child in the childcare facility	6,61	0,24	1	A24. Educators-child-interaction	6,78	0,14
2	A24. Educators-child-interaction	6,56	0,15	2	B08. Well-being of child in the childcare facility	6,70	0,19
3	A05. Safety practices	6,50	0,23	3	A26. Language stimulation/communication	6,64	0,20
4	A04. Health practices	6,44	0,22	4	A05. Safety practices	6,63	0,33
5	A25. Promoting appropriate interaction/imparting values	6,41	0,21	5,5	A25. Promoting appropriate interaction/imparting values	6,60	0,23
6	D05. Outdoor area	6,38	0,19	5,5	D02. Number of children per educator (educator child ratio)	6,60	0,27
7	A26. Language stimulation/communication	6,37	0,23	7	D05. Outdoor area	6,57	0,20
8	B01. Inclusion of parents	6,36	0,24	8	B05. Dealing with conflicts	6,54	0,21
9	D02. Number of children per educator (educator child ratio)	6,35	0,28	9	B02. Individualized promotion of children	6,51	0,16
10	A03. Equipment for movement	6,30	0,32	10	D04. Indoor space	6,50	0,19
rank 43-52				rank 43-52			
43	D03. Preparation and follow-up time for educators	5,59	0,45	43	C01. Pedagogical Concept: Contents and availability	5,88	0,36
44,5	D06. Exemption of the director from care responsibilities	5,58	0,33	44	A22. Multi-cultural education	5,86	0,51
44,5	B10. Transparent quality of pedagogical work	5,58	0,53	45	C05. Advanced Training for educators: Contracted training days	5,84	0,44
46	C02. Pedagogical Concept: Communication and updating	5,45	0,44	46	B06. Opening hours appropriate for parents'	5,82	0,37
47	C05. Advanced Training for educators: Contracted training days	5,38	0,47	47	C06. Advanced Training for educators: Introduction of the training content	5,77	0,50
48	A23. Promoting non-gendered behavioral patterns	5,37	0,47	48	A23. Promoting non-gendered behavioral patterns	5,72	0,54
49,5	C01. Pedagogical Concept: Contents and availability	5,35	0,52	49	B10. Transparent quality of pedagogical work	5,69	0,52
49,5	C06. Advanced Training for educators: Introduction of the training content	5,35	0,53	50	B09. Easy accessibility of the childcare facility	5,66	0,51
51	B11. Exemption from contribution	5,07	0,53	51	C03. Pedagogical Concept: Participation of parents	5,11	0,79
52	C03. Pedagogical Concept: Participation of parents	5,02	0,59	52	B11. Exemption from contribution	4,82	0,71
Annotation:							
• Rk = Rank, M = mean, SD = standard deviation							
• Scaling: 1 = "unimportant", 3 = "partly", 5 = "important", 7 = "very important" (2, 4, 6 = intermediate levels)							
*The Vietnamese version of the questionnaire does not contain the two characteristics A26 and B05.							

Turning first to the criteria rated as most important on average across all countries, seven criteria occupied one of the top 10 places in both the parent and educator rankings: “B08: Child feels safe and comfortable in the facility” (parent ranking: 1; educator ranking: 2), “A24: Educators’ interactions with the children” (parent ranking: 2; educator ranking: 1), “A05: Safety” (parent ranking: 3; educator ranking: 4), “A25: Imparting values” (parent ranking: 5; educator ranking: 5.5), “D05: Facility’s outside space” (parent ranking: 6; educator ranking: 7), “A26: Language stimulation/communication” (parent

ranking: 7; educator ranking: 3), and “D02: Child-educator ratio” (parent ranking: 8; educator ranking: 5.5). This shows that parents and educators tend to set similar priorities when evaluating the importance of the quality criteria. The “child’s safety and comfort in the facility” and “educators’ interactions with the children” (A24) occupied the top two places in both groups’ rankings.

Examining the 10 criteria that received the lowest ratings overall revealed further overlap in the two groups’ priorities: seven criteria occupied one of the bottom 10 places in both surveyed groups’ rankings. These were “C03: Pedagogical concept: Including parents” (parent ranking: 52; educator ranking: 51), “B11: No cost to parents” (parent ranking: 51; educator ranking: 52), “C06: Professional development: Implementing content from professional development trainings” (parent ranking: 49.5; educator ranking: 47), “C01: Pedagogical concept: Content and accessibility” (parent ranking: 49.5; educator ranking: 43), “A23: Supporting non-gendered behavioral patterns” (parent ranking: 48; educator ranking: 48), “C05: Professional development: Predetermined scope” (parent ranking: 47; educator ranking: 45), and “B10: Pedagogical work of transparent quality” (parent ranking: 44.5; educator ranking: 49). However, it should be noted that these characteristics nevertheless achieved average scores above 5 and thus were considered important.

Thus, while the top 10 places in both parents’ and educators’ rankings mostly include characteristics related to concrete everyday pedagogical practices and interactions, the bottom 10 places are largely occupied by criteria related to conceptual aspects and the facility’s orientation – including professional development opportunities for educators.

In addition to analyzing the rankings for the full cross-country sample, county-specific parent and educator rankings were also calculated. The results of these country-specific analyses can be found in Tables A3-1 and A3-2 in Appendix 3 and as country overviews in Tables A5-1 and A5-2 in Appendix 5.

4.4 Ratings of the four quality areas

As discussed in Chapter 1, this study is based on a structural process model encompassing four quality areas. Each of these four quality areas was assessed in the parent and educator questionnaires by means of multiple quality characteristics (individual criteria) that are empirically measurable and can be combined to form a scale: pedagogical process quality (28 criteria), pedagogical orientation quality (7 criteria), pedagogical structural quality (6 criteria), and quality of familial reference (11 criteria). In addition to these 52 individual criteria (see Section 4.3), the validation study also examined the four overarching quality areas. Specifically, the study investigated how important the two groups of respondents – parents and educators – rated each quality area on average and to what extent differences between the two groups and across countries are apparent.

4.4.1 Homogeneity of the quality areas (internal consistency)

In order to empirically test the model and the reliability of the criteria making up the four quality areas, internal consistency scores in terms of Cronbach’s alpha for the four areas of process quality, orientation quality, structural quality and quality of familial reference were calculated. For their internal validity to be confirmed, each quality area must consist of individual criteria that are as homogeneous as possible, which means that they capture the same construct (here: the same quality area).

Table 10: Internal consistency (Cronbach's alpha) of the quality areas for parents and educators - cross-country

quality area		parents			educators		
		No. of cases	Alpha (α)	item-total correlation	No. of cases	Alpha (α)	item-total correlation
total sample		3584			801		
A: Pedagogical Process Quality *	28 items	2915	.95	.52 - .71	680	.94	.44 - .72
B: Quality of Familial Reference**	11 items	2959	.88	.46 - .70	683	.85	.44 - .67
C: Pedagogical Orientation Quality	7 items	3394	.88	.49 - .75	765	.80	.38 - .65
D: Pedagogical Structural Quality	6 items	3394	.84	.58 - .68	768	.76	.45 - .58
total*	52 items	2646	.97	.44 - .68	624	.95	.31 - .66
Annotation:							
<ul style="list-style-type: none"> *Due to the large sample size of the total Russian data set (n = 3.938 parent surveys), the reduced sub-sample (drawn at random; see Chapter 3.5) was included here to avoid a distortion of the country-comparative analyses for Russia. * The Vietnamese version of the questionnaire does not contain the two characteristics A26 (in the area of "process quality") and B05 (in the area of "quality of family relations"). Therefore the, Vietnamese data are not included in this calculation.. 							

The following internal consistency scores were obtained for the four quality areas across countries (see Table 10). In the area of process quality, Cronbach's alpha was $\alpha=.95$ for the parent data and $\alpha=.94$ for the educator data; in the area of structural quality, it was $\alpha=.84$ for the parent data and $\alpha=.76$ for the educator data; in the area of orientation quality, it was $\alpha=.88$ for the parent data and $\alpha=.80$ for the educator data; in the area of quality of familial reference, it was $\alpha=.88$ for the parent data and $\alpha=.85$ for the educator data. Thus, all scales had high to very high internal consistency, supporting the assumption that the individual characteristics can indeed be aggregated into overarching quality areas (for country-specific internal consistency scores, see Table A6-1 in Appendix 6).

4.4.2 Ratings of the quality areas in all countries together

In addition to testing the homogeneity of the quality areas, it was also examined how important the surveyed parents and educators rated each quality area on average for children's education and care in childcare facilities. The corresponding analyses were conducted both across countries (see Table 11) as well as for each country separately and in comparison, to one another (see Table 12).

Due to the different sample sizes in each country – and particularly the large size of the full Russian sample (n=3,938 parent surveys und n=478 educator surveys) – cross-country averages (M) for the 52 characteristics were calculated with the following procedure: First, country-specific parent and educator scores (average ratings of each quality area across all participants in the country) were calculated for each of the nine countries. Next, these country-specific scores were used to derive a cross-country average for each quality area among parents and educators, respectively (see Table 11). These average scores for the four quality areas were high in both groups of respondents, ranging between M=5.47 (orientation quality) and M=6.05 (process quality) among parents and between M=5.89 (orientation quality) and M=6.34 (structural quality) among educators. Analogously to the results for the individual characteristics (see Section 4.3.1), the educators' average scores across all quality areas were somewhat higher than those of the parents.

The cross-country analysis of average scores in each quality area demonstrated that process quality received the highest average ratings among parents (M=6.05), followed closely by structural quality (M=6.01) and quality of familial reference (M=5.95). The average score for orientation quality among parents was comparatively lower (M=5.47).

Among educators, structural quality received the highest average rating (M=6.34), followed by process quality (M=6.25) and then quality of familial reference (M=6.03). Educators also gave orientation quality the lowest average rating (M=5.89), although the average rating of this area among educators was markedly higher than among parents (see Table 11).

Table 11: Rating of the quality areas of parents and educators - cross-country

quality areas	parents			educators		
	N	M	SD	N	M	SD
A: Pedagogical Process Quality*	9	6,05	0,23	9	6,25	0,27
B: Quality of Familial Reference*	9	5,95	0,28	9	6,03	0,28
C: Pedagogical Orientation Quality	9	5,47	0,38	9	5,89	0,31
D: Pedagogical Structural Quality	9	6,01	0,22	9	6,34	0,23
total	9	5,95	0,25	9	6,17	0,25
Annotation:						
• N = number of cases, M = mean, SD = standard deviation						
• Scaling: 1 = "unimportant", 3 = "partly", 5 = "important", 7 = "very important" (2, 4, 6 = intermediate levels)						
*The Vietnamese version of the questionnaire does not contain the two characteristics A26 and B05.						

4.4.3 Comparing parents' and educators' ratings of the quality areas

The country-specific analyses (with the individual country samples) by and large yield the same ranked list of importance ratings as the cross-country analysis (with the full sample; Section 4.4.2). In all nine participating countries, both parents and educators rate the importance of the quality area "pedagogical orientation quality" lowest on average – although the exact scores vary across countries (parents: from M=5.10 in Austria to M=6.33 in Chile; educators: from M=5.37 in Austria to M=6.56 in Chile; see Table 12).

Table 12: Rating of the quality areas for parents and educators - country-specific

quality area	parents			educators			Anova	
	N	M	SD	N	M	SD	F	η^2
Austria (AU)								
A: Pedagogical Process Quality	468	6,13	0,73	80	6,38	0,54	8,5**	.02
B: Quality of Familial Reference*	464	5,98	0,80	80	5,81	0,69	n.s.	-
C: Pedagogical Orientation Quality	467	5,10	1,17	79	5,37	0,93	n.s.	-
D: Pedagogical Structural Quality	465	6,00	0,90	79	6,68	0,35	44,0***	.08
Chile (CH)								
A: Pedagogical Process Quality	382	6,54	0,53	105	6,73	0,29	11,7***	.02
B: Quality of Familial Reference*	382	6,58	0,59	105	6,71	0,36	5,1*	.01
C: Pedagogical Orientation Quality	382	6,33	0,85	105	6,56	0,58	6,6**	.01
D: Pedagogical Structural Quality	382	6,50	0,83	105	6,62	0,56	n.s.	-
China (CN)								
A: Pedagogical Process Quality	408	6,02	0,88	105	6,38	0,62	15,3***	.03
B: Quality of Familial Reference*	408	5,83	0,94	105	6,01	0,89	n.s.	-
C: Pedagogical Orientation Quality	408	5,68	1,10	105	5,91	0,97	3,9*	.01
D: Pedagogical Structural Quality	408	5,98	0,99	105	6,30	0,77	9,3**	.02
Denmark (DA)								
A: Pedagogical Process Quality	313	5,74	0,83	93	5,82	0,81	n.s.	-
B: Quality of Familial Reference*	313	5,56	0,89	93	5,85	0,58	7,7**	.02
C: Pedagogical Orientation Quality	313	5,12	1,11	93	5,80	0,79	26,4***	.08
D: Pedagogical Structural Quality	313	5,67	0,97	93	6,04	0,70	10,2**	.03
Germany (GE)								
A: Pedagogical Process Quality	546	6,02	0,67	104	6,36	0,51	24,3***	.04
B: Quality of Familial Reference*	546	5,85	0,80	104	6,02	0,58	4,4*	.01
C: Pedagogical Orientation Quality	546	5,24	0,99	104	5,89	0,73	40,7***	.06
D: Pedagogical Structural Quality	546	6,10	0,78	104	6,56	0,52	32,5***	.05
Norway (NO)								
A: Pedagogical Process Quality	234	6,06	0,61	58	6,21	0,51	n.s.	-
B: Quality of Familial Reference*	233	6,05	0,69	58	6,13	0,67	n.s.	-
C: Pedagogical Orientation Quality	234	5,34	0,92	58	5,93	0,72	20,5***	.07
D: Pedagogical Structural Quality	234	6,03	0,71	58	6,22	0,70	n.s.	-
Russia (RU)								
A: Pedagogical Process Quality	3938	6,10	1,13	478	6,34	0,76	19,8***	.00
B: Quality of Familial Reference*	3938	6,04	1,20	478	6,12	0,85	n.s.	-
C: Pedagogical Orientation Quality	3938	5,57	1,43	478	6,05	0,94	50,6***	.01
D: Pedagogical Structural Quality	3938	5,92	1,28	478	6,26	0,93	32,9***	.01
Ukraine (UA)								
A: Pedagogical Process Quality	444	6,05	0,61	89	6,02	0,57	n.s.	-
B: Quality of Familial Reference*	444	5,92	0,71	89	5,84	0,71	n.s.	-
C: Pedagogical Orientation Quality	444	5,43	1,01	89	5,74	0,74	7,4**	.01
D: Pedagogical Structural Quality	444	6,02	0,77	89	6,31	0,63	10,5***	.02
Vietnam (VI)								
A: Pedagogical Process Quality	390	5,79	0,81	78	5,97	0,74	n.s.	-
B: Quality of Familial Reference*	390	5,70	0,91	78	5,82	0,97	n.s.	-
C: Pedagogical Orientation Quality	390	5,41	1,12	78	5,77	1,00	6,7**	.01
D: Pedagogical Structural Quality	390	5,84	0,93	78	6,11	0,81	5,6*	.01
Annotation:								
<ul style="list-style-type: none"> • N = number of cases, M = mean, SD = standard deviation • Scaling: 1 = "unimportant", 3 = "partly", 5 = "important", 7 = "very important" (2, 4, 6 = intermediate levels) • n.s. = not significant; * p <= 0.05; ** p <= 0.01; *** p <= 0.001 • Conventions for eta-squared (η^2) according to Cohen (1988): small effect: from η^2=.01; medium effect: from η^2=.06; large effect: from η^2=.14 								
* The Vietnamese version of the questionnaire does not contain the two characteristics A26 (in the area of "process quality") and B05 (in the area of "quality of family relations").								

In almost all country samples, average ratings of the four quality areas were somewhat higher in the educator survey than in the parent survey, as was also the case in the cross-country analysis (see Section 4.4.2). Only the Austrian and Ukrainian samples were exceptions to this, as in these two countries, family constellation quality received a somewhat higher average rating among parents compared to educators.

When the country-specific analyses revealed significant differences in parents' and educators' average ratings of the quality areas (one-factor ANOVAs), the effect sizes were mostly small. A few medium-sized effects were found: in Austria for structural quality ($M_{\text{Parents}}=6.00$, $M_{\text{Educators}}=6.68$; $\eta^2=.08$), in Denmark for orientation quality ($M_{\text{Parents}}=5.12$, $M_{\text{Educators}}=5.80$; $\eta^2=.08$), in Germany for orientation quality ($M_{\text{Parents}}=5.24$, $M_{\text{Educators}}=5.89$; $\eta^2=.06$) and in Norway for orientation quality ($M_{\text{Parents}}=5.34$, $M_{\text{Educators}}=5.93$; $\eta^2=.07$; see Table 12).

4.4.4 Comparison of the quality area ratings in each country

4.4.4.1 Comparison of the parent samples

In most countries, the top position in the parent rankings is occupied by pedagogical process quality, while pedagogical structural quality takes the top spot in two countries (Germany and Vietnam) – although the average ratings in these cases are only slightly higher than those for process quality. In Chile, by contrast, the highest average importance ratings were obtained for quality of familial reference ($M=6.58$). This is the highest average rating in any country's parent sample. Overall, it should be noted that in the Chilean parent sample, all four quality areas received very high average importance ratings that differed little from one another. In contrast, the average ratings in the Danish parent sample were all somewhat lower than those in the other countries. The only exception to this was orientation quality, where the Danish average of $M=5.12$ was roughly identical to that of the Austrian parent sample ($M=5.10$ – the lowest average rating for any quality area in any parent sample across countries). The Vietnamese parent sample had the second lowest average ratings out of the participating countries for all four quality areas (for all country-specific average ratings, see Table 12 in Section 4.4.3).

In order to test whether the observed mean differences between parent samples in different countries were more than just coincidental, one-factor analyses of variance (ANOVAs) and subsequent post hoc analyses (Duncan tests) were conducted (for more detailed information on these analyses of the parent data, see Table A7-1 in Appendix 7). The analyses revealed that the higher average ratings in the Chilean (CH) parent sample across all four quality areas were statistically significantly different from the average ratings in all other countries. Even in the area of orientation quality, which received the lowest average rating in the Chilean sample, the Chilean mean ($M=6.33$) was markedly higher than that of the highest-rated quality area in all other countries as well as the cross-country average for orientation quality among parents ($M=5.46$). The post hoc analyses revealed further significant mean differences in certain areas between certain countries; however, these are less systematic than the results for the Chilean parent sample. The average ratings for pedagogical process quality are significantly lower in the Vietnamese (VI: $M=5.79$) and Danish (DA: $M=5.74$) parent samples compared to almost all other countries (which range from $M=6.02$ to $M=6.54$). In the area of quality of familial reference, the Vietnamese (VI: $M=5.70$) and Danish (DA: $M=5.56$) averages are significantly lower than those for the Chilean (CH: $M=6.58$), Russian (RU: $M=6.06$), Norwegian (NO: $M=6.05$) and Austrian (AU: $M=5.98$) parent samples. For pedagogical structural quality, the Danish average (DA: $M=5.67$) is significantly lower than in all other countries (no lower than $M=5.84$). For pedagogical orientation

quality, average ratings in both the Chinese (CN: M=5.68) and Russian (RU: M=5.53) samples are significantly higher than in all other countries (which range between M=5.10 and M=5.43) – with the exception of the Chilean (CH) average (M=6.33), which is even higher than in all other countries, as reported above. It should be emphasized that the mean differences between countries (excluding Chile) in all four quality areas were at most 0.58 points on the 7-point scale. The difference between the consistently higher Chilean mean ratings and that of the country with the lowest average rating in each quality area was at most 1.21 points (see Table A7-1 in Appendix 7).

4.4.4.2 Comparison of the educator samples

A very similar picture emerged in the country-specific educator samples. The quality area with the highest average ratings among educators was structural quality in some country samples (Austria, Denmark, Norway, Ukraine and Vietnam) and process quality in the rest (Chile, China, Denmark and Russia) – although here again, average ratings for the two areas typically varied only slightly. The highest mean importance rating across countries was found for the area of pedagogical process quality in the Chilean educator sample (M=6.73) (see Table 12). As was also observed in the parent sample (see Section 4.4.4.1), the Chilean educator sample exhibited very high average ratings across all four quality areas that differed little from one another. As in the parent sample, the country-specific average rating for pedagogical orientation quality was lower compared to the other areas, at M=6.56. The lowest average rating overall was for pedagogical orientation quality in the Austrian sample (M=5.37), the same as in the parent samples. Also similar to the parent sample was the fact that comparatively low average ratings for all quality areas were observed in the Danish and Vietnamese educator samples. The Danish average ratings for process quality (M=5.82) and structural quality (M=5.82) are lower than any other average rating in any other country sample (see Table 12).

Analogously to the procedure for comparing parent samples across countries, one-factor ANOVAs and subsequent post hoc analyses (Duncan tests) were conducted to compare the educator samples across countries. Here as well, the higher average ratings in the Chilean (CH) educator sample in the areas of pedagogical process quality and quality of familial reference were significantly different from the mean values in all other country samples. In the area of structural quality, the average ratings in the Austrian (AU: 6.68), Chilean (CH: M=6.62) and German (GE: M=6.56) educator samples were significantly higher than the average values in all other country samples (which ranged between M=6.04 and M=6.32). Further significant mean differences were found in the area of process quality, where the average ratings in the Ukrainian (UK: M=6.02), Vietnamese (VI: M=5.97) and Danish (DA: M=5.82) educator samples were significantly lower than in all other countries (which ranged between M=6.36 and M=6.47) except Norway (NO: M=6.21). In the area of quality of familial reference the Chilean (CH: M=6.71), Russian (RU: M=6.15) and Norwegian (NO: M=6.13) averages were significantly higher than in the other countries (which ranged between M=5.81 and 5.85). In addition, the Austrian mean in the area of orientation quality (AU: M=5.37) was significantly lower than the other countries' means (between M=5.80 and 6.56).

It should be noted that the mean differences between countries for all four quality areas in the educator samples amounted to at most 0.71 points on the 7-point level, with the exception of the consistently higher Chilean data, where the mean difference to the country with the lowest average rating for each quality area reached at most 1.19 points (for more detailed information on the country-specific ANOVAs and post hoc analyses for the educator samples, see Table A7-2 in Appendix 7).

Overall, just as for the analyses of the individual quality characteristics (see Section 4.3.1), it should generally be emphasized that when selecting the criteria that made up the four quality areas, only aspects were included that had previous studies had demonstrated to be characteristics of good to very good quality in childcare facilities. Characteristics of mediocre or even poor quality, which would be expected to obtain negative average ratings on the lower end of the scale, were not included in the set of criteria.

5 Summary

As part of the international research project presented in this report, a joint validation study was conducted in 2018-2019 in nine participating countries: Austria, Chile, China, Denmark, Germany, Norway, Russia, Ukraine and Vietnam. The study's overarching goal was to investigate which criteria various groups of actors consider how important for quality in childcare facilities. For this purpose, a written survey of 52 individual criteria as well as sociodemographic information was conducted among parents of children enrolled in childcare facilities, educators, pre-service educators and representatives of operating agencies (linked samples).

Conceptual Framework and Study Design

The study design was based on a structural process model of pedagogical quality in childcare facilities that has gained broad acceptance in quality research in early childhood education and has served as the foundation for numerous German and international studies. The model distinguishes between four quality areas that are interlinked with one another in numerous ways and combine to affect children's educational and developmental outcomes and living conditions for children's families:

- (1) Pedagogical structural quality
- (2) Pedagogical orientation quality
- (3) Pedagogical process quality, and
- (4) Quality of familial reference

These quality areas were operationalized in the validation study with a total of 51 individual characteristics, which respondents rated in terms of their perceived importance for children's education and care in childcare facilities on a 7-point Likert scale with the levels 1="unimportant", 3="partly important, partly unimportant", 5="important", and 7="very important" (2, 4 and 6 could also be selected and represented intermediate levels). When selecting the characteristics, only quality aspects were included that previous analyses had demonstrated to be characteristics of good to very good quality and predictive of educational outputs and outcomes. Here, reference was made to the German Day Care Quality Seal, a quality assessment approach developed by pädquis that has undergone repeated testing in Germany. Particular emphasis was placed on the area of pedagogical process quality, which was captured with as broad a set of indicators as possible, combining both the German-language *Kindergartenskala* (KES-RZ) and the extended version of the internationally recognized Early Childhood Environment Rating Scale (ECERS-R), which include quality characteristics with similar content.

Key Research Questions of the Validation Study

The validation study's main research questions were as follows:

- How important are the presented quality characteristics (individual criteria) and the four overarching quality areas rated overall and in what range do the average ratings fall?
- How do the ratings of the surveyed parents and educators relate to one another (correlations)?
- What quality characteristics and areas are rated as most important in each surveyed group on average and which are rated least important (rankings)? Can specific patterns be identified here concerning what is particularly important to each group and what they tend to view as less important?
- Do the survey data allow for replication of the four theoretically posited quality areas of pedagogical process quality, pedagogical orientation quality, pedagogical structural quality and quality of familial reference?
- What commonalities and differences arise between parents' and educators' ratings and between countries?

The present research report focuses on associated key findings with respect to the two main groups of respondents: parents and educators.

Achieved sample, sociodemographic data, and general satisfaction

The total analyzed sample encompassed survey data from a total of n=7,124 parents of children aged 1-7 enrolled in childcare facilities as well as a total of n=1,190 educators from 486 childcare facilities. The sample sizes in the participating countries exhibited substantial heterogeneity: In eight of the nine participating countries, the country sample encompassed between n=234 and n=546 parent surveys and between n=58 and n=105 educator surveys. The Russian sample consisted of n=3,938 parents and n=478 educators. Due to this disproportionately large size, a randomly drawn reduced Russian sample (n=398 parents and n=89 educators) was included in the multi-country analyses in order to avoid distortions.

The participating mothers had an average age of 33 across all countries, while the fathers' average age was 36. Parents in the Chilean sample were youngest on average. The share of working mothers was also quite heterogeneous across countries. It was relatively low in the Chilean sample (65%), and quite high in the Vietnamese sample (97%). Overall, an average of 54% of the surveyed mothers and 44% of the surveyed fathers in the country datasets held a university degree. Only in the Vietnamese sample was the share of fathers with such a degree higher than that of mothers.

In addition to reporting sociodemographic information about themselves, the surveyed parents provided information about the child through whose childcare facility they had been invited to participate in the study. The share of only children in the sample was 28% for all countries together, but also varied strongly between countries. The number of boys and girls was equally distributed in the total dataset. Large differences arose in the share of children below age 3, which was comparatively low in the Vietnamese, Russian, Danish and Ukrainian datasets (below 16%), and between 29% and 43% in the other participating countries. Only in the Chinese sample were no children below age 3 included. Almost 90% of the children in the total dataset were above age 3.

In all country samples, the surveyed parents and educators were largely satisfied with the facility their child attended (parents) or in which they were currently working at the time of survey (educators). In most cases, parents' average satisfaction was somewhat higher – and also more homogeneous – than that of educators within the same country. In most country samples (Austria, Chile, Germany, Russia, Ukraine and Vietnam), these mean differences between the two groups of respondents corresponded to a small, statistically significant effect.

Key findings for the cross-country ratings of the individual quality characteristics

Overall, the average cross-country importance ratings for almost all of the 52 individual criteria were located on the positive, higher end of the scale. The quality criteria were evaluated on average as “important” (Level 5) to “very important” (Level 7) for children’s education and care in childcare facilities by both parents and educators. The two groups’ ratings were strongly positively correlated with one another both in the cross-country dataset and in each country sample.

For the total parent sample, the highest average rating (M=6.61) was found for the quality characteristic that children feel comfortable and safe in the facility. The criterion with the lowest average rating – although at M=5.02 still considered “important” – related to the inclusion of parents (and/or parent associations) in creating and revising the facility’s pedagogical concept.

Among the surveyed educators, the quality aspect of how educators interact with children received the highest average rating in the total sample (M=6.78). This criterion refers to interactions characterized by sensitivity to the children’s feelings/reactions, frequent positive interactions with children over the course of the day, a friendly voice, frequently smiling, and physical shows of affection. The criterion of “no cost to parents” – parents contributing not at all or only a modest sum to childcare costs – received the lowest importance rating in the full educator sample (M=4.82).

Key findings for the cross-country rankings of the individual quality characteristics

The rankings of cross-country average ratings of the quality characteristics (1 = highest score, 52 = lowest score) demonstrated that the two groups of respondents – parents and educators – set very similar priorities when evaluating the importance of the 52 predetermined quality characteristics. Seven criteria were included in both the parent and educator rankings among the top 10 criteria rated most important across countries.

Similar agreement on priorities was apparent when examining the bottom 10 criteria rated least important (ranked 43-52): 7 of these 10 criteria were also common to both the parent and educator samples. However, it should be noted that even these characteristics exhibited an average rating above 5 on the 7-point scale and thus were also considered to be “important” to “very important”.

In terms of content, the 10 highest-rated quality characteristics among parents and educators largely related to concrete everyday pedagogical happenings and interpersonal interactions in the facility. The 10 lowest-rated characteristics largely related to conceptual aspects and the facility’s orientation – including professional development opportunities for educators. “Children feeling comfortable and safe in the facility” and “educators’ interactions with the children” occupy the top two places in both rankings, while “including parents in the creation/revision of the facility’s pedagogical concept” and “no cost to parents” occupy the bottom two places.

In addition to analyzing the cross-country average ratings of the individual criteria in the entire sample, the same analyses were conducted for each country sample and compared to one another in an analysis of variance. The results of these analyses can be found in the appendix of this report.

Key findings concerning the homogeneity of the overarching quality areas

In addition to examining the 52 individual criteria, the present validation study also investigated the four overarching quality areas into which these individual criteria could be subsumed and that made up the study's underlying structural process model: pedagogical process quality, pedagogical orientation quality, pedagogical structural quality, and quality of familial reference. Thus, it was assessed how important the surveyed groups of parents and educators rated each quality area on average and to what extent differences arose between the two groups or across countries.

To empirically test this, internal consistency (Cronbach's alpha) scores for the four quality areas were first calculated. These scores were quite high in both the parent and educator samples, lending support to the assumption that the individual characteristics can justifiably be aggregated to form the aforementioned quality areas.

Key findings comparing parents' and educators' ratings of the quality areas across countries

The cross-country averages for all four quality areas were high in both the parent and educator samples.

In the cross-country parent sample, pedagogical process quality achieved the highest average rating (M=6.05), closely followed by pedagogical structural quality (M=6.01) and then quality of familial reference (M=5.95). The average parent rating for pedagogical orientation quality was lowest, at M=5.47.

In the cross-country educator sample, pedagogical structural quality achieved the highest average score, at M=6.34, followed by pedagogical process quality at M=6.25 and quality of familial reference at M=6.03. Pedagogical orientation quality received the lowest average rating among educators as well (M=5.89), although this value was markedly higher than the average among parents. The country-specific analyses revealed largely the same order of importance rankings as the cross-country analyses.

In almost all country samples, the average importance ratings of the four quality areas among educators are somewhat higher than in the corresponding parent sample, just like in the analyses of the individual characteristics. When statistically significant mean differences between educators and parents are present within a country sample, the effect sizes are mostly small. A few medium-sized effects can also be found in the area of pedagogical orientation quality, where the country means are more heterogeneous.

Key findings comparing parents' ratings of the four quality areas between countries

Turning now to the country-specific ratings in the four quality areas, the average values in the Chilean sample particularly stand out, as they were consistently higher than in the other country samples and differed little from one another. In contrast, the Danish average ratings were consistently (one of) the lowest. The Vietnamese parent sample provided the second lowest average ratings of all four quality areas among the surveyed countries.

While in all other countries the areas of pedagogical process quality and pedagogical structural quality received the highest average ratings among parents, the highest average rating in the Chilean parent sample was found for the quality of familial reference (M=6.58). This is also the highest average rating for any quality area in any country's parent sample. The lowest average rating across all quality areas was found for pedagogical orientation quality in the Austrian sample (M=5.10). However, the mean differences between countries (excluding Chile) are at most 0.6 points on the 7-point rating scale, rising to 1.2 points when the consistently higher Chilean average ratings are included.

ANOVAs for all four quality areas revealed that these higher average ratings in the Chilean parent sample are statistically significantly different from the corresponding average ratings in all other countries. The lower Danish average ratings are also statistically significantly different from the mean values in many other countries. Further significant mean differences were found for certain quality areas in certain countries, but with no observable pattern present.

[Key findings comparing educators' ratings of the four quality areas between countries](#)

The country-specific educator ratings painted a very similar picture as the parent ratings. Pedagogical structural quality and pedagogical process quality received the highest average ratings. The highest mean value overall in the educator samples was found for pedagogical process quality in the Chilean sample (M=6.73), while the lowest was found for pedagogical orientation quality in the Austrian sample (M=5.37). As was also the case in the parent samples, the Chilean educator sample yielded comparatively high average ratings for all four quality areas, with minimal differences between them, while the Danish and Vietnamese samples yielded comparatively low average values. Nevertheless, the mean differences between countries (excluding Chile) were quite small in the educator sample as well, at most 0.71 points on the 7-point rating scale. The maximum mean difference rose to 1.19 when including the consistently higher Chilean scores.

Here as well, the higher average ratings in the Chilean sample were found to be statistically significantly different from the corresponding values for almost all other countries. In the area of pedagogical structural quality, the Austrian and German educator samples also exhibited significantly higher average ratings than the other countries. Further significant mean differences can be found for certain quality areas and certain countries, but with less of an observable pattern present.

As was also the case for the individual characteristics, it must be emphasized when analyzing the overarching quality areas that when selecting the criteria that made up the four quality areas, only aspects were included that had previous studies had demonstrated to be characteristics of good to very good quality in childcare facilities. Characteristics of mediocre or even poor quality, which would be expected to exhibit lower, negative average ratings or more strongly heterogeneous ratings, were not included in the set of criteria examined in this validation study.

6 Literature

ECCE-Study Team 1997 = European Child Care and Education Study Team (1997). *Cross national analyses of the quality and effects of different types of early childhood programs on children's development.* Report submitted to: European Union DG XII: Science, Research and Development. RTD Action: Targeted Socio-Economic Research. Brüssel: EU.

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Appendix

- Appendix 1:** Questionnaire for parents
- Appendix 2:** Questionnaire for Educators (only Block F: General information)
- Appendix 3:** Tables for the rating of the quality characteristics of parents and educators – in the respective countries
- Table A3-1: Rating and rankings of the quality characteristics of parents and educators – Austria
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- Table A3-7a: Rating and rankings of the quality characteristics of parents and educators – Russia; whole sample
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- Appendix 4:** Tables for rating of the quality characteristics of parents and educators – country comparison
- Table A4-1: Ratings of the quality characteristics of parents – country comparison
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- Appendix 5:** Tables for the ranking of the quality characteristics of parents and educators – country comparison
- Table A5-1: Ranking of the individual quality characteristics of parents – country comparison
- Table A5-2: Ranking of the individual quality characteristics of educators – country comparison
- Appendix 6:** Table for the internal consistency (Cronbach's alpha) of the quality areas for parents and educators – in the respective countries
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- Appendix 7:** Tables for the mean value of the quality areas of parents and educators – country comparison
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Appendix 1:

Dear parents,

Your child - as many other children of this age – is enrolled in a childcare facility. We are carrying out a research project on quality in childcare facilities in several European countries. We would like to examine which aspects (quality criteria) are more important to you as a parent of a child in a childcare facility and which are less important. We want you to tell us what is important to you personally and not whether or how well these aspects are actually being implemented in your child's facility. The selected examples refer in particular to children of the age group 3-6.

We would appreciate you completing the following questionnaire. Please mark on a scale from 1 to 7 of how important each quality criterion is for you. The levels of the scale mean the following:

■ Please tick clearly one of the numbers between 1 and 7: ☒						
unimportant		partly		important		very important
1	2	3	4	5	6	7
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The levels 2, 4 and 6 mark intermediate stages. Please choose a number between 1 and 7, which best represents your opinion. Some questions also allow you to give your answer in another format, depending on the question asked.

This parent survey is anonymous. Nobody can attach your answers to you or your child. The ID number above is for country, region, and institution only. Your data will not be shared with third parties.

When considering your answers, please think about your child, about whom you have received this questionnaire. Please note your child's age and gender:

Boy	<input type="checkbox"/>	Girl	<input type="checkbox"/>	Age: _____ Years; _____ Months
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After completing the questionnaire, please seal it in the enclosed envelope and hand it over to the educator who has given it to you.

Thank you for completing the questionnaire!

1

For further questions about the research project or the survey please contact:

Placeholder for contact
[name of institution]
[address]
[contact Person]
[phone | e-mail]
[website]

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□	□	□	□	□	□	□	□
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A: Pedagogical interaction with the child

Parents have different expectations and wishes at childcare facilities. Please list five points that are most important to you in regards to education and care of your child in a childcare facility.

It is important to me that...
1.
2.
3.
4.
5.

Many quality aspects play an important part in promoting pedagogical interaction with children in childcare facilities, for their diverse developmental impulses as well as for their well-being. How important do you consider the following characteristics - regardless of whether they are provided in your child's facility? Please tick to show how important each of the following aspects is to you.

		<input type="checkbox"/> Please tick clearly one of the following numbers between 1 and 7: 1 = unimportant 3 = partly 5 = important 7 = very important						
No.	How important are the following aspects <u>to you personally</u> :	1	2	3	4	5	6	7
1	Furnishing for care, play and learning enough tables, chairs, cots/mats and storage of children's possessions; furnishing is child-sized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Child-related display children's work (e.g., painted/crafted) and photos of recent activities displayed; display is on child's eye-level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Equipment for movement safe, sturdy and accessible equipment; children can practice many different age-appropriate movements(e.g., crawling, running, pushing, pulling, climbing, balancing, jumping)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Health practices encouraging health-promoting behavior (proper handwashing, toilet use, toothbrushing, weather-appropriate clothing); staff are good role models; promotional materials on health topics (e.g., books)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Safety practices safety issues avoided in play areas (e.g., outlets secured, door protection, railing); no risk of injury with playground equipment/materials; supervision ensured; safety rules are explained/adhered to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Please tick clearly one of the following numbers between 1 and 7:
 1 = unimportant | 3 = partly
 5 = important | 7 = very important

No.	How important are the following aspects <u>to you personally</u> :	1	2	3	4	5	6	7
6	Meals/snacks meet nutrition guidelines and served at reasonable times; mealtimes are used for conversations and pleasant interaction between children and educators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Nap and Rest scheduled appropriately and in appropriate rooms; supervision by educators; early risers and non-nappers are permitted to play quietly; no forced sleep	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Times for free play in addition to daily routines (e.g., morning circle, meals, periods of rest) there is a free choice – at an essential part of the day – of who, where, with what, with whom children want to play; various materials (e.g., games, toys) are available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Promoting language and a literate culture various materials (e.g., books, writing materials) and activities are offered to promote language and to prepare for reading/writing skills (e.g., regular reading, games, conversations, labels to recognize words/letters)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Promoting fine motor activities many materials for the age-appropriate development of skills of hands/fingers (e.g., containers for pouring in/out, e.g., sand/water, pegboards, sorting toys, beads, puzzles, scissors, pens)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Promoting art various age-appropriate materials for painting, crafts (finger paint, chalk, paper, pencils, dough, wood, scissors, glue); children can work individually/do not have to imitate educators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Promoting music/movement singing, dancing and/or making music daily; many age-appropriate music materials available to children (e.g., instruments, music listening devices, cloths)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Promoting design/construction various age-appropriate materials can be used independently by children daily (e.g., building blocks, boxes for things to put in/take out, large cardboard boxes); enough space for undisturbed design/construction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Promoting dramatic play a variety of dress-up clothes and materials for dramatic play (e.g., "father-mother-child"); materials can be used daily; dramatic play is possible indoors and outdoors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Promoting nature various materials available for experiencing nature; everyday experiences/regular excursions to broaden understanding of nature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Promoting mathematical understanding various age-appropriate materials (e.g., scales, meter measures, dominoes, number puzzles) accessible; everyday situations are used to promote child's learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Promoting perceptual/cognitive processes many incentives to express reasoning, logical thinking, to grasp, to perceive, to remember relations, to conceptualize the environment and to understand things/processes; various materials (e.g., logic games)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Please tick clearly one of the following numbers between 1 and 7:
 1 = unimportant | 3 = partly
 5 = important | 7 = very important

No.	How important are the following aspects <u>to you personally</u> :	1	2	3	4	5	6	7
18	Traffic education Traffic rules are explained; safe behavior in traffic is practiced (e.g., before/during excursions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	Environmental protection various materials (e.g., pictures, books, games) on environmental protection; regular projects and activities on environmental issues; environmental protection rules developed with children (e.g., waste separation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	Promoting autonomy/self-reliance stimulating environment for self-testing/manageable challenges (e.g., child-friendly tableware, taking on age-appropriate tasks); practicing with "dangerous objects/activities" (e.g., scissors, swings, climbing/driving equipment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	Promoting acceptance of diversity various materials (e.g., books, games), which do not present stereotypes of races, cultures, ages, gender roles and different abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	Multi-cultural education various materials from different cultures, pictures, books; dolls show people of different ethnic groups in non-stereotypical roles (e.g., doctors of ethnic minorities); educators intervene when prejudices against a child/adult are expressed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	Promoting non-gendered behavioral patterns various materials (e.g., pictures, books, toys, clothing) are available that show men and women in non-stereotypical roles and promote a non-clichéd dramatic play of children (e.g., a female policewoman); male educators work in the childcare facility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	Educators-child-interaction educators are sensitive to feelings/reactions of children; frequent positive interactions with individual children during the day; friendly voice, frequent smile, physical attention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	Promoting appropriate interaction/imparting values rules and values are explained to children; learn how to interact appropriately with each other; are actively involved in age-appropriate conflict resolution; many materials for imparting values (e.g., books)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	Language stimulation/communication educators encourage children to communicate/speak age-appropriately (e.g., initiate and repeat sounds of toddlers, wait for answers, create conversations, stimulating communication during free play and group activities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	Consideration of personal needs of educators educators have regular breaks; separate staffroom with adult furniture and storage for personal belongings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	Professional support for educators regular team meetings on educational topics; educators receive professional feedback on their work (e.g., consultation, supervision, written assessment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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B: Quality of Familial Reference (Family Involvement)

The following questions relate to different aspects of cooperating with families in the childcare facility. How important do you consider the following characteristics - regardless of whether they are provided in your child's facility? Please tick to show how important each of the following aspects is to you.

Please tick clearly one of the following numbers between 1 and 7:
1 = unimportant | 3 = partly
5 = important | 7 = very important

No.	How important are the following aspects <u>to you personally</u> :	1	2	3	4	5	6	7
1	Inclusion of parents open/trusting relationship between parents and educators; frequent information exchange; parents are involved in important decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Individualized promotion of children educational offers adapted for the interests and abilities of the child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Observation and documentation of child's development developmental/educational progress of the child is regularly documented; detailed discussion with parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Information about educational work parents are regularly informed about educational work (parents evenings, personal talks)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Dealing with conflicts criticism of parents is taken seriously; conflicts between institution and parents are carried out objectively and respectfully	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Opening hours appropriate for parents' needs suitable opening hours; flexible care times when needed; early-time information about upcoming closing times/days with replacement support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Advice and support for families parents are advised on educational matters; receive information on medical/social services and other family counseling/assistance services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Well-being of child in the childcare facility child usually likes to go to the childcare facility; gets along well; has friends there; talks positively/enthusiastically about the educators at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Easy accessibility of the childcare facility proximity to residence/workplace; good transport connection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Transparent quality of pedagogical work reports of the pedagogical quality of the childcare facility are available to parents (e.g., evaluation reports, inspections); certification of the childcare facility (e.g., quality seal)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Exemption from contribution parents pay little or no contribution to childcare costs; additional offers for children/ families are non-contributory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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C: Pedagogical Orientation

Many childcare facilities have a written pedagogical concept describing the pedagogical model, the priorities of the pedagogical work and other aspects. Further aspects concern training possibilities for educators. How important do you consider the following characteristics - regardless of whether they are provided in your child's facility? Please tick to show how important each of the following aspects is to you.

Please tick clearly one of the following numbers between 1 and 7:
1 = unimportant | 3 = partly
5 = important | 7 = very important

No.	How important are the following aspects <u>to you personally</u> :	1	2	3	4	5	6	7
Pedagogical Concept								
1	Contents and availability written pedagogical concept available; available to parents (e.g., a copy or digital); contains important descriptions (e.g., pedagogical work of the childcare facility, interaction with children, cooperation with parents, awareness of different cultures)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Communication and updating regular team meetings of the educators on pedagogical understanding and updating of the concept	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Participation of parents participation possibilities for parents (representatives) for preparing/revising the pedagogical concept	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced Training for educators								
4	Financial support further advanced training of educators is financially supported by the administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Contracted training days number of training days for educators per year are contracted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Introduction of the training content topics of attended trainings are introduced in the daily pedagogical work and when communicating with parents (e.g., through projects, parents evenings with specified topics)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	No impairment of childcare childcare is not impaired while educators participate in advanced training courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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D: Pedagogical Structure

The following aspects consider framework conditions (structural characteristics) of the pedagogical work in a childcare facility. How important do you consider the following characteristics - regardless of whether they are provided in your child's facility? Please tick to show how important each of the following aspects is to you.

		<input type="checkbox"/> Please tick clearly one of the following numbers between 1 and 7: 1 = unimportant 3 = partly 5 = important 7 = very important						
No.	How important are the following aspects to you personally:	1	2	3	4	5	6	7
1	Training of educational professionals all educators have specialized training of at least two years; facility director has additional training for leadership activity; specialized pedagogical professionals available for specific tasks (e.g., language advisor, therapists).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Number of children per educator (educator child ratio) for 3-6 year old children: not more than 10 children per educator; for children under three: no more than 6 children per educator; good educator child ratio exists throughout the day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Preparation and follow-up time for educators Contractually regulated/secured, how much time can be invested in preparation and/or follow-up of pedagogical work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Indoor space adequate space per child; rooms in safe/good condition; clearly defined interest centers available (e.g., area for block play, dramatic play, cozy area, reader's corner)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Outdoor area adequate space per child outside; in safe and good condition; regular use regardless of the weather (except storms) possible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Exemption of the director from care responsibilities the bigger the childcare facility (number of children), the more time for managements tasks (office, no direct work with the children); in the case of large childcare facilities: additional staff to support the facility director at office work (e.g., secretary)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E: Other important aspects

What other aspects are important to you - apart from the characteristics mentioned in the questionnaire - in education and care in your child's childcare facility?

Please note in abbreviated form:

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F: General Information

1. Does your child have siblings?

number of younger siblings: _____ number of older siblings: _____

2. How old was your child, when it ...

(1) has been cared for in a childcare facility for the first time ever? _____ years _____ months

(2) has come to the current childcare facility for the first time? _____ years _____ months





3. At what times is your child usually cared for in a typical week?

	(1) Monday	(2) Tuesday	(3) Wednesday	(4) Thursday	(5) Friday	(6) Saturday	(7) Sunday
from	_____ : o'clock	_____ : o'clock	_____ : o'clock	_____ : o'clock	_____ : o'clock	_____ : o'clock	_____ : o'clock
until	_____ : o'clock	_____ : o'clock	_____ : o'clock	_____ : o'clock	_____ : o'clock	_____ : o'clock	_____ : o'clock

4. Do the current program hours reflect your actual needs?


- Yes
 No, I need more hours for my child in childcare
 No, I could deal with fewer hours

5. Overall, how satisfied are you with the childcare facility in which your child is enrolled? (please tick a smiley face)

dissatisfied           satisfied

6. Are you a single parent? (Not living with the husband/partner in the same household)

- Yes
 No

 Please answer the following questions for yourself as well as for your partner (same household).	Mother (Partner)	Father (Partner)
7. How old are you/your husband/partner?	_____ years	_____ years
8. Are you currently working?	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> Yes
9. Are you currently in an apprenticeship or do you study?	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> Yes
10. What is your highest general education?	Mother (Partner)	Father (Partner)
• Without graduation	<input type="checkbox"/>	<input type="checkbox"/>
• Lower secondary education or completion of compulsory school attendance	<input type="checkbox"/>	<input type="checkbox"/>
• Secondary School Certificate, Middle School	<input type="checkbox"/>	<input type="checkbox"/>
• Abitur, High School Diploma, A-level, Bacchalaurea	<input type="checkbox"/>	<input type="checkbox"/>
• University of Applied Sciences Degree, University Degree (B.A./M.A.)	<input type="checkbox"/>	<input type="checkbox"/>
• other (please specify): _____	<input type="checkbox"/>	<input type="checkbox"/>

11. This questionnaire has been completed by (multiple choices possible):

Mother
 Father
 Grandmother/-father
 Other Person (please specify): _____

12. The questionnaire has been completed on:

_____ (Date: DD.MM.YYYY)

Thank you for completing the questionnaire and your assistance!

Appendix 2: Questionnaire for Educators (only Block F: General information)

Placeholder for questionnaire ID

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F: General Information

1. Information about the facility

- (1) Admission of children from the age of ____ : ____ (years : months) to ____ : ____ (years : months)
 (2) Highest number of children facility allows: _____, of them number of children under three: _____

2. Information about the group

- (1) Number of children enrolled in this group _____, of them number of children under three: _____
 (2) Age of youngest child: _____ (years : months), oldest child: _____ (years : months)

3. How long is your work experience in childcare facilities/in this childcare facility?

(Please specify experience of under a year with one year)

_____ years in total in childcare facility, of this _____ years as group leader
 _____ years in this childcare facility, of this _____ years as leader of this group

4. (1) What is your weekly working time in total according to your employment contract/agreement with the administration?

- (2) How many hours of your working time according to your employment contract/agreement with the administration do you work with the children in your group, are considered for planning/preparation/teamwork?

(3) Please note the actual timing? *(hours : minutes)*

Working hours in total		Work with children		planning/preparation/teamwork	
Employment contract/ Agreement with the administration:	____ : ____	Employment contract/ Agreement with the administration:	____ : ____	Employment contract/ Agreement with the administration:	____ : ____
Actual timing:	____ : ____	Actual timing:	____ : ____	Actual timing:	____ : ____

5. Overall, how satisfied are you with the childcare facility in which you work? *(please mark a smiley face)*

dissatisfied  satisfied

6. What is your highest degree of general education?

• Without a degree	<input type="checkbox"/>
• Lower secondary education or completion of compulsory school attendance	<input type="checkbox"/>
• Secondary School Certificate, Middle School	<input type="checkbox"/>
• Abitur, High School Diploma, A-level, Baccalaurea	<input type="checkbox"/>
• University of Applied Sciences Degree, University Degree (B.A./M.A.)	<input type="checkbox"/>
• other (please specify): _____	<input type="checkbox"/>

7. What is your highest pedagogical degree?

Please specify: _____

8. How many advanced training courses have you attended during your working hours in the last 12 months? *(including one-day/multi-day/hourly course as well as supervision by external professionals)*

_____ courses in total, of this _____ courses of systematic quality development

9. How many days have these advanced training courses taken according to your working hours in the last 12 months? *(ca. 2 hours = 0,25 days, ca. 8 hours = 1 day)*

_____ days in total during working hours, of this _____ days for systematic quality development

10. Personal information

- (1) How old are you: _____ years (2) Gender: male female

11. The questionnaire has been completed on:

_____._____._____. *(Date: DD.MM.YYYY)*

Thank you for completing the questionnaire and your assistance!

Appendix 3: Tables for the rating of the quality characteristics of parents and educators – in the respective countries

Table A3-1: Rating and rankings of the quality characteristics of parents and educators – Austria

characteristics	parents						educators					
	N	Min	Max	M	SD	Rk	N	Min	Max	M	SD	Rk
A: Pedagogical interaction with the child (Process Quality)												
A01. Furnishing for care, play and learning	465	1	7	5,77	1,38	35	79	3	7	6,22	1,16	31
A02. Child-related display	465	1	7	5,62	1,40	40	80	3	7	5,98	1,11	37
A03. Equipment for movement	468	1	7	6,48	0,96	6	80	4	7	6,74	0,61	10
A04. Health practices	468	1	7	6,24	1,20	22	80	3	7	6,21	1,01	32
A05. Safety practices	467	1	7	6,33	1,22	14	80	3	7	6,74	0,69	10
A06. Meals/snacks	466	1	7	6,36	0,99	12,5	80	3	7	6,48	0,83	21
A07. Nap and rest	463	1	7	5,68	1,53	38,5	78	3	7	6,26	0,95	29,5
A08. Times for free play	466	1	7	6,32	1,03	16	80	3	7	6,78	0,66	7
A09. Promoting language and a literate culture	467	1	7	6,32	1,06	16	79	2	7	6,35	0,93	24
A10. Promoting fine motor activities	466	1	7	6,37	1,02	10,5	80	3	7	6,63	0,80	14
A11. Promoting art	467	1	7	6,25	1,11	20,5	80	4	7	6,64	0,75	13
A12. Promoting music/movement	467	1	7	6,25	1,09	20,5	80	4	7	6,54	0,86	17,5
A13. Promoting design/construction	466	1	7	6,16	1,07	26	80	4	7	6,53	0,81	19
A14. Promoting dramatic play	467	1	7	5,83	1,30	32	80	3	7	6,31	1,03	26
A15. Promoting nature	466	1	7	6,38	1,02	9	80	4	7	6,55	0,73	16
A16. Promoting mathematical understanding	466	1	7	5,92	1,28	29	78	2	7	6,06	1,23	35
A17. Promoting perceptual/cognitive processes	467	1	7	6,20	1,18	25	77	4	7	6,32	1,02	25
A18. Traffic education	462	1	7	6,06	1,28	27	78	2	7	5,73	1,38	43
A19. Environmental protection	462	1	7	5,88	1,26	30	79	2	7	5,65	1,32	44
A20. Promoting autonomy/self-reliance	462	1	7	6,49	0,96	5	80	4	7	6,74	0,63	10
A21. Promoting acceptance of diversity	461	1	7	6,23	1,17	23	79	3	7	6,39	0,94	22,5
A22. Multi-cultural education	462	1	7	5,68	1,44	38,5	77	2	7	5,94	1,28	40
A23. Promoting non-gendered behavioral patterns	456	1	7	5,41	1,47	44	79	1	7	5,97	1,31	38
A24. Educators-child-interaction	462	1	7	6,66	0,83	2	80	5	7	6,95	0,27	1
A25. Promoting appropriate interaction/imparting values	463	1	7	6,63	0,85	3	80	3	7	6,83	0,57	5
A26. Language stimulation/communication	462	1	7	6,37	0,99	10,5	80	4	7	6,75	0,56	8
A27. Consideration of personal needs of educators	462	1	7	5,78	1,36	34	78	2	7	6,12	1,24	34
A28. Professional support for educators	461	1	7	5,87	1,24	31	80	2	7	6,26	1,09	29,5
B: Quality of Familial Reference												
B01. Inclusion of parents	464	1	7	6,40	1,08	8	80	3	7	6,18	1,04	33
B02. Individualized promotion of children	463	2	7	6,26	1,03	19	80	3	7	6,54	0,79	17,5
B03. Observation and documentation of child's development	463	1	7	5,69	1,44	37	80	2	7	5,86	1,26	42
B04. Information about educational work	463	1	7	5,70	1,26	36	80	3	7	5,89	1,07	41
B05. Dealing with conflicts	461	1	7	6,32	1,01	16	80	4	7	6,58	0,76	15
B06. Opening hours appropriate for parents' needs	463	1	7	6,36	1,06	12,5	80	1	7	5,64	1,41	45
B07. Advice and support for families	462	1	7	5,45	1,48	43	78	2	7	6,01	1,11	36
B08. Well-being of child in the childcare facility	463	1	7	6,81	0,70	1	80	4	7	6,86	0,50	3
B09. Easy accessibility of the childcare facility	463	1	7	6,21	1,18	24	80	1	7	5,58	1,37	46
B10. Transparent quality of pedagogical work	463	1	7	5,29	1,51	46	79	1	7	5,23	1,38	49
B11. Exemption from contribution	462	1	7	5,25	1,76	47	78	1	7	3,47	1,73	52
C: Pedagogical Orientation Quality												
C01. Pedagogical Concept: Contents and availability	466	1	7	4,81	1,63	51	79	1	7	5,44	1,69	47
C02. Pedagogical Concept: Communication and updating	465	1	7	4,96	1,50	48	78	1	7	5,95	1,29	39
C03. Pedagogical Concept: Participation of parents	463	1	7	4,57	1,73	52	79	1	7	3,52	1,83	51
C04. Advanced training for educators: Financial support	466	1	7	5,61	1,45	41	78	1	7	6,27	1,37	27,5
C05. Advanced Training for educators: Contracted training days	466	1	7	4,92	1,62	49	77	1	7	5,25	1,70	48
C06. Advanced training for educators: Introduction of the training content	465	1	7	4,87	1,60	50	79	1	7	4,91	1,60	50
C07. Advanced training for educators: No impairment of childcare	463	1	7	5,99	1,30	28	79	3	7	6,27	1,07	27,5
D: Pedagogical Structural Orientation Quality												
D01. Training of educational professionals	462	1	7	5,80	1,32	33	77	2	7	6,39	1,05	22,5
D02. Number of children per educator (educator child ratio)	463	1	7	6,42	1,06	7	78	5	7	6,92	0,31	2
D03. Preparation and follow-up time for educators	459	1	7	5,36	1,47	45	77	5	7	6,79	0,50	6
D04. Indoor space	464	2	7	6,30	1,06	18	78	4	7	6,67	0,68	12
D05. Outdoor area	464	1	7	6,55	0,94	4	79	5	7	6,85	0,43	4
D06. Exemption of the director from care responsibilities	460	1	7	5,56	1,45	42	78	3	7	6,49	0,95	20
Annotation:												
• N = number of cases, Min = minimum, Max = maximum, M = mean, SD = standard deviation, Rk = rank												
• Scaling: 1 = "unimportant", 3 = "partly", 5 = "important", 7 = "very important" (2, 4, 6 = intermediate levels)												

Table A3-2: Rating and rankings of the quality characteristics of parents and educators – Chile

characteristics	parents						educators					
	N	Min	N	Min	N	Rk	N	Min	N	Min	N	Rk
A: Pedagogical interaction with the child (Process Quality)												
A01. Furnishing for care, play and learning	376	3	7	6,53	0,88	29,5	105	4	7	6,67	0,70	34
A02. Child-related display	376	1	7	6,44	0,98	38	104	1	7	6,46	0,97	48
A03. Equipment for movement	377	2	7	6,70	0,74	6	105	4	7	6,74	0,65	24
A04. Health practices	377	1	7	6,77	0,73	2	105	3	7	6,89	0,47	3
A05. Safety practices	380	1	7	6,66	0,83	10	103	1	7	6,81	0,75	17
A06. Meals/snacks	376	3	7	6,75	0,62	3	105	5	7	6,84	0,42	11,5
A07. Nap and Rest	379	1	7	6,53	0,95	32	105	5	7	6,70	0,62	30
A08. Times for free play	380	1	7	6,58	0,80	18	105	5	7	6,84	0,46	11,5
A09. Promoting language and a literate culture	380	1	7	6,65	0,79	11	105	5	7	6,81	0,52	15
A10. Promoting fine motor activities	379	3	7	6,54	0,82	28	105	4	7	6,71	0,63	29
A11. Promoting art	377	3	7	6,59	0,78	17	105	5	7	6,86	0,38	4,5
A12. Promoting music/movement	380	1	7	6,55	0,83	24	105	5	7	6,81	0,46	15
A13. Promoting design/construction	379	2	7	6,47	0,87	35	102	5	7	6,73	0,55	28
A14. Promoting dramatic play	377	1	7	6,28	1,01	49	104	1	7	6,47	0,98	47
A15. Promoting nature	364	1	7	6,53	0,89	31	104	3	7	6,66	0,73	35,5
A16. Promoting mathematical understanding	377	2	7	6,39	0,97	42	105	3	7	6,56	0,87	41
A17. Promoting perceptual/cognitive processes	376	2	7	6,41	0,91	39	105	3	7	6,61	0,67	39
A18. Traffic education	370	1	7	6,24	1,15	51	102	1	7	6,33	1,00	49
A19. Environmental protection	376	1	7	6,55	0,87	25	103	1	7	6,73	0,83	26,5
A20. Promoting autonomy/self-reliance	376	1	7	6,57	0,85	20	105	3	7	6,75	0,62	22,5
A21. Promoting acceptance of diversity	378	1	7	6,50	1,02	34	104	1	7	6,79	0,72	19
A22. Multi-cultural education	375	1	7	6,52	0,92	33	105	5	7	6,85	0,39	9
A23. Promoting non-gendered behavioral patterns	374	1	7	6,33	1,20	44	105	3	7	6,54	0,78	43
A24. Educators-child-interaction	377	2	7	6,72	0,72	5	105	6	7	6,96	0,19	1
A25. Promoting appropriate interaction/imparting values	378	3	7	6,66	0,68	9	105	5	7	6,86	0,43	4,5
A26. Language stimulation/communication	376	3	7	6,79	0,57	1	105	5	7	6,90	0,36	2
A27. Consideration of personal needs of educators	377	1	7	6,47	0,95	36	105	3	7	6,75	0,69	22,5
A28. Professional support for educators	375	1	7	6,59	0,85	16	105	4	7	6,81	0,54	15
B: Quality of Familial Reference												
B01. Inclusion of parents	379	1	7	6,70	0,73	7	105	3	7	6,78	0,71	21
B02. Individualized promotion of children	375	1	7	6,57	0,89	21	104	5	7	6,86	0,43	6,5
B03. Observation and documentation of child's development	373	2	7	6,60	0,82	15	103	5	7	6,83	0,44	13
B04. Information about educational work	379	2	7	6,69	0,72	8	105	5	7	6,85	0,48	9
B05. Dealing with conflicts	378	1	7	6,54	0,95	26	105	4	7	6,85	0,46	9
B06. Opening hours appropriate for parents' needs	377	1	7	6,56	0,88	23	104	3	7	6,67	0,72	32
B07. Advice and support for families	379	1	7	6,64	0,81	13	104	5	7	6,68	0,63	31
B08. Well-being of child in the childcare facility	378	1	7	6,72	0,76	4	104	5	7	6,86	0,43	6,5
B09. Easy accessibility of the childcare facility	376	1	7	6,53	0,97	29,5	103	1	7	6,50	1,02	45
B10. Transparent quality of pedagogical work	377	1	7	6,65	0,79	12	105	5	7	6,79	0,57	18
B11. Exemption from contribution	333	1	7	6,08	1,60	52	101	1	7	6,11	1,71	52
C: Pedagogical Orientation Quality												
C01. Pedagogical Concept: Contents and availability	375	1	7	6,32	1,13	45	103	3	7	6,64	0,70	38
C02. Pedagogical Concept: Communication and updating	376	1	7	6,38	1,03	43	103	4	7	6,73	0,58	26,5
C03. Pedagogical Concept: Participation of parents	375	1	7	6,40	1,03	40	102	3	7	6,52	0,84	44
C04. Advanced training for educators: Financial support	371	1	7	6,29	1,19	47	100	1	7	6,55	0,98	42
C05. Advanced training for educators: Contracted training days	365	1	7	6,27	1,29	50	97	1	7	6,30	1,31	50
C06. Advanced training for educators: Introduction of the training content	369	1	7	6,44	1,02	37	100	1	7	6,67	0,80	33
C07. Advanced Training for educators: No impairment of childcare	374	1	7	6,28	1,37	48	100	1	7	6,50	1,14	46
D: Pedagogical Structural Orientation Quality												
D01. Training of educational professionals	376	1	7	6,58	1,00	19	103	1	7	6,66	1,02	37
D02. Number of children per educator (educator child ratio)	374	1	7	6,54	0,98	27	104	1	7	6,66	0,85	35,5
D03. Preparation and follow-up time for educators	373	1	7	6,39	1,06	41	102	1	7	6,61	0,90	40
D04. Indoor space	375	1	7	6,61	0,95	14	103	4	7	6,74	0,61	25
D05. Outdoor area	374	1	7	6,57	1,00	22	103	4	7	6,79	0,52	20
D06. Exemption of the director from care responsibilities	371	1	7	6,29	1,22	46	102	1	7	6,28	1,24	51
Annotation:												
• N = number of cases, Min = minimum, Max = maximum, M = mean, SD = standard deviation, Rk = rank												
• Scaling: 1 = "unimportant", 3 = "partly", 5 = "important", 7 = "very important" (2, 4, 6 = intermediate levels)												

Table A3-3: Rating and rankings of the quality characteristics of parents and educators – China

characteristics	parents						educators					
	N	Min	Max	N	Min	Rk	N	Min	Max	N	Min	Rk
A: Pedagogical interaction with the child (Process Quality)												
A01. Furnishing for care, play and learning	391	1	7	5,79	1,26	39	104	3	7	6,31	1,00	27
A02. Child-related display	391	1	7	5,75	1,33	41	104	3	7	6,34	1,04	23,5
A03. Equipment for movement	393	1	7	6,44	1,03	2	104	5	7	6,72	0,61	2
A04. Health practices	393	3	7	6,41	0,99	3	104	3	7	6,70	0,71	3
A05. Safety practices	399	2	7	6,50	0,98	1	104	3	7	6,78	0,68	1
A06. Meals/snacks	398	3	7	6,29	1,02	6	103	3	7	6,35	0,96	21
A07. Nap and rest	398	1	7	5,83	1,20	35	104	3	7	6,19	1,18	36
A08. Times for free play	396	1	7	5,80	1,28	38	104	4	7	6,43	0,86	10
A09. Promoting language and a literate culture	400	1	7	6,09	1,20	16	104	1	7	6,29	1,12	28
A10. Promoting fine motor activities	400	1	7	6,07	1,20	18	104	3	7	6,38	0,92	17,5
A11. Promoting art	399	1	7	6,04	1,15	22	104	4	7	6,39	0,89	15
A12. Promoting music/movement	399	1	7	5,88	1,26	32,5	104	3	7	6,26	0,91	30
A13. Promoting design/construction	400	1	7	5,94	1,18	28	104	4	7	6,32	0,90	25,5
A14. Promoting dramatic play	395	1	7	5,73	1,39	42	104	1	7	6,21	1,08	33,5
A15. Promoting nature	399	3	7	5,90	1,21	30,5	104	3	7	6,27	0,93	29
A16. Promoting mathematical understanding	400	1	7	5,82	1,29	36	104	3	7	6,18	0,99	38
A17. Promoting perceptual/cognitive processes	399	3	7	6,12	1,12	12	104	4	7	6,40	0,85	12
A18. Traffic education	398	1	7	6,38	1,03	4	103	4	7	6,49	0,80	9
A19. Environmental protection	401	3	7	6,00	1,18	24	104	3	7	6,38	0,90	17,5
A20. Promoting autonomy/self-reliance	400	1	7	6,17	1,23	10	104	4	7	6,58	0,77	5
A21. Promoting acceptance of diversity	399	1	7	5,92	1,33	29	104	3	7	6,18	0,99	38
A22. Multi-cultural education	399	1	7	5,72	1,35	43	104	4	7	6,02	1,03	42
A23. Promoting non-gendered behavioral patterns	397	1	7	5,68	1,48	45	104	1	7	6,23	1,06	31
A24. Educators-child-interaction	401	1	7	6,30	1,07	5	104	3	7	6,55	0,83	7
A25. Promoting appropriate interaction/imparting values	399	1	7	6,23	1,13	7,5	104	4	7	6,56	0,76	6
A26. Language stimulation/communication	398	1	7	6,07	1,19	18	104	4	7	6,40	0,86	12
A27. Consideration of personal needs of educators	396	1	7	5,84	1,38	34	104	3	7	6,37	1,04	20
A28. Professional support for educators	399	1	7	6,06	1,21	20,5	104	3	7	6,38	0,95	17,5
B: Quality of Familial Reference												
B01. Inclusion of parents	392	2	7	6,06	1,12	20,5	104	4	7	6,40	0,91	12
B02. Individualized promotion of children	391	1	7	6,10	1,14	14	103	3	7	6,34	0,87	22
B03. Observation and documentation of child's development	387	1	7	5,96	1,17	27	104	3	7	6,18	0,96	38
B04. Information about educational work	390	3	7	5,98	1,15	25,5	104	3	7	6,20	1,05	35
B05. Dealing with conflicts	394	2	7	6,01	1,17	23	104	3	7	6,32	0,98	25,5
B06. Opening hours appropriate for parents' needs	394	1	7	5,68	1,34	45	104	1	7	5,85	1,38	48
B07. Advice and support for families	393	2	7	5,66	1,29	48	104	1	7	5,86	1,33	47
B08. Well-being of child in the childcare facility	393	3	7	6,22	1,07	9	104	3	7	6,38	0,95	17,5
B09. Easy accessibility of the childcare facility	392	1	7	5,98	1,24	25,5	104	3	7	5,93	1,21	44
B10. Transparent quality of pedagogical work	392	3	7	5,88	1,24	32,5	104	1	7	5,91	1,36	45
B11. Exemption from contribution	391	1	7	4,72	2,02	52	103	1	7	4,78	2,01	52
C: Pedagogical Orientation Quality												
C01. Pedagogical Concept: Contents and availability	392	1	7	5,51	1,39	50	104	1	7	5,62	1,46	50
C02. Pedagogical Concept: Communication and updating	389	3	7	5,68	1,30	45	104	1	7	5,73	1,41	49
C03. Pedagogical Concept: Participation of parents	388	1	7	5,12	1,59	51	104	1	7	5,41	1,59	51
C04. Advanced training for educators: Financial support	391	1	7	5,90	1,37	30,5	103	2	7	6,40	1,00	14
C05. Advanced training for educators: Contracted training days	390	1	7	5,67	1,38	47	104	3	7	5,98	1,09	43
C06. Advanced training for educators: Introduction of the training content	392	3	7	5,81	1,29	37	104	2	7	6,06	1,21	41
C07. Advanced training for educators: No impairment of childcare	390	1	7	6,10	1,23	14	104	1	7	6,21	1,16	33,5
D: Pedagogical Structural Orientation Quality												
D01. Training of educational professionals	393	2	7	6,10	1,19	14	103	3	7	6,22	1,09	32
D02. Number of children per educator (educator child ratio)	393	1	7	6,07	1,26	18	104	2	7	6,34	1,10	23,5
D03. Preparation and follow-up time for educators	391	1	7	5,76	1,31	40	103	2	7	6,17	1,14	40
D04. Indoor space	394	3	7	6,13	1,14	11	103	4	7	6,53	0,79	8
D05. Outdoor area	394	2	7	6,23	1,10	7,5	103	4	7	6,63	0,73	4
D06. Exemption of the director from care responsibilities	393	1	7	5,60	1,51	49	103	1	7	5,88	1,60	46
Annotation:												
• N = number of cases, Min = minimum, Max = maximum, M = mean, SD = standard deviation, Rk = rank												
• Scaling: 1 = "unimportant", 3 = "partly", 5 = "important", 7 = "very important" (2, 4, 6 = intermediate levels)												

Table A3-4: Rating and rankings of the quality characteristics of parents and educators – Denmark

characteristics	parents						educators					
	N	Min	Max	N	Min	Rk	N	Min	Max	N	Min	Rk
A: Pedagogical interaction with the child (Process Quality)												
A01. Furnishing for care, play and learning	313	1	7	5,54	1,43	32	93	1	7	5,55	1,48	35,5
A02. Child-related display	313	1	7	5,13	1,57	39	93	1	7	5,38	1,32	43
A03. Equipment for movement	312	1	7	6,29	1,04	9	93	1	7	6,10	1,23	17
A04. Health practices	312	1	7	6,12	1,18	13	93	1	7	5,75	1,31	30
A05. Safety practices	312	1	7	6,04	1,32	14	93	1	7	5,86	1,43	27
A06. Meals/snacks	312	1	7	5,84	1,25	23,5	93	1	7	5,94	1,19	21
A07. Nap and rest	312	1	7	5,96	1,21	17	93	1	7	5,90	1,35	24
A08. Times for free play	305	1	7	5,64	1,31	31	90	1	7	5,88	1,23	25,5
A09. Promoting language and a literate culture	305	1	7	5,84	1,29	23,5	90	1	7	5,99	1,10	20
A10. Promoting fine motor activities	305	1	7	5,90	1,16	18	90	1	7	5,93	1,11	22
A11. Promoting art	305	1	7	5,88	1,19	19	90	1	7	5,78	1,16	28
A12. Promoting music/movement	305	1	7	5,78	1,20	26	90	1	7	5,54	1,32	37
A13. Promoting design/construction	305	1	7	5,98	1,13	16	90	1	7	6,09	1,07	18
A14. Promoting dramatic play	305	1	7	5,27	1,43	36	90	1	7	5,49	1,42	41,5
A15. Promoting nature	294	1	7	5,99	1,15	15	88	1	7	5,92	1,11	23
A16. Promoting mathematical understanding	294	1	7	5,34	1,28	34	88	1	7	5,24	1,29	46
A17. Promoting perceptual/cognitive processes	293	1	7	5,65	1,22	30	88	1	7	5,63	1,16	32,5
A18. Traffic education	294	1	7	5,79	1,26	25	88	1	7	5,50	1,43	40
A19. Environmental protection	294	1	7	4,87	1,55	44	88	1	7	4,98	1,43	49
A20. Promoting autonomy/self-reliance	294	1	7	5,85	1,20	21,5	88	1	7	6,07	1,11	19
A21. Promoting acceptance of diversity	294	1	7	5,31	1,51	35	88	1	7	5,68	1,26	31
A22. Multi-cultural education	275	1	7	5,17	1,71	38	85	1	7	5,60	1,43	34
A23. Promoting non-gendered behavioral patterns	276	1	7	4,62	1,73	48	85	1	7	5,04	1,36	47
A24. Educators-child-interaction	276	1	7	6,57	0,96	3	85	1	7	6,69	0,86	4,5
A25. Promoting appropriate interaction/imparting values	276	1	7	6,48	1,06	5	85	1	7	6,51	1,06	8
A26. Language stimulation/communication	276	1	7	6,40	0,97	6,5	85	1	7	6,69	0,87	4,5
A27. Consideration of personal needs of educators	276	1	7	5,87	1,50	20	85	1	7	6,11	1,24	16
A28. Professional support for educators	276	1	7	5,67	1,45	28	85	1	7	6,40	1,09	12
B: Quality of Familial Reference												
B01. Inclusion of parents	263	1	7	6,53	1,03	4	83	3	7	6,77	0,61	3
B02. Individualized promotion of children	263	1	7	6,15	1,07	12	83	4	7	6,41	0,81	11
B03. Observation and documentation of child's development	263	1	7	4,51	1,82	50	83	2	7	5,30	1,21	44
B04. Information about educational work	263	1	7	5,05	1,53	41	83	2	7	5,77	1,05	29
B05. Dealing with conflicts	263	1	7	6,31	1,12	8	83	4	7	6,61	0,71	6
B06. Opening hours appropriate for parents' needs	263	1	7	5,73	1,55	27	83	2	7	5,88	1,10	25,5
B07. Advice and support for families	263	1	7	5,67	1,38	29	83	4	7	6,35	0,83	14
B08. Well-being of child in the childcare facility	263	1	7	6,71	0,88	1	83	5	7	6,80	0,49	2
B09. Easy accessibility of the childcare facility	263	1	7	5,43	1,58	33	83	1	7	4,93	1,37	51
B10. Transparent quality of pedagogical work	263	1	7	4,73	1,73	46	83	1	7	5,02	1,47	48
B11. Exemption from contribution	263	1	7	4,37	1,69	51	83	1	7	4,51	1,69	52
C: Pedagogical Orientation Quality												
C01. Pedagogical Concept: Contents and availability	243	1	7	4,58	1,72	49	82	2	7	5,55	1,23	35,5
C02. Pedagogical Concept: Communication and updating	243	1	7	5,18	1,52	37	82	2	7	6,29	1,18	15
C03. Pedagogical Concept: Participation of parents	243	1	7	4,34	1,70	52	82	2	7	4,94	1,39	50
C04. Advanced training for educators: Financial support	243	1	7	5,85	1,30	21,5	82	3	7	6,45	0,93	10
C05. Advanced training for educators: Contracted training days	243	1	7	4,88	1,73	43	82	1	7	5,51	1,57	38,5
C06. Advanced training for educators: Introduction of the training content	243	1	7	4,86	1,52	45	82	1	7	5,51	1,28	38,5
C07. Advanced training for educators: No impairment of childcare	243	1	7	6,17	1,26	11	82	3	7	6,37	1,00	13
D: Pedagogical Structural Orientation Quality												
D01. Training of educational professionals	235	1	7	5,04	1,72	42	82	1	7	5,26	1,65	45
D02. Number of children per educator (educator child ratio)	235	1	7	6,64	0,99	2	82	3	7	6,85	0,57	1
D03. Preparation and follow-up time for educators	235	1	7	4,64	1,78	47	82	2	7	5,63	1,38	32,5
D04. Indoor space	235	1	7	6,19	1,16	10	82	5	7	6,48	0,71	9
D05. Outdoor area	235	1	7	6,40	1,04	6,5	82	4	7	6,56	0,70	7
D06. Exemption of the director from care responsibilities	235	1	7	5,12	1,56	40	82	1	7	5,49	1,44	41,5
Annotation:												
• N = number of cases, Min = minimum, Max = maximum, M = mean, SD = standard deviation, Rk = rank												
• Scaling: 1 = "unimportant", 3 = "partly", 5 = "important", 7 = "very important" (2, 4, 6 = intermediate levels)												

Table A3-5: Rating and rankings of the quality characteristics of parents and educators – Germany

characteristics	parents						educators					
	N	Min	Max	N	Min	Rk	N	Min	Max	N	Min	Rk
A: Pedagogical interaction with the child (Process Quality)												
A01. Furnishing for care, play and learning	543	1	7	5,88	1,24	30,5	103	4	7	6,43	0,89	17
A02. Child-related display	545	1	7	5,63	1,21	39	102	1	7	6,01	1,21	40
A03. Equipment for movement	545	1	7	6,26	1,00	12,5	103	3	7	6,60	0,72	11
A04. Health practices	544	1	7	6,28	1,10	10	103	3	7	6,34	0,91	24
A05. Safety practices	545	1	7	6,49	0,97	5,5	103	3	7	6,74	0,73	5,5
A06. Meals/snacks	543	1	7	6,30	0,98	8,5	104	4	7	6,52	0,76	14
A07. Nap and rest	542	1	7	5,87	1,28	32	103	3	7	6,32	0,92	25
A08. Times for free play	542	1	7	6,11	1,01	19	104	5	7	6,72	0,55	7,5
A09. Promoting language and a literate culture	544	1	7	6,26	1,04	12,5	104	1	7	6,31	1,01	27
A10. Promoting fine motor activities	543	1	7	6,19	0,98	15	104	3	7	6,37	0,85	22
A11. Promoting art	545	1	7	6,01	1,04	22	104	3	7	6,41	0,83	18,5
A12. Promoting music/movement	545	1	7	5,91	1,09	29	104	3	7	6,10	1,02	37,5
A13. Promoting design/construction	541	1	7	5,88	1,07	30,5	104	4	7	6,39	0,78	20
A14. Promoting dramatic play	544	1	7	5,52	1,24	42	104	2	7	6,30	0,99	30
A15. Promoting nature	543	1	7	6,11	1,05	19	103	2	7	6,31	0,95	27
A16. Promoting mathematical understanding	545	1	7	5,77	1,16	34	104	2	7	5,98	1,12	41
A17. Promoting perceptual/cognitive processes	544	1	7	6,11	1,08	19	104	3	7	6,35	0,89	23
A18. Traffic education	544	1	7	6,01	1,16	22	104	3	7	6,11	1,08	36
A19. Environmental protection	540	1	7	5,53	1,29	41	104	2	7	5,83	1,24	45
A20. Promoting autonomy/self-reliance	542	1	7	6,30	0,98	8,5	104	4	7	6,66	0,68	9
A21. Promoting acceptance of diversity	544	1	7	5,99	1,36	24	104	3	7	6,41	0,87	18,5
A22. Multi-cultural education	543	1	7	5,44	1,46	43	103	2	7	5,94	1,14	43,5
A23. Promoting non-gendered behavioral patterns	544	1	7	5,23	1,58	45	103	3	7	5,97	1,07	42
A24. Educators-child-interaction	543	1	7	6,63	0,85	2	103	5	7	6,87	0,41	1
A25. Promoting appropriate interaction/imparting values	542	1	7	6,55	0,84	4	103	3	7	6,82	0,59	3
A26. Language stimulation/communication	541	1	7	6,27	0,94	11	103	4	7	6,74	0,58	5,5
A27. Consideration of personal needs of educators	544	1	7	6,01	1,17	22	103	2	7	6,22	1,17	32
A28. Professional support for educators	542	1	7	5,96	1,12	25	103	2	7	6,30	1,00	30
B: Quality of Familial Reference												
B01. Inclusion of parents	544	1	7	6,38	0,96	7	104	3	7	6,31	0,98	27
B02. Individualized promotion of children	540	1	7	5,95	1,19	26,5	104	3	7	6,38	0,84	21
B03. Observation and documentation of child's development	542	1	7	5,70	1,31	36	103	3	7	6,09	0,97	39
B04. Information about educational work	544	1	7	5,61	1,26	40	103	3	7	5,94	0,99	43,5
B05. Dealing with conflicts	544	1	7	6,17	1,06	17	103	4	7	6,62	0,70	10
B06. Opening hours appropriate for parents' needs	543	1	7	6,18	1,11	16	103	3	7	5,67	1,26	49
B07. Advice and support for families	543	1	7	5,36	1,44	44	103	4	7	6,19	0,82	34
B08. Well-being of child in the childcare facility	542	1	7	6,76	0,69	1	103	5	7	6,84	0,44	2
B09. Easy accessibility of the childcare facility	543	1	7	5,92	1,27	28	103	3	7	5,71	1,17	47
B10. Transparent quality of pedagogical work	543	1	7	5,20	1,47	47	103	2	7	5,68	1,16	48
B11. Exemption from contribution	540	1	7	5,13	1,79	48,5	100	1	7	4,80	1,75	52
C: Pedagogical Orientation Quality												
C01. Pedagogical Concept: Contents and availability	542	1	7	4,90	1,42	51	104	3	7	6,12	1,05	35
C02. Pedagogical Concept: Communication and updating	542	1	7	5,10	1,31	50	104	3	7	6,10	1,09	37,5
C03. Pedagogical Concept: Participation of parents	540	1	7	4,80	1,54	52	103	2	7	4,83	1,48	51
C04. Advanced training for educators: Financial support	539	1	7	5,83	1,21	33	104	3	7	6,59	0,72	12
C05. Advanced training for educators: Contracted training days	535	1	7	5,13	1,49	48,5	102	1	7	5,60	1,44	50
C06. Advanced training for educators: Introduction of the training content	537	1	7	5,21	1,37	46	102	3	7	5,79	1,11	46
C07. Advanced training for educators: No impairment of childcare	539	1	7	5,72	1,42	35	104	2	7	6,21	1,09	33
D: Pedagogical Structural Orientation Quality												
D01. Training of educational professionals	539	1	7	5,95	1,16	26,5	104	1	7	6,51	0,96	15
D02. Number of children per educator (educator child ratio)	538	1	7	6,57	0,87	3	102	3	7	6,81	0,61	4
D03. Preparation and follow-up time for educators	533	1	7	5,69	1,24	37	104	1	7	6,45	1,09	16
D04. Indoor space	541	1	7	6,25	1,00	14	104	3	7	6,54	0,86	13
D05. Outdoor area	540	1	7	6,49	0,85	5,5	104	5	7	6,72	0,58	7,5
D06. Exemption of the director from care responsibilities	537	1	7	5,67	1,29	38	101	2	7	6,30	1,09	30
Annotation:												
• N = number of cases, Min = minimum, Max = maximum, M = mean, SD = standard deviation, Rk = rank												
• Scaling: 1 = "unimportant", 3 = "partly", 5 = "important", 7 = "very important" (2, 4, 6 = intermediate levels)												

Table A3-6: Rating and rankings of the quality characteristics of parents and educators – Norway

characteristics	parents						educators					
	N	Min	Max	N	Min	Rk	N	Min	Max	N	Min	Rk
A: Pedagogical interaction with the child (Process Quality)												
A01. Furnishing for care, play and learning	233	2	7	5,48	1,27	44	57	3	7	5,75	1,09	43
A02. Child-related display	233	1	7	5,13	1,39	48	57	2	7	5,40	1,28	49
A03. Equipment for movement	233	3	7	6,39	0,89	13	57	1	7	6,07	1,15	32,5
A04. Health practices	233	3	7	6,52	0,76	7	57	3	7	6,37	0,96	21
A05. Safety practices	233	3	7	6,45	1,00	11	57	3	7	6,32	1,09	22
A06. Meals/snacks	231	3	7	6,46	0,75	10	57	5	7	6,56	0,66	9
A07. Nap and rest	230	2	7	6,16	1,06	21	58	5	7	6,50	0,71	12
A08. Times for free play	233	1	7	6,14	0,99	22	58	3	7	6,43	0,99	16
A09. Promoting language and a literate culture	233	2	7	6,24	0,92	18	58	4	7	6,40	0,77	18,5
A10. Promoting fine motor activities	233	3	7	6,11	0,92	23,5	58	2	7	5,93	1,02	37
A11. Promoting art	233	1	7	5,74	1,05	35	58	4	7	5,93	0,93	37
A12. Promoting music/movement	233	3	7	5,82	1,03	32	58	2	7	5,62	1,02	46
A13. Promoting design/construction	233	1	7	5,64	1,06	40	58	4	7	5,79	0,93	42
A14. Promoting dramatic play	232	1	7	5,67	1,08	39	58	4	7	6,45	0,78	14,5
A15. Promoting nature	232	3	7	6,32	0,83	16	58	5	7	6,48	0,78	13
A16. Promoting mathematical understanding	233	1	7	5,71	1,10	37	58	4	7	5,95	0,89	34
A17. Promoting perceptual/cognitive processes	233	3	7	6,11	1,00	23,5	58	4	7	6,28	0,85	24,5
A18. Traffic education	233	2	7	6,35	1,04	14	58	4	7	6,29	0,96	23
A19. Environmental protection	233	1	7	5,56	1,30	43	58	3	7	5,93	1,11	37
A20. Promoting autonomy/self-reliance	232	1	7	6,06	1,08	26	58	1	7	6,14	1,15	29
A21. Promoting acceptance of diversity	232	1	7	5,94	1,20	28	58	3	7	6,16	1,06	28
A22. Multi-cultural education	233	1	7	5,93	1,17	29	58	3	7	6,22	0,96	26
A23. Promoting non-gendered behavioral patterns	232	1	7	5,47	1,48	45	58	3	7	5,86	1,07	40
A24. Educators-child-interaction	233	4	7	6,68	0,64	2,5	58	5	7	6,86	0,44	1
A25. Promoting appropriate interaction/imparting values	233	4	7	6,58	0,71	5	58	4	7	6,78	0,59	4,5
A26. Language stimulation/communication	233	3	7	6,48	0,77	8,5	58	5	7	6,78	0,50	4,5
A27. Consideration of personal needs of educators	232	1	7	6,21	1,02	19	58	3	7	6,09	1,06	31
A28. Professional support for educators	232	2	7	6,40	0,92	12	58	5	7	6,55	0,60	10
B: Quality of Familial Reference												
B01. Inclusion of parents	233	4	7	6,61	0,69	4	58	5	7	6,67	0,66	6,5
B02. Individualized promotion of children	233	2	7	6,33	0,96	15	58	4	7	6,53	0,80	11
B03. Observation and documentation of child's development	233	1	7	6,09	1,17	25	57	4	7	6,21	1,00	27
B04. Information about educational work	233	2	7	6,03	1,09	27	58	3	7	6,38	0,95	20
B05. Dealing with conflicts	233	4	7	6,48	0,76	8,5	58	4	7	6,67	0,69	6,5
B06. Opening hours appropriate for parents' needs	233	1	7	5,85	1,35	31	58	2	7	5,67	1,28	45
B07. Advice and support for families	232	1	7	5,87	1,21	30	58	3	7	6,28	0,91	24,5
B08. Well-being of child in the childcare facility	233	5	7	6,88	0,40	1	58	5	7	6,84	0,41	2
B09. Easy accessibility of the childcare facility	233	1	7	5,78	1,39	33	58	1	7	4,86	1,48	52
B10. Transparent quality of pedagogical work	232	1	7	5,76	1,18	34	58	2	7	5,95	1,21	35
B11. Exemption from contribution	224	1	7	4,73	1,78	52	58	1	7	5,34	1,45	51
C: Pedagogical Orientation Quality												
C01. Pedagogical Concept: Contents and availability	234	1	7	5,58	1,19	42	57	2	7	5,91	1,24	39
C02. Pedagogical Concept: Communication and updating	233	1	7	5,69	1,12	38	58	4	7	6,40	0,77	18,5
C03. Pedagogical Concept: Participation of parents	233	1	7	4,76	1,49	50,5	58	3	7	5,52	1,13	48
C04. Advanced training for educators: Financial support	233	1	7	5,42	1,30	47	58	4	7	6,07	0,90	32,5
C05. Advanced training for educators: Contracted training days	233	1	7	4,88	1,58	49	57	1	7	5,39	1,47	50
C06. Advanced training for educators: Introduction of the training content	231	1	7	4,76	1,45	50,5	58	2	7	5,55	1,08	47
C07. Advanced training for educators: No impairment of childcare	234	3	7	6,26	0,93	17	58	3	7	6,64	0,77	8
D: Pedagogical Structural Orientation Quality												
D01. Training of educational professionals	232	1	7	5,62	1,33	41	58	1	7	5,84	1,46	41
D02. Number of children per educator (educator child ratio)	232	4	7	6,68	0,70	2,5	58	3	7	6,79	0,72	3
D03. Preparation and follow-up time for educators	233	1	7	5,72	1,23	36	58	3	7	6,41	0,90	17
D04. Indoor space	234	1	7	6,18	1,02	20	58	3	7	6,10	1,12	30
D05. Outdoor area	234	4	7	6,55	0,67	6	58	4	7	6,45	0,88	14,5
D06. Exemption of the director from care responsibilities	232	1	7	5,43	1,37	46	58	2	7	5,69	1,40	44
Annotation:												
• N = number of cases, Min = minimum, Max = maximum, M = mean, SD = standard deviation, Rk = rank												
• Scaling: 1 = "unimportant", 3 = "partly", 5 = "important", 7 = "very important" (2, 4, 6 = intermediate levels)												

Table A3-7a: Rating and rankings of the quality characteristics of parents and educators – Russia; whole sample

characteristics	parents						educators					
	N	Min	Max	N	Min	Rk	N	Min	Max	N	Min	Rk
A: Pedagogical interaction with the child (Process Quality)												
A01. Furnishing for care, play and learning	3921	1	7	6,20	1,31	16,5	478	1	7	6,53	0,92	12
A02. Child-related display	3919	1	7	6,03	1,38	30	478	1	7	6,40	0,97	23
A03. Equipment for movement	3918	1	7	6,28	1,26	10,5	477	1	7	6,56	0,84	7,5
A04. Health practices	3918	1	7	6,45	1,19	4	476	1	7	6,63	0,81	4
A05. Safety practices	3917	1	7	6,54	1,14	1	478	1	7	6,77	0,68	1
A06. Meals/snacks	3905	1	7	6,35	1,24	7,5	477	1	7	6,34	1,11	26,5
A07. Nap and rest	3916	1	7	6,15	1,38	22	476	1	7	6,07	1,24	41
A08. Times for free play	3911	1	7	6,09	1,33	25,5	476	1	7	6,47	0,92	17
A09. Promoting language and a literate culture	3914	1	7	6,35	1,24	7,5	477	1	7	6,45	1,02	20
A10. Promoting fine motor activities	3914	1	7	6,27	1,26	12	478	1	7	6,54	0,88	9
A11. Promoting art	3908	1	7	6,14	1,31	23,5	477	1	7	6,33	0,95	28
A12. Promoting music/movement	3907	1	7	6,07	1,37	27	476	1	7	6,30	1,02	31
A13. Promoting design/construction	3921	1	7	6,06	1,35	28,5	476	1	7	6,46	0,92	19
A14. Promoting dramatic play	3910	1	7	5,95	1,39	36	475	1	7	6,47	0,97	17
A15. Promoting nature	3902	1	7	6,01	1,35	32	477	1	7	6,32	1,02	29,5
A16. Promoting mathematical understanding	3909	1	7	6,23	1,29	13,5	474	1	7	6,42	0,96	21
A17. Promoting perceptual/cognitive processes	3914	1	7	6,36	1,21	5,5	475	1	7	6,58	0,85	6
A18. Traffic education	3904	1	7	6,30	1,24	9	477	1	7	6,47	0,94	17
A19. Environmental protection	3910	1	7	6,00	1,36	34	475	1	7	6,15	1,14	38,5
A20. Promoting autonomy/self-reliance	3916	1	7	6,23	1,26	13,5	477	1	7	6,34	1,07	26,5
A21. Promoting acceptance of diversity	3905	1	7	5,85	1,50	38	474	1	7	6,08	1,23	40
A22. Multi-cultural education	3910	1	7	5,59	1,57	45	475	1	7	5,79	1,37	47
A23. Promoting non-gendered behavioral patterns	3903	1	7	5,40	1,70	51	478	1	7	5,58	1,50	49
A24. Educators-child-interaction	3913	1	7	6,46	1,18	3	476	1	7	6,71	0,74	2
A25. Promoting appropriate interaction/imparting values	3900	1	7	6,28	1,24	10,5	475	1	7	6,49	0,93	15
A26. Language stimulation/communication	3892	1	7	6,09	1,38	25,5	471	1	7	6,32	1,16	29,5
A27. Consideration of personal needs of educators	3875	1	7	5,69	1,63	40	476	1	7	5,65	1,63	48
A28. Professional support for educators	3902	1	7	5,92	1,47	37	476	1	7	6,35	1,04	25
B: Quality of Familial Reference												
B01. Inclusion of parents	3912	1	7	6,17	1,36	19,5	477	1	7	6,56	0,85	7,5
B02. Individualized promotion of children	3907	1	7	6,36	1,23	5,5	478	1	7	6,59	0,82	5
B03. Observation and documentation of child's development	3884	1	7	5,80	1,53	39	474	1	7	5,80	1,36	46
B04. Information about educational work	3886	1	7	6,06	1,40	28,5	476	1	7	6,40	0,98	23
B05. Dealing with conflicts	3884	1	7	6,20	1,33	16,5	476	1	7	6,52	0,89	14
B06. Opening hours appropriate for parents' needs	3895	1	7	6,14	1,44	23,5	476	1	7	6,02	1,35	42
B07. Advice and support for families	3893	1	7	6,01	1,41	32	477	1	7	6,29	1,05	32
B08. Well-being of child in the childcare facility	3888	1	7	6,47	1,18	2	476	1	7	6,67	0,80	3
B09. Easy accessibility of the childcare facility	3883	1	7	6,17	1,42	19,5	473	1	7	5,97	1,40	43
B10. Transparent quality of pedagogical work	3884	1	7	5,65	1,68	41,5	476	1	7	5,46	1,70	50
B11. Exemption from contribution	3862	1	7	5,57	1,80	47	472	1	7	4,99	1,90	51
C: Pedagogical Orientation Quality												
C01. Pedagogical Concept: Contents and availability	3907	1	7	5,62	1,61	43	478	1	7	5,95	1,37	45
C02. Pedagogical Concept: Communication and updating	3894	1	7	5,56	1,63	48	477	1	7	6,16	1,17	37
C03. Pedagogical Concept: Participation of parents	3880	1	7	5,01	1,92	52	477	1	7	4,92	1,87	52
C04. Advanced Training for educators: Financial support	3867	1	7	5,65	1,72	41,5	475	1	7	6,18	1,47	35,5
C05. Advanced Training for educators: Contracted training days	3879	1	7	5,54	1,76	50	478	1	7	6,40	1,21	23
C06. Advanced Training for educators: Introduction of the training content	3885	1	7	5,55	1,68	49	475	1	7	6,20	1,20	34
C07. Advanced Training for educators: No impairment of childcare	3894	1	7	6,16	1,43	21	477	1	7	6,53	1,02	12
D: Pedagogical Structural Orientation Quality												
D01. Training of educational professionals	3909	1	7	6,01	1,47	32	475	1	7	6,18	1,32	35,5
D02. Number of children per educator (educator child ratio)	3894	1	7	5,97	1,49	35	473	1	7	6,23	1,35	33
D03. Preparation and follow-up time for educators	3880	1	7	5,61	1,63	44	475	1	7	6,15	1,31	38,5
D04. Indoor space	3900	1	7	6,18	1,34	18	475	1	7	6,54	0,92	10
D05. Outdoor area	3893	1	7	6,22	1,28	15	476	1	7	6,53	0,92	12
D06. Exemption of the director from care responsibilities	3888	1	7	5,58	1,74	46	476	1	7	5,96	1,42	44
Annotation:												
• N = number of cases, Min = minimum, Max = maximum, M = mean, SD = standard deviation, Rk = rank												
• Scaling: 1 = "unimportant", 3 = "partly", 5 = "important", 7 = "very important" (2, 4, 6 = intermediate levels)												

Table A3-7b: Rating and rankings of the quality characteristics of parents and educators – Russia; reduced sample

characteristics	parents						educators					
	N	Min	Max	N	Min	Rk	N	Min	Max	N	Min	Rk
A: Pedagogical interaction with the child (Process Quality)												
A01. Furnishing for care, play and learning	395	1	7	6,22	1,25	18	89	2	7	6,55	0,95	18,5
A02. Child-related display	394	1	7	6,00	1,34	33	89	2	7	6,52	0,87	20,5
A03. Equipment for movement	394	1	7	6,28	1,24	13	89	2	7	6,73	0,73	3
A04. Health practices	394	1	7	6,48	1,16	3	89	2	7	6,70	0,83	6
A05. Safety practices	394	1	7	6,56	1,08	1	89	2	7	6,83	0,63	1
A06. Meals/snacks	394	1	7	6,40	1,15	6	89	2	7	6,51	1,07	22,5
A07. Nap and rest	396	1	7	6,16	1,30	22,5	88	2	7	6,14	1,21	41
A08. Times for free play	394	1	7	6,15	1,25	24	88	2	7	6,63	0,81	11
A09. Promoting language and a literate culture	395	1	7	6,34	1,26	7	89	2	7	6,61	0,95	14
A10. Promoting fine motor activities	395	1	7	6,29	1,20	11,5	89	2	7	6,65	0,80	9
A11. Promoting art	395	1	7	6,23	1,18	16,5	89	2	7	6,44	0,96	28,5
A12. Promoting music/movement	395	1	7	6,13	1,27	26	88	2	7	6,47	0,96	26,5
A13. Promoting design/construction	395	1	7	6,04	1,32	30	89	2	7	6,61	0,83	14
A14. Promoting dramatic play	396	1	7	5,88	1,38	36	89	2	7	6,60	0,96	16
A15. Promoting nature	393	1	7	5,96	1,30	35	89	2	7	6,47	0,93	26,5
A16. Promoting mathematical understanding	394	1	7	6,18	1,29	20,5	89	2	7	6,52	0,93	20,5
A17. Promoting perceptual/cognitive processes	395	1	7	6,33	1,15	8	88	2	7	6,68	0,78	8
A18. Traffic education	391	1	7	6,31	1,21	10	89	2	7	6,61	0,85	14
A19. Environmental protection	394	1	7	6,03	1,25	31,5	89	2	7	6,26	1,16	37
A20. Promoting autonomy/self-reliance	395	1	7	6,26	1,21	14,5	89	2	7	6,49	0,92	24,5
A21. Promoting acceptance of diversity	395	1	7	5,82	1,48	39	89	2	7	6,27	1,16	35
A22. Multi-cultural education	394	1	7	5,54	1,51	44,5	89	2	7	6,10	1,21	43
A23. Promoting non-gendered behavioral patterns	393	1	7	5,39	1,67	51	89	1	7	5,79	1,53	48
A24. Educators-child-interaction	394	1	7	6,50	1,13	2	89	2	7	6,76	0,71	2
A25. Promoting appropriate interaction/imparting values	392	1	7	6,29	1,16	11,5	89	2	7	6,70	0,76	6
A26. Language stimulation/communication	392	1	7	6,09	1,29	27,5	88	2	7	6,49	1,10	24,5
A27. Consideration of personal needs of educators	389	1	7	5,66	1,59	42	89	1	7	5,70	1,73	49
A28. Professional support for educators	393	1	7	5,97	1,40	34	89	2	7	6,40	0,95	31
B: Family compatibility quality (Family Involvement)												
B01. Inclusion of parents	395	1	7	6,16	1,42	22,5	89	2	7	6,64	0,86	10
B02. Individualized promotion of children	394	1	7	6,41	1,17	5	89	2	7	6,70	0,82	6
B03. Observation and documentation of child's development	392	1	7	5,87	1,38	37	88	1	7	5,89	1,35	45,5
B04. Information about educational work	392	1	7	6,08	1,31	29	88	2	7	6,44	1,02	28,5
B05. Dealing with conflicts	391	1	7	6,26	1,24	14,5	88	2	7	6,55	0,90	18,5
B06. Opening hours appropriate for parents' needs	394	1	7	6,18	1,39	20,5	88	1	7	5,89	1,56	45,5
B07. Advice and support for families	394	1	7	6,09	1,31	27,5	88	2	7	6,38	1,03	32
B08. Well-being of child in the childcare facility	392	1	7	6,47	1,16	4	87	2	7	6,71	0,86	4
B09. Easy accessibility of the childcare facility	393	1	7	6,32	1,30	9	86	1	7	6,00	1,41	44
B10. Transparent quality of pedagogical work	391	1	7	5,55	1,70	43	88	1	7	5,55	1,77	50
B11. Exemption from contribution	390	1	7	5,47	1,84	49	86	1	7	4,74	2,06	52
C: Pedagogical Orientation Quality												
C01. Pedagogical Concept: Contents and availability	395	1	7	5,52	1,68	46	89	2	7	6,13	1,14	42
C02. Pedagogical Concept: Communication and updating	392	1	7	5,50	1,61	47,5	89	2	7	6,16	1,08	39,5
C03. Pedagogical Concept: Participation of parents	393	1	7	5,03	1,88	52	89	1	7	4,92	1,92	51
C04. Advanced training for educators: Financial support	388	1	7	5,68	1,66	40	88	1	7	6,16	1,55	39,5
C05. Advanced training for educators: Contracted training days	392	1	7	5,50	1,76	47,5	89	1	7	6,43	1,25	30
C06. Advanced training for educators: Introduction of the training content	392	1	7	5,46	1,73	50	88	1	7	6,26	1,16	37
C07. Advanced training for educators: No impairment of childcare	394	1	7	6,14	1,40	25	89	1	7	6,51	1,10	22,5
D: Pedagogical Structural Orientation Quality												
D01. Training of educational professionals	396	1	7	5,86	1,57	38	89	1	7	6,28	1,31	34
D02. Number of children per educator (educator child ratio)	394	1	7	6,03	1,38	31,5	89	1	7	6,26	1,34	37
D03. Preparation and follow-up time for educators	393	1	7	5,67	1,50	41	89	1	7	6,31	1,40	33
D04. Indoor space	395	1	7	6,20	1,27	19	89	2	7	6,62	0,94	12
D05. Outdoor area	395	1	7	6,23	1,25	16,5	89	2	7	6,57	0,93	17
D06. Exemption of the director from care responsibilities	394	1	7	5,54	1,74	44,5	89	1	7	5,88	1,57	47
Annotation:												
• N = number of cases, Min = minimum, Max = maximum, M = mean, SD = standard deviation, Rk = rank												
• Scaling: 1 = "unimportant", 3 = "partly", 5 = "important", 7 = "very important" (2, 4, 6 = intermediate levels)												

Table A3-8: Rating and rankings of the quality characteristics of parents and educators – Ukraine

characteristics	parents						educators					
	N	Min	Max	N	Min	Rk	N	Min	Max	N	Min	Rk
A: Pedagogical interaction with the child (Process Quality)												
A01. Furnishing for care, play and learning	436	3	7	6,17	0,98	19	89	5	7	6,37	0,82	13,5
A02. Child-related display	436	1	7	5,92	1,10	29,5	89	3	7	5,74	1,15	38
A03. Equipment for movement	435	2	7	6,32	0,99	9	89	4	7	6,53	0,72	8
A04. Health practices	437	3	7	6,74	0,62	2	89	4	7	6,56	0,77	7
A05. Safety practices	436	3	7	6,87	0,46	1	89	5	7	6,84	0,42	1
A06. Meals/snacks	437	3	7	6,24	0,97	13,5	88	1	7	5,80	1,16	35
A07. Nap and rest	438	1	7	5,92	1,17	29,5	88	2	7	5,34	1,11	46
A08. Times for free play	439	1	7	5,89	1,07	32	89	3	7	5,92	0,87	30
A09. Promoting language and a literate culture	438	2	7	6,28	0,90	11	89	4	7	6,12	0,84	23
A10. Promoting fine motor activities	439	3	7	6,28	0,92	12	89	4	7	6,39	0,83	11
A11. Promoting art	439	3	7	6,14	0,95	20,5	89	3	7	6,16	0,98	20,5
A12. Promoting music/movement	439	3	7	5,84	1,12	33	88	3	7	5,80	0,97	35
A13. Promoting design/construction	439	1	7	5,79	1,15	35	89	4	7	5,91	0,94	31
A14. Promoting dramatic play	438	1	7	5,44	1,28	44	89	3	7	5,90	1,04	32
A15. Promoting nature	438	2	7	5,98	1,04	26,5	89	4	7	6,07	0,86	27
A16. Promoting mathematical understanding	438	2	7	6,12	1,05	22	87	4	7	6,07	0,96	27
A17. Promoting perceptual/cognitive processes	436	2	7	6,21	1,00	16,5	89	3	7	6,15	0,99	22
A18. Traffic education	439	3	7	6,40	0,91	7	89	3	7	6,26	0,98	15
A19. Environmental protection	438	3	7	5,92	1,10	29,5	89	3	7	5,71	1,12	39
A20. Promoting autonomy/self-reliance	437	1	7	6,22	0,98	15	88	4	7	6,20	0,91	18
A21. Promoting acceptance of diversity	435	1	7	5,54	1,34	43	89	3	7	5,44	1,29	44
A22. Multi-cultural education	438	1	7	5,17	1,37	48	89	3	7	5,13	1,27	49
A23. Promoting non-gendered behavioral patterns	437	1	7	5,01	1,58	51	88	2	7	4,93	1,44	51
A24. Educators-child-interaction	438	3	7	6,64	0,69	3	89	4	7	6,70	0,63	2
A25. Promoting appropriate interaction/imparting values	439	2	7	6,20	0,97	18	89	3	7	6,22	0,95	17
A26. Language stimulation/communication	439	3	7	6,47	0,81	5	89	3	7	6,57	0,75	5,5
A27. Consideration of personal needs of educators	438	1	7	5,76	1,34	36	88	2	7	5,61	1,34	42
A28. Professional support for educators	438	1	7	6,06	1,06	24	89	4	7	6,10	0,93	25
B: Family compatibility quality (Family Involvement)												
B01. Inclusion of parents	439	3	7	6,31	0,92	10	89	3	7	6,38	0,90	12
B02. Individualized promotion of children	439	3	7	6,36	0,83	8	89	4	7	6,40	0,86	10
B03. Observation and documentation of child's development	436	1	7	5,70	1,22	39	89	1	7	5,26	1,20	48
B04. Information about educational work	437	1	7	5,98	1,07	26,5	89	3	7	6,11	1,03	24
B05. Dealing with conflicts	437	1	7	6,14	0,98	20,5	89	1	7	6,19	1,05	19
B06. Opening hours appropriate for parents' needs	435	1	7	5,64	1,42	41	88	1	7	5,31	1,24	47
B07. Advice and support for families	437	1	7	5,80	1,16	34	88	3	7	5,80	1,07	35
B08. Well-being of child in the childcare facility	439	1	7	6,61	0,80	4	89	4	7	6,62	0,70	3
B09. Easy accessibility of the childcare facility	437	1	7	6,09	1,21	23	89	2	7	5,89	1,22	33
B10. Transparent quality of pedagogical work	437	1	7	5,40	1,33	45	88	3	7	5,36	1,25	45
B11. Exemption from contribution	434	1	7	5,16	1,54	49	89	1	7	4,88	1,48	52
C: Pedagogical Orientation Quality												
C01. Pedagogical Concept: Contents and availability	437	1	7	5,38	1,19	46	89	3	7	5,70	1,10	40
C02. Pedagogical Concept: Communication and updating	437	1	7	5,14	1,33	50	88	3	7	5,67	1,07	41
C03. Pedagogical Concept: Participation of parents	438	1	7	4,90	1,41	52	88	1	7	4,95	1,36	50
C04. Advanced training for educators: Financial support	435	1	7	5,71	1,49	37,5	87	3	7	6,24	0,94	16
C05. Advanced training for educators: Contracted training days	432	1	7	5,71	1,44	37,5	89	3	7	6,37	0,86	13,5
C06. Advanced training for educators: Introduction of the training content	436	1	7	5,27	1,37	47	89	1	7	5,46	1,36	43
C07. Advanced training for educators: No impairment of childcare	438	1	7	5,92	1,31	29,5	89	3	7	5,75	1,17	37
D: Pedagogical Structural Quality												
D01. Training of educational professionals	437	1	7	5,99	1,11	25	88	3	7	6,16	1,05	20,5
D02. Number of children per educator (educator child ratio)	435	3	7	6,21	1,05	16,5	87	4	7	6,57	0,77	5,5
D03. Preparation and follow-up time for educators	431	1	7	5,60	1,17	42	86	4	7	6,07	0,92	27
D04. Indoor space	437	1	7	6,24	0,97	13,5	88	5	7	6,59	0,71	4
D05. Outdoor area	437	3	7	6,41	0,82	6	88	2	7	6,45	0,86	9
D06. Exemption of the director from care responsibilities	436	1	7	5,69	1,26	40	88	2	7	6,00	1,15	29
Annotation:												
• N = number of cases, Min = minimum, Max = maximum, M = mean, SD = standard deviation, Rk = rank												
• Scaling: 1 = "unimportant", 3 = "partly", 5 = "important", 7 = "very important" (2, 4, 6 = intermediate levels)												

Table A3-9: Rating and rankings of the quality characteristics of parents and educators – Vietnam

characteristics	parents						educators					
	N	Min	Max	N	Min	Rk	N	Min	Max	N	Min	Rk
A: Pedagogical interaction with the child (Process Quality)												
A01. Furnishing for care, play and learning	390	2	7	5,94	1,20	17,5	78	3	7	6,41	1,01	6
A02. Child-related display	390	1	7	5,39	1,42	41	78	1	7	5,59	1,32	44
A03. Equipment for movement	390	1	7	5,52	1,34	35	78	3	7	6,01	1,16	19
A04. Health practices	390	2	7	6,42	1,02	2	78	3	7	6,56	,89	3
A05. Safety practices	390	2	7	6,59	,89	1	78	3	7	6,85	,58	1
A06. Meals/snacks	390	1	7	5,97	1,26	16	78	2	7	5,91	1,21	23,5
A07. Nap and rest	390	1	7	5,94	1,31	17,5	78	2	7	5,85	1,14	29,5
A08. Times for free play	390	1	7	5,58	1,21	32	78	2	7	5,64	1,22	41
A09. Promoting language and a literate culture	390	1	7	6,26	1,08	5	78	3	7	6,12	1,03	16
A10. Promoting fine motor activities	390	1	7	5,42	1,33	39	78	3	7	5,69	1,14	39
A11. Promoting art	390	2	7	5,59	1,27	31	78	2	7	5,79	1,14	32,5
A12. Promoting music/movement	390	2	7	5,54	1,26	34	78	1	7	5,56	1,36	45,5
A13. Promoting design/construction	390	1	7	5,38	1,27	42,5	78	1	7	5,56	1,21	46,5
A14. Promoting dramatic play	390	1	7	5,29	1,51	45	78	3	7	5,88	1,09	25
A15. Promoting nature	390	1	7	5,75	1,30	24	78	3	7	6,08	1,22	18
A16. Promoting mathematical understanding	390	1	7	5,76	1,27	22	78	1	7	5,87	1,30	27
A17. Promoting perceptual/cognitive processes	390	1	7	6,04	1,22	11	78	3	7	6,18	1,04	14,5
A18. Traffic education	390	1	7	5,80	1,28	20	78	3	7	5,97	1,01	20
A19. Environmental protection	390	3	7	5,75	1,24	24	78	2	7	5,87	1,31	27
A20. Promoting autonomy/self-reliance	390	3	7	6,12	1,15	6	78	3	7	6,31	1,17	10
A21. Promoting acceptance of diversity	390	1	7	5,75	1,30	24	78	1	7	5,65	1,34	40
A22. Multi-cultural education	390	1	7	5,25	1,50	47,5	78	2	7	5,29	1,26	49
A23. Promoting non-gendered behavioral patterns	390	1	7	5,21	1,50	49	78	2	7	5,38	1,40	47
A24. Educators-child-interaction	390	1	7	6,37	1,10	3	78	3	7	6,71	,76	2
A25. Promoting appropriate interaction/imparting values	390	3	7	6,09	1,15	8,5	78	3	7	6,35	1,15	7,5
A26. Language stimulation/communication*	-	-	-	-	-	-	-	-	-	-	-	-
A27. Consideration of personal needs of educators	390	1	7	5,74	1,36	26	78	1	7	5,87	1,22	27
A28. Professional support for educators	390	1	7	5,99	1,30	15	78	3	7	6,35	1,02	7,5
Family compatibility quality (Family Involvement)												
B01. Inclusion of parents	390	1	7	6,03	1,16	12	78	3	7	6,21	1,21	12
B02. Individualized promotion of children	390	1	7	6,07	1,15	10	78	3	7	6,50	,94	4
B03. Observation and documentation of child's development	390	2	7	5,84	1,22	19	78	2	7	5,94	1,24	22
B04. Information about educational work	390	2	7	5,67	1,29	27	78	1	7	5,79	1,44	33,5
B05. Dealing with conflicts*	-	-	-	-	-	-	-	-	-	-	-	-
B06. Opening hours appropriate for parents' needs	390	1	7	5,66	1,27	28	78	1	7	5,71	1,33	37,5
B07. Advice and support for families	390	2	7	5,77	1,24	21	78	2	7	5,71	1,30	38,5
B08. Well-being of child in the childcare facility	390	2	7	6,27	1,09	4	78	3	7	6,44	1,04	5
B09. Easy accessibility of the childcare facility	390	1	7	5,46	1,41	36	78	1	7	5,60	1,30	43
B10. Transparent quality of pedagogical work	390	1	7	5,63	1,32	30	78	1	7	5,78	1,51	34
B11. Exemption from contribution	390	1	7	4,58	2,09	50	78	1	7	4,49	1,96	50
C: Pedagogical Orientation Quality												
C01. Pedagogical Concept: Contents and availability	390	1	7	5,43	1,53	38	78	1	7	5,96	1,52	21
C02. Pedagogical Concept: Communication and updating	390	1	7	5,38	1,47	42,5	78	3	7	5,91	1,21	23,5
C03. Pedagogical Concept: Participation of parents	390	1	7	5,25	1,51	47,5	78	1	7	5,35	1,38	48
C04. Advanced training for educators: Financial support	390	1	7	5,41	1,46	40	78	1	7	5,81	1,39	31
C05. Advanced training for educators: Contracted training days	390	1	7	5,44	1,38	37	78	3	7	5,76	1,16	36,5
C06. Advanced training for educators: Introduction of the training content	390	1	7	5,35	1,42	44	78	3	7	5,76	1,30	35,5
C07. Advanced training for educators: No impairment of childcare	390	1	7	5,65	1,37	29	78	1	7	5,85	1,41	29,5
D: Pedagogical Structural Orientation Quality												
D01. Training of educational professionals	390	1	7	6,11	1,24	7	78	2	7	6,09	1,23	17
D02. Number of children per educator (educator child ratio)	390	1	7	6,01	1,26	13,4	78	3	7	6,23	1,22	11
D03. Preparation and follow-up time for educators	390	1	7	5,56	1,33	33	78	3	7	6,18	1,07	14,5
D04. Indoor space	390	1	7	6,09	1,17	8,5	78	3	7	6,32	,95	9
D05. Outdoor area	390	1	7	6,01	1,24	13,4	78	3	7	6,19	,98	13
D06. Exemption of the director from care responsibilities	390	1	7	5,26	1,59	46	78	1	7	5,63	1,37	42
Annotation:												
• N = number of cases, Min = minimum, Max = maximum, M = mean, SD = standard deviation, Rk = rank												
• Scaling: 1 = "unimportant", 3 = "partly", 5 = "important", 7 = "very important" (2, 4, 6 = intermediate levels)												
*The Vietnamese version of the questionnaire does not contain the two characteristics A26 and B05.												

Appendix 4: Tables for rating of the quality characteristics of parents and educators – country comparison

Table A4-1: Ratings of the quality characteristics of parents – country comparison

characteristics	parents (M)										Anova		
	all	AU	CH	CN	DA	GE	NO	RU ¹	UK	VI ²	F	η ²	Post-hoc (Ducan-Test)
number of cases	3584	469	382	408	313	546	234	398	444	390			
A: Pedagogical interaction with the child (Process Quality)													
A01. Furnishing for care, play and learning	5,95	5,77	6,53	5,79	5,54	5,88	5,48	6,22	6,17	5,94	26,3***	0,06	CH > RU, UK > VI, GE, CN, AU > DA, NO
A02. Child-related display	5,70	5,62	6,44	5,75	5,13	5,63	5,13	6,00	5,92	5,39	35,7***	0,07	CH > RU, UK > VI > NO, DE
A03. Equipment for movement	6,29	6,48	6,70	6,44	6,29	6,26	6,39	6,28	6,32	5,52	37,4***	0,08	CH > AU, CH, NO, UK > VI
A04. Health practices	6,44	6,24	6,77	6,41	6,12	6,28	6,52	6,48	6,74	6,42	18,3***	0,04	CH, UK > NO, RU, VI, CN
A05. Safety practices	6,51	6,33	6,66	6,50	6,04	6,49	6,45	6,56	6,87	6,59	19,5***	0,04	UK > CH, VI, RU > DA
A06. Meals/snacks	6,29	6,36	6,75	6,29	5,84	6,30	6,46	6,40	6,24	5,97	23,5***	0,05	CH > NO, RU, AU, GE > VI, DA
A07. Nap and rest	5,98	5,68	6,53	5,83	5,96	5,87	6,16	6,16	5,92	5,94	15,4***	0,03	CH > RU, NO > DA, VI, UK, GE, CH
A08. Times for free play	6,03	6,32	6,58	5,80	5,64	6,11	6,14	6,15	5,89	5,58	32,3***	0,07	CH > AU > RU, NO, GE > UK, CN > DA, VI
A09. Promoting language and a literate culture	6,26	6,32	6,65	6,09	5,84	6,26	6,24	6,34	6,28	6,26	14,2***	0,03	CH > RU, AU, UK, VI, GE, NO > CN > DE
A10. Promoting fine motor activities	6,14	6,37	6,54	6,07	5,90	6,19	6,11	6,29	6,28	5,42	35,5***	0,07	CH > AU, RU, UK > DA > VI
A11. Promoting art	6,07	6,25	6,59	6,04	5,88	6,01	5,74	6,23	6,14	5,59	27,4***	0,06	CH > alle anderen Länder
A12. Promoting music/movement	5,98	6,25	6,55	5,88	5,78	5,91	5,82	6,13	5,84	5,54	26,6***	0,06	CH > AU, RU > GE, CN, UK, NO, DA > VI
A13. Promoting design/construction	5,93	6,16	6,47	5,94	5,98	5,88	5,64	6,04	5,79	5,38	27,9***	0,06	CH > AU, RU > VI
A14. Promoting dramatic play	5,66	5,83	6,28	5,73	5,27	5,52	5,67	5,88	5,44	5,29	22,7***	0,05	CH > RU, AU, CN
A15. Promoting nature	6,10	6,38	6,53	5,90	5,99	6,11	6,32	5,96	5,98	5,75	20,5***	0,04	CH, AU > GE, DA, UK, RU
A16. Promoting mathematical understanding	5,91	5,92	6,39	5,82	5,34	5,77	5,71	6,18	6,12	5,76	23***	0,05	CH > RU, UK > AU, CN, GE, VI > DA
A17. Promoting perceptual/cognitive processes	6,15	6,20	6,41	6,12	5,65	6,11	6,11	6,33	6,21	6,04	12,6***	0,03	CH, RU > DA
A18. Traffic education	6,15	6,06	6,24	6,38	5,79	6,01	6,35	6,31	6,40	5,80	15,9***	0,03	UK, CN, NO, RU, CH > AU, GE > VI, DA
A19. Environmental protection	5,81	5,88	6,55	6,00	4,87	5,53	5,56	6,03	5,92	5,75	46,8***	0,1	CH > RU, CH, UK, AU > NO, GE > DA
A20. Promoting autonomy/self-reliance	6,25	6,49	6,57	6,17	5,85	6,30	6,06	6,26	6,22	6,12	14,5***	0,03	CH, AU > GE, RU, UK, CH > DA
A21. Promoting acceptance of diversity	5,91	6,23	6,50	5,92	5,31	5,99	5,94	5,82	5,54	5,75	26,3***	0,06	CH > AU > GE, NO, CN, RU > UK > DA
A22. Multi-cultural education	5,59	5,68	6,52	5,72	5,17	5,44	5,93	5,54	5,17	5,25	34,7***	0,07	CH > NO > CN, AU, RU
A23. Promoting non-gendered behavioral patterns	5,38	5,41	6,33	5,68	4,62	5,23	5,47	5,39	5,01	5,21	33,1***	0,07	CH > CH, NO > DA
A24. Educators-child-interaction	6,56	6,66	6,72	6,30	6,57	6,63	6,68	6,50	6,64	6,37	10,0***	0,02	CH, NO, AU, UK, GE, DA > VI, CN
A25. Promoting appropriate interaction/imparting values	6,41	6,63	6,66	6,23	6,48	6,55	6,58	6,29	6,20	6,09	19,0***	0,04	CH, AU, NO, GE > RU, CN, UK
A26. Language stimulation/communication ²	6,35	6,37	6,79	6,07	6,40	6,27	6,48	6,09	6,47	-	21,8***	0,05	CH > NO, UK, DA, AU > RU, CN
A27. Consideration of personal needs of educators	5,91	5,78	6,47	5,84	5,87	6,01	6,21	5,66	5,76	5,74	14,5***	0,03	CH > NO > GE, DA, CN
A28. Professional support for educators	6,05	5,87	6,59	6,06	5,67	5,96	6,40	5,97	6,06	5,99	17,8***	0,04	CH > NO > UK, CN, RU, GE, AU > DA
Family compatibility quality (Family Involvement)													
B01. Inclusion of parents	6,34	6,40	6,70	6,06	6,53	6,38	6,61	6,16	6,31	6,03	18,3***	0,04	CH, NO > RU, CH, VI
B02. Individualized promotion of children	6,23	6,26	6,57	6,10	6,15	5,95	6,33	6,41	6,36	6,07	14,2***	0,03	CH > RU, UK, NO, AU
B03. Observation and documentation of child's development	5,79	5,69	6,60	5,96	4,51	5,70	6,09	5,87	5,70	5,84	54,0***	0,11	CH > NO, CN > DA

characteristics	parents (M)										Anova		
	all	AU	CH	CN	DA	GE	NO	RU ¹	UK	VI ²	F	η ²	Post-hoc (Duncan-Test)
number of cases	3584	469	382	408	313	546	234	398	444	390			
B04. Information about educational work	5,87	5,70	6,69	5,98	5,05	5,61	6,03	6,08	5,98	5,67	46,0***	0,1	CH > RU, NO, CN, UK > AU, VI, GE > DA
B05. Dealing with conflicts ²	6,26	6,32	6,54	6,01	6,31	6,17	6,48	6,26	6,14	-	10,1***	0,02	CH, NO > AU, DA, RU, GE
B06. Opening hours appropriate for parents' needs	6,01	6,36	6,56	5,68	5,73	6,18	5,85	6,18	5,64	5,66	30,0***	0,06	CH > AU, GE, RU > NO, DA, CH, VI
B07. Advice and support for families	5,79	5,45	6,64	5,66	5,67	5,36	5,87	6,09	5,80	5,77	35,8***	0,08	CH > RU > NO, UK, VI, DA > CN, GE
B08. Well-being of child in the childcare facility	6,60	6,81	6,72	6,22	6,71	6,76	6,88	6,47	6,61	6,27	27,5***	0,06	NO, AU, GE > R > VI, CN
B09. Easy accessibility of the childcare facility	6,00	6,21	6,53	5,98	5,43	5,92	5,78	6,32	6,09	5,46	29,8***	0,06	CH > RU, AU > VI, DA
B10. Transparent quality of pedagogical work	5,56	5,29	6,65	5,88	4,73	5,20	5,76	5,55	5,40	5,63	51,6***	0,11	CH > CN, NO > DA
B11. Exemption from contribution	5,09	5,25	6,08	4,72	4,37	5,13	4,73	5,47	5,16	4,58	27,5***	0,06	CH > RU, AU > NO, CN, VI
C: Pedagogical Orientation Quality													
C01. Pedagogical Concept: Contents and availability	5,32	4,81	6,32	5,51	4,58	4,90	5,58	5,52	5,38	5,43	46,3***	0,1	CH > NO, RU, CH, VI, UK > GE, AU > DA
C02. Pedagogical Concept: Communication and updating	5,41	4,96	6,38	5,68	5,18	5,10	5,69	5,50	5,14	5,38	39,9***	0,08	CH > NO, CH, RU
C03. Pedagogical Concept: Participation of parents	5,03	4,57	6,40	5,12	4,34	4,80	4,76	5,03	4,90	5,25	51,0***	0,11	CH > VI, CN, RU
C04. Advanced training for educators: Financial support	5,75	5,61	6,29	5,90	5,85	5,83	5,42	5,68	5,71	5,41	13,3***	0,03	CH > CN, DA, GE, UK, RU
C05. Advanced training for educators: Contracted training days	5,40	4,92	6,27	5,67	4,88	5,13	4,88	5,50	5,71	5,44	34,1***	0,07	CH > UK, CN, RU > GE, AU
C06. Advanced training for educators: Introduction of the training content	5,36	4,87	6,44	5,81	4,86	5,21	4,76	5,46	5,27	5,35	48***	0,1	CH > CN > RU, VI, UK > AU, DA, NO
C07. Advanced training for educators: No impairment of childcare	5,99	5,99	6,28	6,10	6,17	5,72	6,26	6,14	5,92	5,65	11,4***	0,03	CH, NO, DA, RU, CH > GE, VI
D: Pedagogical Structural Quality													
D01. Training of educational professionals	5,94	5,80	6,58	6,10	5,04	5,95	5,62	5,86	5,99	6,11	30,5***	0,07	CH > VI, CH, UK, GE > DA
D02. Number of children per educator (educator child ratio)	6,33	6,42	6,54	6,07	6,64	6,57	6,68	6,03	6,21	6,01	22,1***	0,05	NO, DA, GE, CH > CN, RU, VI
D03. Preparation and follow-up time for educators	5,63	5,36	6,39	5,76	4,64	5,69	5,72	5,67	5,60	5,56	34,4***	0,07	CH > CN, NO, GE, RU, VI > AU > DA
D04. Indoor space	6,25	6,30	6,61	6,13	6,19	6,25	6,18	6,20	6,24	6,09	7,4***	0,02	CH > AU, GE, UK, RU, DA, NO, CN
D05. Outdoor area	6,38	6,55	6,57	6,23	6,40	6,49	6,55	6,23	6,41	6,01	13,9***	0,03	CH, AU, NO, GE, UK, DA > CN, RU > VI
D06. Exemption of the director from care responsibilities	5,60	5,56	6,29	5,60	5,12	5,67	5,43	5,54	5,69	5,26	17,6***	0,04	CH > UK, GE, CH, AU, RU > NO, VI
Annotation:													
<ul style="list-style-type: none"> • M = mean • Scaling: 1 = "unimportant", 3 = "partly", 5 = "important", 7 = "very important" (2, 4, 6 = intermediate levels) • n.s. = not significant; * p <= 0.05; ** p <= 0.01; *** p <= 0.001 • Conventions for eta squared (η²) according to Cohen (1988): small effect: from η²=.01; medium effect: from η²=.06; large effect: from η²=.14.¹ Due to the large sample size of the total Russian dataset (n = 3.938 parent surveys), the reduced sub-sample (drawn at random; see Chapter 3.5) was included here to avoid a distortion of the country-comparative analyses for Russia. • ² The Vietnamese version of the questionnaire does not contain the two characteristics A26 (in the area of "process quality") and B05 (in the area of "quality of family relations"). 													

Table A4-2: Rating of the quality characteristics of educators – country comparison

characteristics	educators										Anova		
	all	AU	CH	CN	DA	DE	NO	RU ¹	UK	VI ²	F	η ²	Post-hoc (Duncan-Test)
Number of cases	801	80	105	105	93	104	58	89	89	78			
A: Pedagogical interaction with the child (Process Quality)													
A01. Furnishing for care, play and learning	6,28	6,22	6,67	6,31	5,55	6,43	5,75	6,55	6,37	6,41	11,0***	0,1	CH, RU, GE, UK, CN > NO, DA
A02. Child-related display	5,98	5,98	6,46	6,34	5,38	6,01	5,40	6,52	5,74	5,59	12,8***	0,11	RU, CH, CN > UK, VI, NO, DA
A03. Equipment for movement	6,50	6,74	6,74	6,72	6,10	6,60	6,07	6,73	6,53	6,01	11,3***	0,1	CH, AU, CN, GE, UK > DA, NO, VI
A04. Health practices	6,47	6,21	6,89	6,70	5,75	6,34	6,37	6,70	6,56	6,56	13,5***	0,12	CH, CN, RU > NO, GE, AU > DA
A05. Safety practices	6,65	6,74	6,81	6,78	5,86	6,74	6,32	6,83	6,84	6,85	14,7***	0,13	VI, UK, RU, CH, CN, GE, AU > NO > DA
A06. Meals/snacks	6,33	6,48	6,84	6,35	5,94	6,52	6,56	6,51	5,80	5,91	12,8***	0,11	CH, NO > DA, VI, UK
A07. Nap and rest	6,14	6,26	6,70	6,19	5,90	6,32	6,50	6,14	5,34	5,85	12,9***	0,12	CH, NO > UK
A08. Times for free play	6,38	6,78	6,84	6,43	5,88	6,72	6,43	6,63	5,92	5,64	22,7***	0,19	CH, AU, GE, RU > UK, DA
A09. Promoting language and a literate culture	6,34	6,35	6,81	6,29	5,99	6,31	6,40	6,61	6,12	6,12	7,0***	0,07	CH, RU > CN, UK, VI, DA
A10. Promoting fine motor activities	6,33	6,63	6,71	6,38	5,93	6,37	5,93	6,65	6,39	5,69	13,5***	0,12	CH, RU, AU > DA, NO, VI
A11. Promoting art	6,30	6,64	6,86	6,39	5,78	6,41	5,93	6,44	6,16	5,79	15,2***	0,13	CH, AU > UK, NO
A12. Promoting music/movement	6,11	6,54	6,81	6,26	5,54	6,10	5,62	6,47	5,80	5,56	19,1***	0,16	CH, AU > UK, NO, VI, DA
A13. Promoting design/construction	6,25	6,53	6,73	6,32	6,09	6,39	5,79	6,61	5,91	5,56	16,3***	0,14	CH, RU, AU > CN, DA > NO, VI
A14. Promoting dramatic play	6,18	6,31	6,47	6,21	5,49	6,30	6,45	6,60	5,90	5,88	9,8***	0,09	RU, CH, NO, AU, GE > DA
A15. Promoting nature	6,31	6,55	6,66	6,27	5,92	6,31	6,48	6,47	6,07	6,08	6,5***	0,06	CH, AU, NO, RU > VI, UK, DA
A16. Promoting mathematical understanding	6,07	6,06	6,56	6,18	5,24	5,98	5,95	6,52	6,07	5,87	11,9***	0,11	CH, RU > CN, UK, AU, GE, NO, VI > DA
A17. Promoting perceptual/cognitive processes	6,30	6,32	6,61	6,40	5,63	6,35	6,28	6,68	6,15	6,18	10,0***	0,09	RU, CH, CN > DA
A18. Traffic education	6,15	5,73	6,33	6,49	5,50	6,11	6,29	6,61	6,26	5,97	9,8***	0,09	RU, CN, CH, NO, UK, GE > AU, DA
A19. Environmental protection	5,95	5,65	6,73	6,38	4,98	5,83	5,93	6,26	5,71	5,87	17,4***	0,15	CH, CN > NO, VI, GE, UK, AU > DA
A20. Promoting autonomy/self-reliance	6,46	6,74	6,75	6,58	6,07	6,66	6,14	6,49	6,20	6,31	7,7***	0,07	CH, AU, GE, CN, RU > UK, NO, DA
A21. Promoting acceptance of diversity	6,13	6,39	6,79	6,18	5,68	6,41	6,16	6,27	5,44	5,65	15,1***	0,13	CH > GE, AU, RU, CN, NO > DA, VI, UK
A22. Multi-cultural education	5,92	5,94	6,85	6,02	5,60	5,94	6,22	6,10	5,13	5,29	18,8***	0,16	CH, NO, RU, CN, GE, AU > VI, UK
A23. Promoting non-gendered behavioral patterns	5,78	5,97	6,54	6,23	5,04	5,97	5,86	5,79	4,93	5,38	17,4***	0,15	CH, CN > RU > VI, DA
A24. Educators-child-interaction	6,78	6,95	6,96	6,55	6,69	6,87	6,86	6,76	6,70	6,71	4,8***	0,05	CH, AU, GE, NO, RU > CN
A25. Promoting appropriate interaction/imparting values	6,63	6,83	6,86	6,56	6,51	6,82	6,78	6,70	6,22	6,35	7,3***	0,07	CH, AU, GE, NO, RU > VI, UK
A26. Language stimulation/communication ²	6,66	6,75	6,90	6,40	6,69	6,74	6,78	6,49	6,57	-	4,7***	0,04	CH, NO, AU, GE, DA > CN
A27. Consideration of personal needs of educators	6,12	6,12	6,75	6,37	6,11	6,22	6,09	5,70	5,61	5,87	7,8***	0,07	CH > CN, GE, AU, DA, NO > RU, UK
A28. Professional support for educators	6,40	6,26	6,81	6,38	6,40	6,30	6,55	6,40	6,10	6,35	4,3***	0,04	CH, NO > UK
Family compatibility quality (Family Involvement)													
B01. Inclusion of parents	6,48	6,18	6,78	6,40	6,77	6,31	6,67	6,64	6,38	6,21	6,1***	0,06	CH, DA, NO, RU > GE, VI, AU
B02. Individualized promotion of children	6,52	6,54	6,86	6,34	6,41	6,38	6,53	6,70	6,40	6,50	4,3***	0,04	CH, RU > DA, UK, GE, CN
B03. Observation and documentation of child's development	5,97	5,86	6,83	6,18	5,30	6,09	6,21	5,89	5,26	5,94	18,0***	0,16	CH, NO, CH, GE, VI, RU, AU > DA, UK
B04. Information about educational work	6,17	5,89	6,85	6,20	5,77	5,94	6,38	6,44	6,11	5,79	11,3***	0,1	CH > RU, NO, VN, UK
B05. Dealing with conflicts ²	6,55	6,58	6,85	6,32	6,61	6,62	6,67	6,55	6,19	-	6,3***	0,06	CH, NO, GE, DA > CN, UK
B06. Opening hours appropriate for parents' needs	5,83	5,64	6,67	5,85	5,88	5,67	5,67	5,89	5,31	5,71	8,4***	0,08	CH > RU, DA, CH, VI, NO, GE, AU
B07. Advice and support for families	6,15	6,01	6,68	5,86	6,35	6,19	6,28	6,38	5,80	5,71	9,0***	0,08	CH, RU > AU, CN, UK, VI
B08. Well-being of child in the childcare facility	6,70	6,86	6,86	6,38	6,80	6,84	6,84	6,71	6,62	6,44	6,8***	0,07	AU, CH, NO, GE, DA, RU > VI, CN
B09. Easy accessibility of the childcare facility	5,73	5,58	6,50	5,93	4,93	5,71	4,86	6,00	5,89	5,60	13,5***	0,12	CH > RU, CH, UK, GE, VI, AU > DA, NO

characteristics	educators										Anova		
	all	AU	CH	CN	DA	DE	NO	RU ¹	UK	VI ²	F	η^2	Post-hoc (Duncan-Test)
Number of cases	801	80	105	105	93	104	58	89	89	78			
B10. Transparent quality of pedagogical work	5,72	5,23	6,79	5,91	5,02	5,68	5,95	5,55	5,36	5,78	14,4***	0,13	CH > NO, CN, VI, GE, RU
B11. Exemption from contribution	4,81	3,47	6,11	4,78	4,51	4,80	5,34	4,74	4,88	4,49	13,5***	0,12	CH > NO, UK, GE, CN, RU > AU
C: Pedagogical Orientation Quality													
C01. Pedagogical Concept: Contents and availability	5,92	5,44	6,64	5,62	5,55	6,12	5,91	6,13	5,70	5,96	8,4***	0,08	CH > RU, GE, VI, NO > AU
C02. Pedagogical Concept: Communication and updating	6,10	5,95	6,73	5,73	6,29	6,10	6,40	6,16	5,67	5,91	8,6***	0,08	CH, NO > AU, VI, CN, UK
C03. Pedagogical Concept: Participation of parents	5,13	3,52	6,52	5,41	4,94	4,83	5,52	4,92	4,95	5,35	25,5***	0,21	CH, NO, CN, VI > GE > AU
C04. Advanced training for educators: Financial support	6,31	6,27	6,55	6,40	6,45	6,59	6,07	6,16	6,24	5,81	4,2***	0,04	GE, CH, DA, CN, AU, UK > VI
C05. Advanced training for educators: Contracted training days	5,88	5,25	6,30	5,98	5,51	5,60	5,39	6,43	6,37	5,76	9,4***	0,09	RU, UK, CN > GE, DA, NO, AU
C06. Advanced training for educators: Introduction of the training content	5,82	4,91	6,67	6,06	5,51	5,79	5,55	6,26	5,46	5,76	15,5***	0,14	CH > RU, CN > NO, DA, UK > AU
C07. Advanced training for educators: No impairment of childcare	6,25	6,27	6,50	6,21	6,37	6,21	6,64	6,51	5,75	5,85	5,7***	0,06	NO, RU, CH, DA, AU > VI, UK
D: Pedagogical Structural Quality													
D01. Training of educational professionals	6,19	6,39	6,66	6,22	5,26	6,51	5,84	6,28	6,16	6,09	10,1***	0,09	CH, GE, AU, RU > NO > DA
D02. Number of children per educator (educator child ratio)	6,60	6,92	6,66	6,34	6,85	6,81	6,79	6,26	6,57	6,23	7,6***	0,07	AU, DA, GE, NO, CH > CN, RU, VI
D03. Preparation and follow-up time for educators	6,30	6,79	6,61	6,17	5,63	6,45	6,41	6,31	6,07	6,18	8,1***	0,08	AU, CH, GE > UK > DA
D04. Indoor space	6,53	6,67	6,74	6,53	6,48	6,54	6,10	6,62	6,59	6,32	4,0***	0,04	CH, RU, UK, GE, CN, DA > NO
D05. Outdoor area	6,59	6,85	6,79	6,63	6,56	6,72	6,45	6,57	6,45	6,19	6,0***	0,06	AU, CH, GE, CN > VI
D06. Exemption of the director from care responsibilities	5,98	6,49	6,28	5,88	5,49	6,30	5,69	5,88	6,00	5,63	5,4***	0,05	AU, GE, CH > NO, VI, DA
Annotation:													
<ul style="list-style-type: none"> • M = mean • Scaling: 1 = "unimportant", 3 = "partly", 5 = "important", 7 = "very important" (2, 4, 6 = intermediate levels) • n.s. = not significant; * p <= 0.05; ** p <= 0.01; *** p <= 0.001 • Conventions for eta-squared (η^2) according to Cohen (1988): small effect: from η^2=.01; medium effect: from η^2=.06; large effect: from η^2=.14 • ¹ Due to the large sample size of the total Russian data set (n = 3.938 parent surveys), the reduced sub-sample (drawn at random; see Chapter 3.5) was included here to avoid a distortion of the country-comparative analyzes for Russia. • ² The Vietnamese version of the questionnaire does not contain the two characteristics A26 (in the area of "process quality") and B05 (in the area of "quality of family relations"). 													

Appendix 5: Tables for the ranking of the quality characteristics of parents and educators – country comparison

Table A5-1: Ranking of the individual quality characteristics of parents – country comparison

	all	AU	CH	CN	DA	GE	NO	RU	UK	VI
N	9	469	382	408	313	546	234	3938	444	390
A: Pedagogical interaction with the child (Process Quality)										
A01. Furnishing for care, play and learning	30,5	35	29,5	39	32	30,5	44	16,5	19	17,5
A02. Child-related display	40	40	38	41	39	39	48	30	29,5	41
A03. Equipment for movement	10	6	6	2	9	12,5	13	10,5	9	35
A04. Health practices	4	22	2	3	13	10	7	4	2	2
A05. Safety practices	3	14	10	1	14	5,5	11	1	1	1
A06. Meals/snacks	11	12,5	3	6	23,5	8,5	10	7,5	13,5	16
A07. Nap and rest	25	38,5	32	35	17	32	21	22	29,5	17,5
A08. Times for free play	24	16	18	38	31	19	22	25,5	32	32
A09. Promoting language and a literate culture	13	16	11	16	23,5	12,5	18	7,5	11	5
A10. Promoting fine motor activities	18,5	10,5	28	18	18	15	23,5	12	12	39
A11. Promoting art	22	20,5	17	22	19	22	35	23,5	20,5	31
A12. Promoting music/movement	27	20,5	24	32,5	26	29	32	27	33	34
A13. Promoting design/construction	30,5	26	35	28	16	30,5	40	28,5	35	42,5
A14. Promoting dramatic play	41	32	49	42	36	42	39	36	44	45
A15. Promoting nature	20	9	31	30,5	15	19	16	32	26,5	24
A16. Promoting mathematical understanding	33	29	42	36	34	34	37	13,5	22	22
A17. Promoting perceptual/cognitive processes	18,5	25	39	12	30	19	23,5	5,5	16,5	11
A18. Traffic education	17	27	51	4	25	22	14	9	7	20
A19. Environmental protection	37	30	25	24	44	41	43	34	29,5	24
A20. Promoting autonomy/self-reliance	16	5	20	10	21,5	8,5	26	13,5	15	6
A21. Promoting acceptance of diversity	34	23	34	29	35	24	28	38	43	24
A22. Multi-cultural education	42	38,5	33	43	38	43	29	45	48	47,5
A23. Promoting non-gendered behavioral patterns	48	44	44	45	48	45	45	51	51	49
A24. Educators-child-interaction	2	2	5	5	3	2	2,5	3	3	3
A25. Promoting appropriate interaction/imparting values	5	3	9	7,5	5	4	5	10,5	18	8,5
A26. Language stimulation/communication*	7	10,5	1	18	6,5	11	8,5	25,5	5	-
A27. Consideration of personal needs of educators	29	34	36	34	20	22	19	40	36	26
A28. Professional support for educators	21	31	16	20,5	28	25	12	37	24	15
Family compatibility quality (Family Involvement)										
B01. Inclusion of parents	8	8	7	20,5	4	7	4	19,5	10	12
B02. Individualized promotion of children	14,5	19	21	14	12	26,5	15	5,5	8	10
B03. Observation and documentation of child's development	38	37	15	27	50	36	25	39	39	19
B04. Information about educational work	35	36	8	25,5	41	40	27	28,5	26,5	27
B05. Dealing with conflicts*	12	16	26	23	8	17	8,5	16,5	20,5	-
B06. Opening hours appropriate for parents' needs	26	12,5	23	45	27	16	31	23,5	41	28
B07. Advice and support for families	36	43	13	48	29	44	30	32	34	21
B08. Well-being of child in the childcare facility	1	1	4	9	1	1	1	2	4	4
B09. Easy accessibility of the childcare facility	28	24	29,5	25,5	33	28	33	19,5	23	36
B10. Transparent quality of pedagogical work	44,5	46	12	32,5	46	47	34	41,5	45	30
B11. Exemption from contribution	51	47	52	52	51	48,5	52	47	49	50
C: Pedagogical Orientation Quality										
C01. Pedagogical Concept: Contents and availability	49,5	51	45	50	49	51	42	43	46	38
C02. Pedagogical Concept: Communication and updating	46	48	43	45	37	50	38	48	50	42,5
C03. Pedagogical Concept: Participation of parents	52	52	40	51	52	52	50,5	52	52	47,5
C04. Advanced training for educators: Financial support	39	41	47	30,5	21,5	33	47	41,5	37,5	40
C05. Advanced training for educators: Contracted training days	47	49	50	47	43	48,5	49	50	37,5	37
C06. Advanced training for educators: Introduction of the training content	49,5	50	37	37	45	46	50,5	49	47	44
C07. Advanced training for educators: No impairment of childcare	23	28	48	14	11	35	17	21	29,5	29
D: Pedagogical Structural Quality										
D01. Training of educational professionals	32	33	19	14	42	26,5	41	32	25	7
D02. Number of children per educator (educator child ratio)	9	7	27	18	2	3	2,5	35	16,5	13,4
D03. Preparation and follow-up time for educators	43	45	41	40	47	37	36	44	42	33
D04. Indoor space	14,5	18	14	11	10	14	20	18	13,5	8,5
D05. Outdoor area	6	4	22	7,5	6,5	5,5	6	15	6	13,4
D06. Exemption of the director from care responsibilities	44,5	42	46	49	40	38	46	46	40	46
Annotation:										
<ul style="list-style-type: none"> • N = number of cases (or N = country in terms of „all“), M = mean, SD = standard deviation, Rk = Rank • Scaling: 1 = "unimportant", 3 = "partly", 5 = "important", 7 = "very important" (2, 4, 6 = intermediate levels) 										
*The Vietnamese version of the questionnaire does not contain the two characteristics A26 and B05.										

Table A5-2: Ranking of the individual quality characteristics of educators – country comparison

	Alle	AU	CH	CN	DA	GE	NO	RU	UK	VI
N	9	80	105	105	93	104	58	478	89	78
A: Pedagogical interaction with the child (Process Quality)										
A01. Furnishing for care, play and learning	25,5	31	34	27	35,5	17	43	12	13,5	6
A02. Child-related display	41	37	48	23,5	43	40	49	23	38	44
A03. Equipment for movement	12,5	10	24	2	17	11	32,5	7,5	8	19
A04. Health practices	12,5	32	3	3	30	24	21	4	7	3
A05. Safety practices	4	10	17	1	27	5,5	22	1	1	1
A06. Meals/snacks	18,5	21	11,5	21	21	14	9	26,5	35	23,5
A07. Nap and rest	32	29,5	30	36	24	25	12	41	46	29,5
A08. Times for free play	16	7	11,5	10	25,5	7,5	16	17	30	41
A09. Promoting language and a literate culture	17	24	15	28	20	27	18,5	20	23	16
A10. Promoting fine motor activities	20	14	29	17,5	22	22	37	9	11	39
A11. Promoting art	25,5	13	4,5	15	28	18,5	37	28	20,5	32,5
A12. Promoting music/movement	37	17,5	15	30	37	37,5	46	31	35	45,5
A13. Promoting design/construction	27	19	28	25,5	18	20	42	19	31	46,5
A14. Promoting dramatic play	28	26	47	33,5	41,5	30	14,5	17	32	25
A15. Promoting nature	18,5	16	35,5	29	23	27	13	29,5	27	18
A16. Promoting mathematical understanding	38	35	41	38	46	41	34	21	27	27
A17. Promoting perceptual/cognitive processes	21,5	25	39	12	32,5	23	24,5	6	22	14,5
A18. Traffic education	32	43	49	9	40	36	23	17	15	20
A19. Environmental protection	42	44	26,5	17,5	49	45	37	38,5	39	27
A20. Promoting autonomy/self-reliance	14	10	22,5	5	19	9	29	26,5	18	10
A21. Promoting acceptance of diversity	35,5	22,5	19	38	31	18,5	28	40	44	40
A22. Multi-cultural education	44	40	9	42	34	43,5	26	47	49	49
A23. Promoting non-gendered behavioral patterns	48	38	43	31	47	42	40	49	51	47
A24. Educators-child-interaction	1	1	1	7	4,5	1	1	2	2	2
A25. Promoting appropriate interaction/imparting values	5,5	5	4,5	6	8	3	4,5	15	17	7,5
A26. Language stimulation/communication ²	3	8	2	12	4,5	5,5	4,5	29,5	5,5	-
A27. Consideration of personal needs of educators	35,5	34	22,5	20	16	32	31	48	42	27
A28. Professional support for educators	15	29,5	15	17,5	12	30	10	25	25	7,5
Family compatibility quality (Family Involvement)										
B01. Inclusion of parents	11	33	21	12	3	27	6,5	7,5	12	12
B02. Individualized promotion of children	9	17,5	6,5	22	11	21	11	5	10	4
B03. Observation and documentation of child's development	40	42	13	38	44	39	27	46	48	22
B04. Information about educational work	29,5	41	9	35	29	43,5	20	23	24	33,5
B05. Dealing with conflicts ²	8	15	9	25,5	6	10	6,5	14	19	-
B06. Opening hours appropriate for parents' needs	46	45	32	48	25,5	49	45	42	47	37,5
B07. Advice and support for families	32	36	31	47	14	34	24,5	32	35	38,5
B08. Well-being of child in the childcare facility	2	3	6,5	17,5	2	2	2	3	3	5
B09. Easy accessibility of the childcare facility	50	46	45	44	51	47	52	43	33	43
B10. Transparent quality of pedagogical work	49	49	18	45	48	48	35	50	45	34
B11. Exemption from contribution	52	52	52	52	52	52	51	51	52	50
C: Pedagogical Orientation Quality										
C01. Pedagogical Concept: Contents and availability	43	47	38	50	35,5	35	39	45	40	21
C02. Pedagogical Concept: Communication and updating	34	39	26,5	49	15	37,5	18,5	37	41	23,5
C03. Pedagogical Concept: Participation of parents	51	51	44	51	50	51	48	52	50	48
C04. Advanced training for educators: Financial support	21,5	27,5	42	14	10	12	32,5	35,5	16	31
C05. Advanced training for educators: Contracted training days	45	48	50	43	38,5	50	50	23	13,5	36,5
C06. Advanced training for educators: Introduction of the training content	47	50	33	41	38,5	46	47	34	43	35,5
C07. Advanced training for educators: No impairment of childcare	24	27,5	46	33,5	13	33	8	12	37	29,5
D: Pedagogical Structural Quality										
D01. Training of educational professionals	29,5	22,5	37	32	45	15	41	35,5	20,5	17
D02. Number of children per educator (educator child ratio)	5,5	2	35,5	23,5	1	4	3	33	5,5	11
D03. Preparation and follow-up time for educators	23	6	40	40	32,5	16	17	38,5	27	14,5
D04. Indoor space	10	12	25	8	9	13	30	10	4	9
D05. Outdoor area	7	4	20	4	7	7,5	14,5	12	9	13
D06. Exemption of the director from care responsibilities	39	20	51	46	41,5	30	44	44	29	42
Annotation:										
<ul style="list-style-type: none"> • N = number of cases (or N = country in terms of „all“), M = mean, SD = standard deviation, Rk = Rank • Scaling: 1 = "unimportant", 3 = "partly", 5 = "important", 7 = "very important" (2, 4, 6 = intermediate levels) 										
*The Vietnamese version of the questionnaire does not contain the two characteristics A26 and B05.										

Appendix 6: Table for the internal consistency (Cronbach's alpha) of the quality areas for parents and educators – in the respective countries

Table A6: Internal consistency (Cronbach's alpha) of the quality areas for parents and educators – country specific

quality area and number of characteristics		parents			educators		
		N	Alpha (α)	item-total correlation	No. of cases	Alpha (α)	item-total correlation
Austria (AU)		469			80		
A: Pedagogical interaction with the child (Process Quality)	28 characteristics	433	.94	.45 - .74	73	.92	.18 - .83
B: Family compatibility quality (Family Involvement)	11 characteristics	454	.85	.43 - .68	75	.81	.27 - .70
C: Pedagogical Orientation Quality	7 characteristics	456	.87	.40 - .76	77	.72	.07 - .73
D: Pedagogical Structural Quality	6 characteristics	454	.82	.54 - .65	74	.40	-.06 - .42
Total	52 characteristics	411	.96	.42 - .68	65	.92	.11 - .73
Chile (CL)		382			105		
A: Pedagogical interaction with the child (Process Quality)	28 characteristics	326	.94	.45 - .71	96	.85	.07 - .55
B: Family compatibility quality (Family Involvement)	11 characteristics	321	.85	.26 - .70	98	.60	.18 - .47
C: Pedagogical Orientation Quality	7 characteristics	354	.85	.52 - .67	97	.73	.28 - .64
D: Pedagogical Structural Quality	6 characteristics	365	.89	.58 - .80	100	.69	.29 - .57
Total	52 characteristics	268	.95	.30 - .66	84	.87	.08 - .52
China (CN)		408			105		
A: Pedagogical interaction with the child (Process Quality)	28 characteristics	367	.97	.58 - .78	102	.95	.41 - .81
B: Family compatibility quality (Family Involvement)	11 characteristics	372	.91	.44 - .77	102	.90	.54 - .79
C: Pedagogical Orientation Quality	7 characteristics	383	.91	.66 - .78	103	.87	.47 - .74
D: Pedagogical Structural Quality	6 characteristics	387	.88	.63 - .72	103	.79	.34 - .66
Total	52 characteristics	331	.98	.42 - .78	98	.97	.36 - .79
Denmark (DA)		313			93		
A: Pedagogical interaction with the child (Process Quality)	28 characteristics	275	.94	.50 - .70	85	.95	.44 - .78
B: Family compatibility quality (Family Involvement)	11 characteristics	263	.84	.38 - .62	83	.74	.26 - .56
C: Pedagogical Orientation Quality	7 characteristics	243	.84	.28 - .73	82	.75	.32 - .62
D: Pedagogical Structural Quality	6 characteristics	235	.78	.46 - .65	82	.65	.32 - .54
Total	52 characteristics	235	.96	.38 - .68	82	.94	.31 - .69
Germany (DE)		546			104		
A: Pedagogical interaction with the child (Process Quality)	28 characteristics	515	.93	.38 - .67	99	.92	.26 - .75
B: Family compatibility quality (Family Involvement)	11 characteristics	530	.84	.39 - .69	97	.76	.29 - .54
C: Pedagogical Orientation Quality	7 characteristics	527	.84	.36 - .68	100	.75	.27 - .63
D: Pedagogical Structural Quality	6 characteristics	524	.81	.52 - .62	99	.62	.15 - .63
Total	52 characteristics	477	.96	.31 - .65	85	.94	.18 - .70
Norway (NO)		234			58		
A: Pedagogical interaction with the child (Process Quality)	28 characteristics	221	.93	.37 - .70	57	.91	.20 - .78
B: Family compatibility quality (Family Involvement)	11 characteristics	222	.82	.30 - .67	57	.86	.42 - .71
C: Pedagogical Orientation Quality	7 characteristics	230	.83	.28 - .75	56	.79	.34 - .68
D: Pedagogical Structural Quality	6 characteristics	227	.74	.36 - .64	58	.69	.10 - .70
Total	52 characteristics	207	.95	.26 - .67	54	.94	.13 - .74
Russia (RU) – reduced sample**		398			89		
A: Pedagogical interaction with the child (Process Quality)	28 characteristics	360	.98	.65 - .84	85	.97	.42 - .88
B: Family compatibility quality (Family Involvement)	11 characteristics	374	.94	.56 - .81	85	.89	.51 - .73
C: Pedagogical Orientation Quality	7 characteristics	383	.93	.68 - .82	87	.81	.39 - .70
D: Pedagogical Structural Quality	6 characteristics	387	.92	.65 - .82	89	.85	.57 - .75
Total	52 characteristics	326	.98	.57 - .78	79	.97	.47 - .88
Russland (RU) – whole sample		3938			478		

quality area and number of characteristics		parents			educators		
		N	Alpha (α)	item-total correlation	No. of cases	Alpha (α)	item-total correlation
A: Pedagogical interaction with the child (Process Quality)	28 characteristics	3597	.98	.68 - .86	440	.96	.45 - .83
B: Family compatibility quality (Family Involvement)	11 characteristics	3675	.94	.61 - .84	461	.89	.51 - .73
C: Pedagogical Orientation Quality	7 characteristics	3788	.93	.69 - .84	469	.82	.48 - .65
D: Pedagogical Structural Quality	6 characteristics	3802	.91	.69 - .81	471	.86	.59 - .71
Total	52 characteristics	3270	.98	.60 - .81	414	.97	.45 - .77
Ukraine (UA)		444			89		
A: Pedagogical interaction with the child (Process Quality)	28 characteristics	418	.92	.37 - .69	83	.92	.17 - .74
B: Family compatibility quality (Family Involvement)	11 characteristics	423	.83	.37 - .72	86	.86	.35 - .69
C: Pedagogical Orientation Quality	7 characteristics	428	.86	.55 - .74	85	.77	.30 - .66
D: Pedagogical Structural Quality	6 characteristics	425	.81	.50 - .63	85	.76	.41 - .60
Total	52 characteristics	391	.95	.29 - .66	77	.94	.16 - .72
Vietnam (VI)		390			78		
A: Pedagogical interaction with the child (Process Quality)	27 characteristics	390	.94	.40 - .72	78	.95	.42 - .77
B: Family compatibility quality (Family Involvement)	10 characteristics	390	.87	.40 - .69	78	.90	.42 - .81
C: Pedagogical Orientation Quality	7 characteristics	390	.89	.59 - .74	78	.87	.58 - .77
D: Pedagogical Structural Quality	6 characteristics	390	.80	.47 - .66	78	.80	.48 - .73
Total*	50 characteristics	390	.97	.37 - .70	78	.97	.36 - .81
Total**		3584			801		
A: Pedagogical interaction with the child (Process Quality)	28 characteristics	2915	.95	.52 - .71	680	.94	.44 - .72
B: Family compatibility quality (Family Involvement)	11 characteristics	2959	.88	.46 - .70	683	.85	.44 - .67
C: Pedagogical Orientation Quality	7 characteristics	3394	.88	.49 - .75	765	.80	.38 - .65
D: Pedagogical Structural Quality	6 characteristics	3394	.84	.58 - .68	768	.76	.45 - .58
Total*	52 characteristics	2646	.97	.44 - .68	624	.95	.31 - .66
Annotation:							
<ul style="list-style-type: none"> • N = number of cases * The Vietnamese version of the questionnaire does not contain the two characteristics A26 (in the area of "process quality") and B05 (in the area of "quality of family relations"). Therefore, the Vietnamese data are not included in this calculation.. ** Due to the large sample size of the total Russian data set (n = 3.938 parent surveys), the reduced sub-sample (drawn at random; see Chapter 3.5) was included here in order to avoid a distortion of the country-comparative analyses for Russia. 							

Appendix 7: Tables for the mean value of the quality areas of parents and educators – country comparison

Table A7-1: Mean value of the quality areas of parents (ANOVA) – country comparison

Quality area	country-specific parent-ratings									Anova		
	AU	CH	CN	DA	GE	NO	RU	UK	VI ¹	F	η^2	post-hoc (Duncan-Test)
number of cases	469	382	408	313	546	234	398	444	390			
A: Pedagogical interaction with the child (Process Quality)	6,13	6,54	6,02	5,74	6,02	6,06	6,10	6,05	5,79	32,4***	.07	CH > others; AU, RU, NO, UK, CN/GE > VI, DA
B: Family compatibility quality (Family Involvement)	5,98	6,58	5,83	5,56	5,85	6,05	6,06	5,92	5,70	40,4***	.08	CH > others; RU, NO, AU > VI, DA
C: Pedagogical Orientation Quality	5,10	6,33	5,68	5,12	5,24	5,34	5,53	5,43	5,41	44,8***	.09	CH > others; CN, RU > UK, VI, NO, GE, DA, AU
D: Pedagogical Structural Quality	6,00	6,50	5,98	5,67	6,10	6,03	5,91	6,02	5,84	20,4***	.05	CH > others; GE, NO, UK, AU, CN, RU, VI > DA
Total	5,94	6,52	5,93	5,64	5,89	5,96	5,99	5,94	5,73	37,8***	.08	CH > others; RU, NO, AU/UK, CN, GE > VI, DA
Annotation:												
<ul style="list-style-type: none"> • Scaling: 1 = "unimportant", 3 = "partly", 5 = "important", 7 = "very important" (2, 4, 6 = intermediate levels) • ***p<.001; conventions eta-square (η^2) according to Cohen (1988): small effect: from $\eta^2=.01$; medium effect: from $\eta^2=.06$; large effect: from $\eta^2=.14$ 												
¹ The Vietnamese version of the questionnaire does not contain the two characteristics A26 (in the area of "process quality") and B05 (in the area of "quality of family relations").												

Table A7-2: Mean value of the quality areas of educators (ANOVA) – country comparison

Quality area	country-specific educator-rating									Anova		
	AU	CH	CN	DA	GE	NO	RU	UK	VI	F	η^2	post-hoc (Duncan-Test)
number of cases	80	105	105	93	104	58	89	89	78			
A: Pedagogical interaction with the child (Process Quality)	6,38	6,73	6,38	5,82	6,36	6,21	6,47	6,02	5,97	20,6***	.17	CH > others; RU, CN, AU, GE > UK, VI, DA
B: Family compatibility quality (Family Involvement)	5,81	6,71	6,01	5,85	6,02	6,13	6,15	5,84	5,82	15,3***	.14	CH > others; RU, NO > DA, UK, VI, AU
C: Pedagogical Orientation Quality	5,37	6,56	5,91	5,80	5,89	5,93	6,08	5,74	5,77	13,6***	.12	CH > others; RU, NO, CN, GE, DA > AU
D: Pedagogical Structural Quality	6,68	6,62	6,30	6,04	6,56	6,22	6,32	6,31	6,11	9,1***	.09	AU, CH, GE > RU, UK, CN, NO, VI, DA
Total	6,15	6,69	6,23	5,82	6,25	6,16	6,33	5,98	5,93	17,7***	.15	CH > others; RU, GE, CN, NO, AU > VI, DA
Annotation:												
<ul style="list-style-type: none"> • The Vietnamese version of the questionnaire does not contain the two characteristics A26 (in the area of "process quality") and B05 (in the area of "quality of family relations"). • Scaling: 1 = "unimportant", 3 = "partly", 5 = "important", 7 = "very important" (2, 4, 6 = intermediate levels) 												
***p<.001; conventions eta-square (η^2) according to Cohen (1988): small effect: from $\eta^2=.01$; medium effect: from $\eta^2=.06$; large effect: from $\eta^2=.14$												

