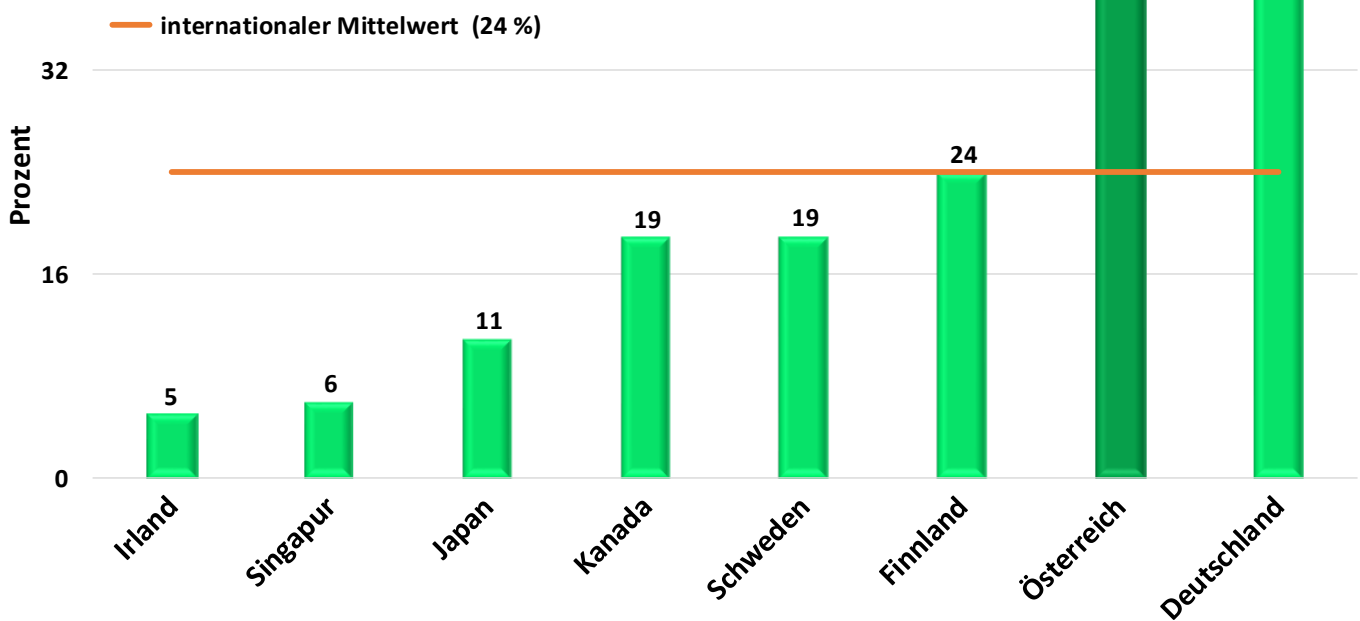


Anteil der 10-Jährigen, die nach Aussage ihrer Eltern „Literacy and Numeracy Tasks“ beim Eintritt in die Grundschule nicht gut lösen konnten

(Stand 2019)



Quelle: IEA (Hrsg.), TIMSS 2019. International Results in Mathematics and Science (2020), Exhibit 5.19.

„The first five years of every child’s life are a period of great opportunity, but also one of risk. The cognitive and social-emotional skills that children develop in these early years have long-lasting impacts on their later outcomes throughout schooling and adulthood. [...] The window for positive early learning closes when children are around seven years old, due to a sharp decrease in brain malleability at this point.“

Rowena Phair, MA, International Early Learning and Child Well-being Study. Assessment Framework (2021), S. 9.

„There is firm research evidence showing that the most stable predictor of a student’s future success at school is his or her family background.“

OECD (Hrsg.), Positive, High-achieving Students (2021), S. 49.

Die Chance der ersten Lebensjahre durch kindgerechte Förderung nutzen.

Mag.^a Gudrun Pennitz, Vorsitzende der ÖPU

gudrun.pennitz@oepe.at