

# Feasibility study on the availability of comparable child care statistics in the European Union



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## **Feasibility study on the availability of comparable child care statistics in the European Union**

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Bech Building B2/423 – 5, rue Alphonse Weicker – L-2721 Luxembourg

Tel: (352) 4301-34373; Fax: (352) 4301-35979 E-mail: Sara-Elizabeth.Jarvis@cec.eu.int

**For more information: Karin Winqvist**

Eurostat Unit E2 – Bech Building B2/429 Tel. (352) 4301-35581; Fax: (352) 4301-35979

E-mail: Karin.Winqvist@cec.eu.int

## **Feasibility study on the availability of comparable child care statistics in the European Union - Executive summary of the main results**

The development of childcare provision in all Member States has emerged as a policy priority for the European Union over the last 15 years. The increasing importance attached to this policy is strongly related to the need to promote equal opportunity for men and women in the labour market.

### *1 The need for information*

One essential element in achieving any policy aim is to have the necessary tools to measure and monitor both policy and practice. In relation to the demand for and supply of child care, quantitative information is an essential instrument for studying, in particular, the reconciliation of work and family life. This was underlined by decisions of the **European Council, from the Madrid European Council in 1995 to the Presidency conclusions of the Stockholm European Council in 2001**. Need for childcare provision is also an important part of the fourth pillar of the **Employment Guidelines**.

In summary, statistics on child care should describe the following aspects:

**Availability and accessibility of child care** (also for children with special needs)

- Diversity
- Use
- Preferences
- Unmet needs

**Affordability of child care**

**Quality of child care**

- Quality
- Satisfaction

### *2 The lack of comparable statistics in the EU*

Alongside the recognition of a need for quantitative information has been the acknowledgement that such information does not currently exist at national or EU level in formats and with definitions which would enable meaningful analysis of developments in policy and provision.

Reports commissioned by the European Union (“Childcare and equal opportunity”, 1988; “Reconciling employment and caring for children: what information is needed for an effective policy?”, 1996; both prepared by the European Commission Childcare network), outlined the lack and inadequacy of available information on childcare at national and European Level. From the results of a questionnaire sent to countries by the **French Presidency (2000)**, it is clear that obtaining reliable harmonised data is a perilous enterprise. A minimum set of comparable indicators was identified, namely proportion of children cared for

- before entry into the compulsory school system (during the day)

- in the non-compulsory school or equivalent pre-school system (outside pre-school hours)
- in the compulsory primary education (outside school hours).

### 3 *The Feasibility Study*

The European Commission is, consequently, examining ways to create an information base to identify and fill the gaps in availability of statistical information across the European Union. In order to achieve this aim, a feasibility study has been carried out, in which an inventory has been made of all existing sources of information on childcare demand and supply, focussing on the three main themes of the needs. The sources of information for the study were statistics, publications, websites, replies to a Eurostat questionnaire sent to EU Member States and personal contacts.

The study identifies key information about the child care systems themselves and about the availability and coverage of statistical information on these systems.

#### 3.1. **Child care systems in the Member States**

The main results of the comparison of child care systems are:

##### **Availability and accessibility of child care (also for children with special needs)**

- **Diversity**

There is a great diversity between Member States in the number and type of childcare services. There are 136 types of services listed, from a minimum number of 4 for Greece to 14 for UK, with the other Member States equally distributed between 5 and 11. This means that some countries diversify childcare services to meet the different needs of the families, while others provide limited choice for parents. The most frequent age groups are 0-3, 3-6 and 6-12.

- **Unmet needs**

Not all the needs of the family are met, because, inter alia: there are few services for children with special needs and very few services operate on a full time basis, all year round.

##### **Quality**

Staff are always trained, except for family day care and childminders. National staffing standards do not exist in three Member States and for some particular services. However, these official standards may be sometimes theoretical.

#### 3.2 **Existing statistics and comparability**

The main results of the inventory of **comparable statistics** are the following:

### **Accessibility of data**

In general, access to information is difficult, and it is often not necessarily available at national level.

### **Comparability of data**

The heterogeneity of both the types of services and the children's ages within each of the services is a main obstacle to the comparability of child care systems and statistics across countries. Only a minimum set of comparable indicators can be created.

Problems of comparability also result from the fact that it is not possible to have data on full time provision and use, and from periodicity differences in the availability of data.

### **Existing statistics**

A summary of the main findings on existing statistics and quality of data, in tabular form is attached (Table 1, Providers and Table 2, Users).

### **Availability and accessibility of child care (also for children with special needs)**

- Diversity
- Use
- Preferences
- Unmet needs

The most frequently available data refer to number of places and pupils, enrolment ratios, by type of service and age group

Other data were not comparable or were given for a few countries only.

### **Affordability of child care**

There are no statistics on affordability

### **Quality of child care**

A quality indicator included for some MS is staff/child ratio. Number of staff is often available but data on hours, staff working hours, turn over and feminisation of the staff are rare.

## **3.3 Comparative enrolment rates**

It is possible only to build a comparative table with enrolment ratios by age or age bands (as age groups differ according to countries)

Enrolment rates before compulsory school age vary according to the country and the age, see table 3. They are

- above 65% in Austria, Belgium (Flemish), Denmark, Sweden, and the United Kingdom.
- between 50 and 40 % in France and Ireland,
- between 20 and 30% in Finland,
- below 20% in Italy, the Netherlands, Portugal and Spain.

**Pre-school education** is generalised only in Denmark, France, Italy, Luxembourg, Sweden and Spain. In the other countries, pre-school enrolment rates increase with age, but they are below 90% even for six year old children.

Enrolment rates in “**outside school hours**” -services for school age children are quite high, above 65%, in the countries where data are available: Austria, Belgium (Flemish), Denmark, and the United Kingdom. Even if these kinds of services exist, it is difficult to find data on them.

4. *Recommendations for the future:*

#### **4.1 Combining information from different sources**

Using a combination of information from the two types of sources, providers and users, would be the best solution to obtain the required statistics.

##### **Statistics from providers**

Information from the services (number and rates of children enrolled, number of staff, staff training and standards, waiting lists) collected on a regular basis for administrative purposes would describe *diversity and use* (possibly also for children with special needs). There would also be some statistics referring to *quality*.

##### **Statistics from users**

Information from the users (unmet demand, reconciliation between work and the family, needs, preferences, satisfaction) derived from household surveys would describe *availability and accessibility of child care* (also for children with special needs) including use, preferences and unmet needs; *affordability of child care*; *quality of child care*

#### **4.2 Short term - Better use of existing statistics**

In the short-term the only solution for improving the statistics is the use of existing statistics collected from providers for administrative reasons. There are few MS conducting household surveys. The ideal table showing use of child care services is a cross table with single years age of children from 0 to 12 for every type of service. A data collection questionnaire could be sent to countries in the form of a table asking for data by single years from 0 to 12 and type of service. This would provide statistics about:

**Availability and accessibility of child care** (also for children with special needs)

- Diversity
- Use

#### **4.3 Medium term - Including new questions in existing surveys**

A medium-term solution would be to include questions in the Labour Force Survey and Statistics on Income and Living Conditions. Both surveys are (will be) designed to have a set of core questions and possibility for ad hoc modules. In the ad hoc modules it would be possible to investigate child care more in depth. Proposals are made for the inclusion of a number of questions in the two surveys. The questions cover the need for statistics on **accessibility, affordability** and **quality** of child care services.

#### **4.4 Long term – Special surveys**

##### **Annual and regular surveys**

Annual administrative statistics and regular surveys (every few years) on households with children under 12 could be carried out. This would mainly improve knowledge of the **quality** of services.

##### **Collection of standardised information**

Member States could be requested to collect a limited amount of common, standardised information on services, staff and users. This could include information on **accessibility**, **affordability** and **quality** of services such as: details of the services, number and percent of children enrolled, staff (number by training, sex, full-time equivalent), average parental payment, number of places for children with special needs.



**Tab. 1 – Availability and quality of statistics – Providers**

<b>INFORMATION / COUNTRIES</b>	<b>A</b>	<b>B-fr</b>	<b>B-fl</b>	<b>D</b>	<b>DK</b>	<b>E</b>	<b>EL</b>	<b>F</b>	<b>FIN</b>	<b>I</b>	<b>IRL</b>	<b>L</b>	<b>NL</b>	<b>P</b>	<b>S</b>	<b>UK</b>
<b>data collection method</b>	U	U	U	O	U	U	U		U	U			O	U	U	U
<b>age breakdown</b>	S	C	C	C	S	C	C	C	S	S			C	C	S	C
<b>reference time period</b>	15/10	31/12		31/12	March	15/10		01/01		01/09					15/10	January
<b>Periodicity</b>	A	A	A	A	A	A	A		A	A			A	A	A	A
<b>data on-line in English</b>	Y	N	N	N	Y	N	Y	N	N	N		N	Y	N	Y	Y
<b>data on-line in the orig. lang.</b>	Y	Y	Y	N	Y	Y	Y	N	Y	Y		N	Y	N	Y	Y
<b>data published sent easily</b>	Y	Y	Y	Y	Y	Y	N	Y	N	N		N	Y	N	Y	Y
<b>comparability over time</b>	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y			Y		Y	Y
<b>type of care</b>																
publicly founded	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y			Y	Y	Y	Y
Private	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y			Y	Y	Y	Y
Places	Y	Y	Y	Y	Y	N	N	Y		Y			Y	Y	Y	Y
Hours	Y	N	N	N	Y	N	N		Y	Y			Y	N	Y	Y
Cost	Y	N	N	N	Y	N	N			Y			Y	Y	Y	Y
<b>Pupils</b>																
absolute number	Y	N	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y
Enrolment ratios	Y	N	N	N	Y	Y		Y	Y	Y			Y	Y	Y	Y
<b>Staff</b>																
Number	Y	N	N	Y	Y	Y	Y			Y			Y	Y	Y	Y
staff/child	Y	N	N	Y	Y	Y	Y			Y			Y	Y	Y	Y
Training	Y	N	N	Y	Y	N	N			Y			N	N	Y	Y
full/part time	N	N	N	Y	Y	N	N			N			Y	N	Y	
turn over	N	N	N	Y	N	N	N		N	N			N	N	N	N
Feminisation	Y	N	N	N	N	Y	N			Y			N	Y	Y	
<b>waiting list</b>	N	N	N	N	Y	N	N	N	N	N			Y	N	Y	N

**U = universal (census); O = other; S = single year; C = class; A=annual; Y = yes; N = none (note: no information for Ireland)**

**Tab. 2 - Availability and quality of statistics – Users**

<b>INFORMATION / COUNTRIES</b>	<b>A</b>	<b>B-fr</b>	<b>B-fl</b>	<b>D</b>	<b>DK</b>	<b>E</b>	<b>EL</b>	<b>F</b>	<b>FIN</b>	<b>I</b>	<b>IRL</b>	<b>L</b>	<b>NL</b>	<b>P</b>	<b>S</b>	<b>UK</b>
<b>title of publication</b>	Y	Y	Y							Y	Y				Y	Y
<b>data collection method</b>	Y	Y	Y							Y	Y				Y	Y
<b>Dimension</b>	Y	Y	Y								Y	Y				Y
<b>Coverage</b>	C	O	C							C	C				C	C
<b>% no response</b>	14	31	35							3					8-10	20-28
<b>treatment of errors</b>	Y	N	Y							Y					Y	Y
<b>Period</b>	1995	1999	1999							1998	1997				1999	1999
<b>age covered</b>	0-14	0-3	0-12							Y	0-12				1-12	0-14
<b>topics covered</b>																
formal care arrangements	Y	Y	Y							Y	Y				Y	Y
informal care arrangements	N	Y	Y							Y	Y				Y	Y
care at difficult times	N	N	Y							N					N	Y
Needs	N	N	Y							N					Y	Y
Satisfaction	N	Y	Y							N					Y	Y
reason for use	Y	N	Y							Y					Y	Y
Preferences	Y	Y	Y							N					Y	Y
<i>characteristics of parents (educ., civ. st., work, etc.)</i>	N	Y	Y							Y					Y	Y
<i>Cost</i>	Y	Y	Y							N	Y				N	Y
advantages and disadvantages	N	N	Y							N					N	Y
problems encount. by families	N	N	Y							N					Y	Y
distance from home	N	N	Y							N					N	Y
time when parents make enquire about child care	N	Y	Y							N					Y	N

**Y = yes ; N = none ; C = country; O = other**

**Tab. 3 - Enrolment rates by age in all types of facilities, selected years**

	<b>A 1995</b>	<b>B-fr</b>	<b>B-fl 1999</b>	<b>D 2000</b>	<b>DK 1999</b>	<b>E 1998-99</b>	<b>EL 1996</b>	<b>F 1998</b>	<b>FIN 1999</b>	<b>I 1998</b>	<b>IRL 1999</b>	<b>L 1996</b>	<b>NL 1997</b>	<b>P 1999-00</b>	<b>S 1999</b>	<b>UK 1999</b>
0 year	66.1			9.5	28.0	1.3			23.6	4.3	38.0 <sup>(2)</sup>		11.10	75.0	88.0	
1 year					68.0	5.7				14.3 <sup>(1)</sup>		17.0 <sup>(3)</sup>	0.80			
2 years			71.8 <sup>(5)</sup> 74.3 <sup>(6)</sup>		80.0	13.7	35.2					0.05	0.70 <sup>(4)</sup>			
3 years	41.7			56.3	86.0	75.3		99.9					58.3			
4 years	68.5		69.5	82.9	93.0	98.0		100.0	65.8	97.8 <sup>(7)</sup>			72.4		95.0	
5 years	28.5			89.8	91.0	100.0	64.0 <sup>(8)</sup>	99.4				98.0 <sup>(9)</sup>	3.4 <sup>(10)</sup>	84.2		
6 years	17.9			88.6	88.0				76.4		18.0 <sup>(12)</sup>		100.0 <sup>(11)</sup>	76.0 <sup>(13)</sup>	86.0	
7 years					84.0											93.0 <sup>(14)</sup>
8 years	70.3		65.1													
9 years																
10 years	82.2 <sup>(15)</sup>															73.0
11 years					12.1 <sup>(16)</sup>											
12 years																

<sup>(1)</sup> refers respectively to housewife and working women

<sup>(2)</sup> and <sup>(12)</sup> refers to paid childcare facilities only

<sup>(3)</sup> and <sup>(10)</sup> refers to all services but pre-primary

<sup>(4)</sup> refers respectively to crèche, childminder, mini-crèche, crèche familiar

<sup>(5)</sup> out of attending part time school

<sup>(6)</sup> out of attending full time school

<sup>(7)</sup> refers to academic year 1998-99

<sup>(8)</sup>, <sup>(9)</sup> and <sup>(11)</sup> data from the Unesco database, refers only to pre-primary

<sup>(13)</sup> refers to pre-school, family day nursery, before and after school centre

<sup>(14)</sup> refers to pre-school class

<sup>(15)</sup> refers to 10-14 years

<sup>(16)</sup> refers to 10-13 years

# **Feasibility study about comparable statistics in the area of childcare**

by Antonella Pinnelli, Talos Buccellati, Paola Mancini

Department of Demography  
University of Rome, La Sapienza, Italy

Final report, October 2001

## **Contents**

### Executive Summary

1. Introduction
2. Monitoring childcare in the Europe's social policy agenda
3. Indicators resulting from previous works
4. The Commission's needs for statistics on childcare
5. Inventory of international organizations and initiatives involving childcare statistics
6. Inventory in Europe 15
  - 6.1 Methodology
  - 6.2 Childcare provision
  - 6.3 Data availability and quality
  - 6.4 Comparative statistics: Enrolment ratios
  - 6.5 Conclusion
7. Recommendations for future development
  - 7.1 Sources to be used
  - 7.2 Statistics from providers
  - 7.3 Questions for household surveys
8. Summary

### Bibliography

- Annex 1. Country reports
- Annex 2. Child care provision: comparative frames
- Annex 3. Data availability and quality: comparative frames
- Annex 4. Questions for household surveys
- Annex 5. Contact organizations, contact persons, websites
- Annex 6. Country tables

## 1. Introduction

In 2000 Eurostat launched a call for tender for a feasibility study about comparable statistics in the area of childcare. The project presented by World System (Europe) Limited, with the collaboration of Professor Antonella Pinnelli's team, at the Department of Demography of Rome University "La Sapienza", Italy, was chosen. This report presents the results of the study.

In the following section ([section 2](#)) the story of increasing political attention to the availability of data on childcare services is traced from the documents and initiatives of the European Council and the European Commission. Both these documents and previous studies suggest indicators that are useful to monitor many aspects of the childcare services (availability, characteristics, quality etc.). These indicators are presented in [section 3](#) including those suggested by previous experiences of comparative researches on childcare services. The information collected in sections 2-3 together with the suggestions received during the meetings with Eurostat, DG Employment and Social Affairs of the European Commission and World Systems (Europe) Limited, enabled the preparation of a list a set of topics representing the needs for childcare statistics of the European Commission, presented in [section 4](#).

Some international organizations are interested in childcare services and have undertaken initiatives to improve their knowledge on these services. These organizations and initiatives are listed in [section 5](#).

An inventory of available statistics was prepared for each of the 15 Member States ([section 6](#)). The methodology of the inventory is presented in section 6.1, and the results are presented in the following sections: a description of the childcare system with information on data sources is given in country reports in Annex 1; comparative frames of the childcare provision are presented in Annex 2. Both are commented on in section 6.2. Comparative frames on the availability and quality of statistics on childcare supply and demand are presented in Annex 3 and commented on in section 6.3; enrolment rates are presented and commented on in section 6.4. Some conclusions, derived from the experience of collecting information and data from the countries and from the attentive analysis of the data, are presented in section 6.5. Most statistics tables in each country are presented in Annex 6, so as to give an overview of the variety of information to be found in the Member States.

[Section 7](#) contains recommendations for a future development of comparable childcare statistics. The proposals will address both short-term and long-term solutions, data both on the supply side and on the demand side. The proposals also include questions to be added to the Labour Force Survey and to the Survey on Income and Living Conditions. Detailed questions for household surveys are listed in Annex 4.

It is considered useful to provide the list of Contact persons and Organizations who helped in the research, together with interesting websites. Names and addresses are listed in Annex 5.

This work has benefited from many interactions and suggestions from Eurostat, DG Employment and Social Affairs of the European Commission and World Systems (Europe) Limited. Very useful advice and suggestions came from contacts with Peter Moss, responsible of the EC Childcare Network, whose experience in paving the way for comparative research on childcare during the late 80s and 90s was of great value. The opinions and evaluations presented in this report are nevertheless responsibility of the Rome's University team, led by Antonella Pinnelli.

## **2. Monitoring childcare in Europe's social policy agenda**

Developing childcare provision systems in the European Union appears to have been an emerging priority for the past 15 years. As it will be explained below, this concern is related to the need to promote equal opportunity for men and women regarding labour supply.

The European Commission Equal Opportunities Unit published in 1988 a report prepared by the Commission's Childcare network on "Childcare and equal opportunity". This report contained the results of the first review of services for young children in the European Union. The report's conclusions about statistics on childcare were:

"Information (on childcare) is essential if issues are properly understood; if appropriate and effective policies are to be developed; if these policies are to be adequately implemented; and if their impact is to be monitored. At present this information is lacking at European and national levels, to do any of these tasks properly. The seriousness of this situation cannot be emphasized too much. The current situation is little short of scandalous. It makes important issues invisible and suggests a lack of interest and awareness about the care for children and the impact of children on women's employment... It is perhaps the most shocking fact of all that in the late 20<sup>th</sup> century we still do not know who cares for Europe's children".

The Third Community Action Programme on Equal Opportunities for Women and Men (1991-1995) recognised the problem of inadequate information on childcare and called for the Commission to "produce a Guide to Good Practice, giving guidelines on the information that Member States should collect regularly in relation to childcare services".

As a basis for this, the EC Childcare Network undertook a study of routine data already existing on this subject in Member States, following the "Recommendation on Childcare" adopted by the Council of Ministers in March 1992. They referred to a number of specific parameters which should influence the development of services and which is necessary to include in the collection of information about services. The results are reported in "Monitoring Childcare Services for Young Children: a discussion paper", published in 1994.

Subsequent work of the EC Childcare Network, including two further reviews of services, confirmed the conclusions already drawn in the 1988 Report. In "Reconciling employment and caring for children: what information is needed for an effective policy?" published in 1996, they underline the inadequacy of information at local, national and European levels relevant to policies to promote and support the reconciliation of employment with the care and upbringing of children.

The importance of quantitative information on childcare services was furthermore underlined on subsequent occasions:

- the Madrid European Council (15-16 December 1995), requested an annual review of the implementation in the Member States of the Beijing Platform of Action (including childcare services as a means to reconcile work and family);
- on 2 December 1998, the Council agreed that the annual assessment of the implementation of the Beijing Platform of Action would include a proposal on a simple set of quantitative and qualitative indicators and benchmarks;
- on 22 October 1999, the Council adopted conclusions which confirmed that “reconciliation of work and family life” would be one of the themes of the next review of the implementation of the Beijing Platform of Action by the Council of the European Union;

The Lisbon European Council of 23-24 March 2000 recognised that it was important to further all aspects of equal opportunities in particular by setting a new criterion for assessing performance in improving childcare provision. The French Presidency addressed the theme of the relationship between family life and working life with a study by questionnaire on the implementation by the Member States of the European Union and the European Institutions of the Beijing Platform of Action (23 October 2000), trying to build the most relevant set of indicators regarding the needs of reconciling family life and working life. They considered devising these indicators and following them up in subsequent years as a vital part of improving policies in support of the family life/working life relationship and gender equality.

The European Employment Strategy, launched at the Luxembourg summit on employment in November 1997, emphasises that for a greater equality of opportunity, it is important that Member States and the social partners should design, implement and promote policies which favour the family, including the establishment of affordable, accessible and high quality services caring for children. In particular, in the 2001 Employment Guidelines, Member States were invited to consider setting national targets for increasing the availability of care services for children and other dependants

- The Social Policy Agenda for 2000-2005, adopted at the Nice summit in December 2000, mission (Employment and Social Affairs 01/2000) for 2000-2005 proposed, to “closely monitor the implementation and strengthen the fourth pillar of the employment strategy” as an action related to point 4 (Objectives and actions).
- The Presidency conclusions of the Stockholm European Council (23-24 March 2001) pose full employment and more and better jobs as a priority. It is recognised that increasing employment rates demand active employment policies and the Council and the Commission are invited to develop indicators on the provision of care facilities for children by 2002.

To conclude, the need for statistical information on childcare provision is repeatedly affirmed and some tentative work has been done to collect data and set indicators.



### 3. Indicators resulting from previous work

The study of the EC Childcare Network on monitoring childcare services for young children (published in April 1994), considered data on needs, demand and provision of services. It concludes that information on needs is rare and not comparable, because the nature of the needs varies within the population, according to the parents' activity rates and the types of needs recognized in every country. Data on demand is often of little use because explicit demand is not always distinguished from latent demand and information on preferences is often neglected. The data describing the provision of services lacks uniformity, is not always comparable, is not comprehensive (the services organised by public authorities provide the most complete data, then come services receiving public subsidy, whereas the private, unsubsidised services present the least complete data).

The Recommendation on Childcare adopted by the Council of Ministers in March 1992, referred to a number of specific parameters which should influence the development of services and which it is necessary to include in the collection of the information about services:

- *affordability;*
- *availability* in urban and rural areas;
- *diversity of services;*
- *making services accessible to children with special needs and with lone parents;*
- *and the needs of workers in services, including appropriate training.*

Recommendations emphasised the importance of services *combining care and pedagogy/education*.

On this basis, the EC childcare Network proposed the following set of indicators (October 1995):

#### ***Childcare services for young children***

##### Supply:

- Capacity (number of places) according to different variables;
- Number of services according to different variables;
- Variables include characteristics of the children/families for whom the services are intended (e.g. age of children, special needs); geographical area; type of service (e.g. type of management; publicly subsidised or private; centre-based or home-based).

Use:

- Number of children enrolled, according to different variables;
- Percentage of children enrolled full-time and part-time, according to different variables;
- Average number of days of attendance or rate of occupation by type of service;
- Number of children enrolled per place by type of service;
- Variables include type of service (e.g. type of management; publicly subsidised or private; centre-based or home-based); age, ethnicity /nationality and special needs of children; geographical area.

Staffing:

- Number of staff, according to different variables;
- Percentage of persons employed part-time, according to different variables
- Number of hours worked per week, according to different variables;
- Earnings, according to different variables;
- Turnover of staff, according to different variables;
- Number of places and number of children enrolled per worker, according to different variables;
- Variables include type of service (type of management; publicly subsidised or private; centre-based or home-based); gender, age group, training, position of staff.

Accessibility:

- Percentage of enrolled children from the service's local area (in/out the catchment area);
- Hours of opening (daily, weekly) by type of service (type of management; publicly subsidised or private; centre-based or home-based);
- Amount of parental participation by type of service (type of management; publicly subsidised or private; centre-based or home-based).

Resources and cost

- Annual costs by type of services (type of management; publicly subsidised or private; centre-based or home-based);
- Sources of funding by type of service (type of management; publicly subsidised or private; centre-based or home-based).

Satisfaction of demand/coverage of needs

- Comparison between demand and use (i.e. satisfaction of demand), if measures of demand are valid and reliable. Otherwise a comparison between needs and use (i.e. coverage of needs) may be preferred.

***Reconciliation of professional and family life from the perspective of the families***For families using formal and informal childcare services:

- duration of use (hours per week)

- how they are used (e.g. type of service, if more than one type used);
- satisfaction
- preferences

For families not using services:

- needs
- explicit demand not met
- plans
- satisfaction
- preferences

The survey of the French Presidency (2000) tried to collect indicators concerning forms of care for children from 0 to 6 or 7 years old (that is the age of starting compulsory school). They sent a questionnaire to the Member States. The following points concerned childcare:

- Forms of care (local authority organisations, childminders, nursery school, at home by a parent, at home with a paid third party, other);
- Daily child-care hours by forms of care;
- Type of benefit provided by the State, region or local authority and any trust body, for forms of care for children under 3 (direct subsidy, tax exemption, other);
- Special arrangements for childcare for the children of unemployed people (if not, access to local authority childcare);
- Unsatisfied demand for *crèches* and school entry;
- Demand for other forms of childcare;
- Consumer satisfaction surveys on the quality of local authority services (about cost, proximity, opening hours etc.);
- Breakdown of forms of childcare for children from the age of 3 up to compulsory school entry (local authority organisations or kindergartens etc., childminders, nursery school, at home by a parent, at home by a paid third party, other);
- Daily childcare hours by form of care;
- Additional facilities for children aged 3 to 6 (before school/after school centre morning/evening, canteen, specialised organizations (leisure centres, children's clubs etc.), care by mother or father, care by a third party;
- Number of children concerned/ number of children aged 3-6; duration (time and day);
- Payment (paying, mean tested, free);
- Types of facilities for children over 6 (school age): before-school/after school centre morning/evening; possibility of eating on site, provided by school, brought by child; specialized organizations (leisure centres, children's clubs etc.), other, care by mother and father, care by a third party;

- Percentage of GDP of the Member States allocated to childcare for children not in education, if possible broken down into main forms of care (local authority *crèches* and organisations, childminders, home helps);
- Hours during which various form of childcare are accessible by age (0-3, 3-6) and regular (local authority *crèches*, parental *crèches*, babysitters, other) or occasional childcare (play groups, other); arrangements for extending the hours (24 hours, night);
- Pre-primary and primary school attendance (number of days per week at school, maximum number of hours per day, lunch provided);
- Availability of local authority childcare during school holidays, funding and proportion of children concerned;
- Average length of working day (including travelling time between home and work) for men and women;
- Breakdown (between working couples with at least one child) of time spent on domestic work (cooking, washing up, cleaning, washing/ironing clothes, shopping, childcare, adult care, education of children, sewing, DIY, gardening, other), by gender and number of children;
- Availability of consumer satisfaction surveys on existing arrangements;
- Presence of questions on the existence and use of childcare organisations in national workforce surveys.

The conclusion at the end of the collection of the questionnaires is: “It must be admitted that this is a perilous enterprise: it seems impossible to obtain reliable harmonised data, for various reasons. In the first place, depending on the country, the relevant age groups are not the same. Our proposal to divide into age groups of 0 to 3 years and then from 3 to 6 or 7 years is not always pertinent or even functional... In addition, the forms of care differ from one country to another and it is impossible to record, as had been hoped the full breakdown of forms of childcare for all children, according to whether they are in local authority organizations, looked after by a childminder away from the child’s home, by a person at the child’s home, by one of the parents or by other means... Only half of the countries provided full data, which are in any case fairly flimsy...It was, therefore, best to restrict the study, as most comparative studies do, to indicators on local authority childcare. But another difficulty appears at this point: there are significant divergences between the data our questionnaire provides and those available elsewhere (particularly those in Deven *et al.* 1997)”.

The French Presidency, on the basis of replies given by the Member States and the European institutions to the questionnaire, submitted a report containing information on the relationship between family life and working life, and proposed 9 qualitative and quantitative indicators, among which the following concern childcare:  
Children cared for (other than by the family) as a proportion of all children of the same age group

- before entry into the non-compulsory school system (during the day);
- in the non-compulsory school or equivalent pre-school system (outside pre-school hours);
- in compulsory primary education (outside school hours).

This was considered the minimum set of indicators for comparative analysis on childcare in the Member States, after a disappointing experience in collecting more information.

These experiences show what a difficult task it is to define a set of indicators and to collect the related information.

#### 4. The Commission's needs for statistics on childcare

The Commission would like to create an information base to identify and fill the gaps in the availability of statistical information on childcare across the European Union. Describing the demand and supply of child care services is one essential element in the study of the reconciliation between work and family life.

The needs of statistics, as expressed in the Recommendation on Childcare adopted by the Council of Ministers in March 1992, concern the following areas:

- 1) Accessibility (that includes diversity, availability, satisfaction and preferences, unmet needs, use, also for children in special needs)
- 2) Affordability
- 3) Quality (including satisfaction and preferences)

The rationale for each topic and the variables that could be used to assess these indicators are the following:

##### **1) Accessibility has to do with many aspects:**

- *Distance*: the spread of the services on the territory could be heterogeneous, services are usually less numerous in rural areas;
- *Special needs*: eligibility criteria could limit or favour the access of certain categories of children as handicapped children, children of working or lone parents;
- *Diversity*: a *definition* of childcare services is needed. information on every kind of service is needed for children aged 0-12 (including out-of-school services and holidays schemes). It should be taken into account that pre-school education starts in many countries from the age of 2 or 3 years and compulsory school from the age of 5-7 years. Before pre-school education, some places offer services for children under 2-3 years old, and some places do not. When a child is in pre-school education or in compulsory school, many kinds of services can meet needs of care when school is closed. That is before and after school time, at night, or during the holidays. Moreover services could care for sick children or children with particular needs. Services are not the same in the European countries and age breakdown could not have the same significance in different countries. So the *kind of service* is not a good criterion for collecting data because the services vary across the countries. But a list of all services is necessary to evaluate the diversity. Also *age* is necessary but is not a good criterion, because some services are specific for certain ages and others involve children of different ages and the age breakdown can vary across countries. Another element of diversity is the *place where the service is offered*: at the home of the child, at the home of a childminder, at the premises of the service, at school or other. So the first need is to define the childcare services and their *characteristics*.

- *Availability and use*: once the definitions have been adopted, availability and use could be evaluated by means of the number of places and number of pupils if the denominators are provided. The denominators needed are normally the results of a demographic projection of live births. The best is to measure the use by the *enrolment rates* on the population of the age concerned. These enrolment rates correspond to indicators proposed by the French Presidency (*cf.* above).
- *Opening days and hours* give information on availability and on the possibility to reconcile family and work. The use of services could be made on the basis of different hours: full time or part time are broad definitions, but opening and closing hours, the days of the week and the year are more important for the compatibility with working time.
- *Satisfaction and preferences* of the parents are important to evaluate if the needs of the families are met. This implies the use of surveys, as they are the main sources, on the demand side, of satisfaction and preferences of parents: each survey based on a sample of households could include questions that are useful to assess the *needs, preferences, and satisfaction of the families*.

## **2) Affordability has to do with cost:**

A service is affordable for everybody if it is free, or if the cost is reasonable according to the income of the family. If the service is provided by the local authority, it is free or it is partly subsidized by the local authority or the state. When the service is private, it could also be partly or totally subsidized by the local authority or the state. Statistics on providers could classify the services as *free, mean tested, paying*. It is a problem to estimate the sustainability of the cost for the family, that is, to consider the cost in taking account of the economic condition of the family. Surveys on users could provide *parents' opinions on the affordability of the cost of the service*.

## **3) Quality:**

The quality of the services could be evaluated from different points of view: staff quantity related to number of children (staff/child ratio), training, earning, hours, turn over; possibility for a career (it is well known that workers in care are mainly women, with low earnings and scarce possibility for a career); the space and equipment; the curriculum (only care, education, development of skills and socialization etc.); the parent's participation. The importance of involving parents in some ways is often underlined by political documents, this could be done by allowing parents to participate in programming some aspects of the services (hours, curriculum), or to assist or participate in the activities children perform in the service (this could happen in playgroups, for instance). Parents could also give a personal evaluation of the quality of the staff, the curriculum and the place.

Moreover, statistics should be both comparable across countries and of good quality. This involves a *standardisation of the definitions, the information collected and the method of collection*. Statistics of each country should be *comparable over time and*

*sources, easily accessible and of good quality.* In the case of surveys, questionnaires, sample characteristics, the quality of the survey indicators such as *response rate and treatment of errors*, should be easily available. The idea of monitoring involves the concept of *periodicity* of the statistical information, the *uniformity of the date of reference*, the *readiness of the availability of the data- on publications or on websites-* both for statistics on provision and for statistics on users. A *reference person* should be indicated for more information.



## 5. Inventory of international organisations and initiatives involving child care statistics

Here below is some information about the initiatives of international organisations potentially interested in childcare. The main concern of these organisations is education (Eurydice, Unesco), children or policy. In the last case, some statistics can be presented but not in a systematic way.

### *COUNCIL OF EUROPE*

The Council of Europe does not have statistics on childcare in the Department of Social Policy. However, in connection with the Conference of Ministers responsible for Family Affairs on “Reconciling working and family life” which took place in Slovenia on 20-22 June 2001, the Member States have been invited to give information about the child day care situation in their country in their national contribution. These documents were available after the meeting. They do not contain statistics.

### *EUROPEAN OBSERVATORY OF NATIONAL FAMILY POLICIES OF THE COMMISSION OF THE EUROPEAN COMMUNITIES*

This observatory is a multidisciplinary network of independent experts on family policies and policies that have an impact on families and children. The observatory collects information on, among others, childcare facilities (regulations, system). Statistical data are not systematically present (<http://oif.ac.at/>).

### *EURYDICE*

Eurydice is the informal network on education in Europe; it publishes enrolment rates in pre-primary school by age (the same as the UNESCO) (<http://www.eurydice.org>).

### *MZES*

Mannheimer Zentrum für Europäische Sozialforschung was founded in 1989 to analyse societal and political developments in Europe. It stated the Eurodata research archive to support comparative European social research ([archiv@mzes.uni-mannheim.de](mailto:archiv@mzes.uni-mannheim.de)). It does not contain statistics on childcare.

### *OECD*

The OECD is engaged in a very comprehensive project, “Early childhood education: thematic review of early childhood education and care policy”, launched in March 1998 by the OECD’s Education Committee. This project involves 12 countries (Australia, Belgium, Czech Republic, Denmark, Finland, Italy, The Netherlands, Norway, Sweden, the United Kingdom and the United States). The aim of this study is a thematic review of early childhood education and care policy and provision of services, to provide cross-national information that will help in process of decision-making in early childhood education and care in all OECD countries. The scope of the review covers children from

birth to compulsory school age, as well as the transition to primary school. Each country provides a report according to OECD guidelines and a country note is provided by an OECD team visiting the country, meeting relevant people and asking for information of various kinds to prepare a case study. The topics concerned are quality, access and equity, with an emphasis on policy development in the following areas: regulations; staffing; programme content and implementation; family engagement and support; funding and financing. Some statistics are provided by the country reports, but not in a systematic and comparative way and on the same topics for each country, depending mainly on the availability of the information. The country reports are available on the website: [www.oecd.org/els/education/ecec/docs.htm](http://www.oecd.org/els/education/ecec/docs.htm)

*THE CLEARINGHOUSE ON INTERNATIONAL DEVELOPMENT IN CHILD, YOUTH AND FAMILY POLICIES AT COLUMBIA UNIVERSITY*

This group was initiated in 1999 to meet the need for systematic exchange among policy researchers and policy shapers from different disciplines, among others to evaluate social policies toward children in an international- comparative perspective. A consultative meeting on “International developments in early childhood education and care” was held in May 11-12 2000 in New York (USA), with a special attention on staff, cost and links between ECEC (early childhood education and care) and primary school (<http://www.childpolicy.org>). Enrolment rates for some countries at mid-90s are given.

*UNESCO*

The UNESCO regularly publishes enrolment rates for children in pre-school education, from 2-3 years of age, according the countries, to compulsory school age. In the year 2001, the UNESCO sent a questionnaire to the Member States asking for information on educational programs outside the institutional curriculum, for children in pre-school and school education. These extra curricular educational programs could be included in our broad definition of childcare (<http://firewall.unesco.org>).

*UNICEF*

This international organisation dedicated to children, is mainly interested in developing countries and in indicators of health, education (the same as the UNESCO), policies and children rights (<http://www.unicef.org>).

## 6. Inventory in Europe 15

### 6.1 Methodology

A description of the childcare system in each country is a first step towards knowing which type of data is available in each country. Therefore two different steps are identified in the analysis: first the description of child care systems in the Member States, secondly a comparison of available statistics on child care.

#### *Description of child care systems in the Member States*

With that aim, all possible sources of information were used. Most of the information on the childcare system comes from Moss P. "A review of services for young children in the European Union", European Commission Network on childcare (1995); the reports of the OECD (1999-2001); the "countries" in the website of the Clearinghouse on International Development in Child, Youth and Family Policies at Columbia University; publications and websites of the countries. The sources from the specific countries are quoted in the bibliography and interesting websites are listed in annex 5 with names and addresses of contact persons.

By means of this information some insight into the topics identified as needs of the Commission was possible. Given the heterogeneity of the childcare system across Europe15 countries, some countries have more details than others. It was decided to present all the useful information in the country reports in Annex 1.

#### The country report contains:

- 1) a description of the childcare system
- 2) a list of the services with definitions, information on age, base of the service, hours, access, use
- 3) curriculum (only care or education and development of skills and socialisation)
- 4) staff (training and staff/child ratios)
- 5) cost
- 6) data sources, both from the supply side and the demand side.

A framework for each country reorganizes the collected information according to 9 topics. The comparative frames on child care provision are presented in Annex 2. This work was necessary in order to know the situation of each country and to be able to ask the right questions to the Statistical Offices and other Organisations involved in the collection of data on childcare services.

The 9 topics included in these comparative frames are the following (the Commission's needs covered by these topics are given in brackets).

- 1) Service: lists the childcare services available (accessibility – diversity - availability)
- 2) Age: gives the age of children accepted in each service (accessibility – availability - comparability)
- 3) Where: the place where the service is offered (accessibility- diversity)
- 4) Specific needs: children with specific needs accepted or not (accessibility-special needs)
- 5) Staff: trained or not (quality)
- 6) Staffing standard: existence of national standards on the number and qualification of the staff related to the characteristics of children accepted (quality)
- 7) Hours: the daily service hours (accessibility-availability-comparability)
- 8) Opening: this refers to the opening schedule in the year (accessibility-availability-comparability)
- 9) Cost: free, with the contribution of parents etc. (affordability)

### ***Feasibility of a set of comparable statistics on child care***

The aim of this study is to evaluate the feasibility of a set of comparable statistics on childcare, both on the supply and on the demand side. In order to do this, an inventory of existing data on childcare was prepared on the basis of:

- Existing materials on international comparative analyses
- Existing national statistics
- Websites of the national Institutes of Statistics, of the Ministries involved in childcare services provision, the international Organizations interested in improving the availability and quality of childcare services in Europe
- The answers to a letter requesting information to the Member States sent by Eurostat
- Personal contacts by email and telephone with the Member States, the Organisations and the Statistical Institutes involved
- A check of the information collected by the contact person in each country (only eight countries sent comments after data check)

Information on the availability and quality of data on childcare services was collected, both on the supply and on the demand side. The results relating to the availability and quality of data for each country are presented in Annex 3 according to the following topics:

#### 1) Sources

- 1.1 data source
- 1.2 competent authority for childcare services provision
- 1.3 disseminating authority for child care statistics
- 1.4 national publications (title)
- 1.5 websites (could include statistics on childcare or not)

2) Indicators to assess the availability and quality of data on childcare

## 2.1 Statistics on provision

- data collection method
- age breakdown
- reference time period
- periodicity
- accessibility and clarity of information:
  - data on line in English
  - data on line in the original language
  - data published sent easily
  - reference person indicated for more information
  - comparability over time
  - comparability over sources
- aspects covered
- type of care:
  - publicly founded
  - private
  - places
  - cost
  - hours
- pupils:
  - absolute number
  - enrolment ratios
- staff:
  - number
  - staff/child ratio
  - training
  - hours
  - feminisation
  - turnover
- waiting list

## 2.2 Statistics on users

- title of the survey
- data collection method
- dimension
- coverage
- response rate
- treatment of errors
- period
- age breakdown
- topics covered:
  - child care arrangements at term time
  - child care arrangements at difficult time
  - needs
  - satisfaction

- reasons for using them
- reasons for not using them
- financial arrangements
- advantages and disadvantages
- problems encountered by families
- distance from home
- time spent by parents making enquiries about child care
- cost
- socio-demographic and economic characteristics of parents

The information listed gives the possibility to evaluate different aspects of the availability, accessibility and quality of statistics on providers of child care:

*Availability and accessibility:* data on line in English, data on line in the original language, data sent easily

*Quality:* collection method, periodicity, comparability over time, age breakdown

*Data comparability across countries:* reference time period and availability and quality of statistics on users by means of dimension of the survey (number of interviews), coverage (national or not), response rate, treatment of errors.

The list of the topics covered gives an idea of the content of the statistics and their capacity to meet the Commission's needs. Several variables could be used to evaluate the needs:

- the availability of child care services could be evaluated by looking at the number of places, pupils, waiting list,
- the diversity of services could be assessed by looking at data relating to the type of services (public, private),
- the affordability through the cost of services,
- the high quality through variables related to staff (training, staff/child ratios, hours, feminisation, turn over),
- the reconciliation of work and family through opening hours could be assessed.

All the statistical tables available regarding the topics listed above were collected and selected to give an idea of the variety of the information present in each country. The tables are presented in annex 6. Annex 6 could not be exhaustive of all the tables published in the countries: however this goal was outside the scope of the inventory. In many cases it is known that the information exists, but tables, publications or data were not available on websites: only with a long and patient work, and close collaboration with someone on the spot officially involved in this research field could the results be comprehensive.

Some comparative tables resulting from the inventory are presented in section 6.3.

The comparative frame on provision and on availability and quality of child care statistics on providers and users was sent to the contact person in each country, asking for a check of the information collected and for filling up the missing data.

A list of the countries according to the age limit for pre-school and compulsory school education will help to analyse the inventory result:

<b>Countries</b>	Entrance age to education preceding the first level	Compulsory education; age limits
Austria	3	6-15
Belgium	3	6-18
Denmark	3	7-16
Finland	3	7-16
France	2	6-16
Germany	3	6-18
Greece	4	6-15
Ireland	4	6-15
Italy	3	6-14
Luxembourg	4	6-15
Netherlands	4	5-18
Portugal	3	6-15
Spain	2	6-16
Sweden	3	7-15
United Kingdom	3	5-16

Source: UNESCO, 1998

## 6.2 Child care provision

The analysis of the frames on childcare provision presented in Annex 2 can be useful in the evaluation of accessibility (for the aspect: children with special needs accepted and the diversity of the services offered by the countries), the affordability (the service is free, parents pay a contribution related to income or not), the quality (by means of information on staff training and standards), the comparability (by means of information on age covered, hours, opening) and the possibility they give people (both women and men) to reconcile work and family (hours, opening).

Table 1 presents the great diversity of the number and type of childcare services across countries (which also makes international comparisons more difficult): there are 136 services listed in the 16 frames (one for every country, two for Belgium -Flemish and French part). The minimum number of services is four for Greece, the maximum is fourteen for UK, with the other countries equally distributed from five to eleven. This means that some countries diversify childcare services to meet the different needs of the families, while other countries give a very limited offer.

The heterogeneity of the children ages concerned by the services is very great: the most frequent age classes are 0-3, 3-6, 6-12, but they concern respectively 19, 9, and 3 services only, out of 131 listed. Many different age classes have limited coverage. Differences of age groups in the available statistics are a main obstacle to the comparability of the childcare systems and related data over countries, given that statistics are usually collected by type of services and age classes concerned. This problem could be overcome only having single years of age data for every type of childcare services.



**Tab. 1 - Availability and quality of statistics – Providers**

<b>INFORMATION / COUNTRIES</b>	<b>A</b>	<b>B-fr</b>	<b>B-fl</b>	<b>D</b>	<b>DK</b>	<b>E</b>	<b>EL</b>	<b>F</b>	<b>FIN</b>	<b>I</b>	<b>IRL</b>	<b>L</b>	<b>NL</b>	<b>P</b>	<b>S</b>	<b>UK</b>
<b>Data collection method</b>	U	U	U	O	U	U	U		U	U			O	U	U	U
<b>Age breakdown</b>	S	C	C	C	S	C	C	C	S	S			C	C	S	C
<b>Reference time period</b>	15/10	31/12		31/12	March	15/10		01/01		01/09					15/10	January
<b>Periodicity</b>	A	A	A	A	A	A	A		A	A			A	A	A	A
<b>Data on-line in English</b>	Y	N	N	N	Y	N	Y	N	N	N		N	Y	N	Y	Y
<b>Data on-line in the orig. lang.</b>	Y	Y	Y	N	Y	Y	Y	N	Y	Y		N	Y	N	Y	Y
<b>Data published sent easily</b>	Y	Y	Y	Y	Y	Y	N	Y	N	N		N	Y	N	Y	Y
<b>Comparability over time</b>	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y			Y		Y	Y
<b>Type of care</b>																
Publicly founded	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y			Y	Y	Y	Y
Private	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y			Y	Y	Y	Y
Places	Y	Y	Y	Y	Y	N	N	Y		Y			Y	Y	Y	Y
Hours	Y	N	N	N	Y	N	N		Y	Y			Y	N	Y	Y
Cost	Y	N	N	N	Y	N	N			Y			Y	Y	Y	Y
<b>Pupils</b>																
Absolute number	Y	N	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y
Enrolment ratios	Y	N	N	N	Y	Y		Y	Y	Y			Y	Y	Y	Y
<b>Staff</b>																
Number	Y	N	N	Y	Y	Y	Y			Y			Y	Y	Y	Y
Staff/child	Y	N	N	Y	Y	Y	Y			Y			Y	Y	Y	Y
Training	Y	N	N	Y	Y	N	N			Y			N	N	Y	Y
Full/part time	N	N	N	Y	Y	N	N			N			Y	N	Y	
Turn over	N	N	N	Y	N	N	N		N	N			N	N	N	N
Feminisation	Y	N	N	N	N	Y	N			Y			N	Y	Y	
<b>Waiting list</b>	N	N	N	N	Y	N	N	N	N	N			Y	N	Y	N

**U = universal (census); O = other; S = single year; C = class; A = annual; Y = yes; N= no (note: no information for Ireland)**

Most of the services are not specific to a certain age group, but are offered for different needs: for instance the same service could be offered for children 0-2 full time, and for children 3-12 before and after school or pre-school.

Not all countries have the complete range of services necessary to cover the needs of the families: services for children from 0 (or sometimes 6 weeks, 3 or 6 months, or 1 year of age) to pre-school exist everywhere, the same for pre-school services, but services caring for children before entry and after the end of pre-school are not common (only Belgium, Luxembourg and the Netherlands have this kind of service), while before and after school services are more usual (only Spain and Greece do not offer them). *Ludotecas* and play groups are available in half of the countries, opened after school for some hours. Only Belgium (French part), France, Italy, Luxembourg, the Netherlands and the United Kingdom have holiday schemes.

The services are usually centre based, sometimes school based. Family day care is sometimes home based, and childminders are always home based. Children with special needs (usually handicapped children) have specific services in five countries, and are accepted in all types of services in six countries, no information was available on the others.

The staff are always trained, except for family day care and childminders. National staffing standards do not exist in three countries or for some particular services (family day care in Greece, Finland, Ireland and United Kingdom). This means that most countries give attention to the quality of the staff and to the staff/child ratios. These official standards could sometimes be theoretical.

Very few services work on a full time (38 out of 136) and all year (26 out of 136) basis. Some services are open only few hours a day or a few days a week. The length of the holiday time varies from one country to another. The heterogeneity of hours and opening further hinders comparisons between countries. For instance, enrolment ratios refer to children in general, not to full time equivalent children, so similar enrolment rates could hide very different situations.

In general, the comparability of the data available is therefore difficult to ensure because of differences in the age groups covered by the different child care services, differences in the range of available child care services, differences in the opening hours of these services, possible differences in the quality of the services. This is why it is not possible to create meaningful comparative tables.

### **6.3 Data availability and quality**

The information on the availability and quality of the statistics on childcare services, presented in Annex 3, is further synthesised in tables 1-2, the first on provider statistics, the second on users statistics. In this way it is possible to make a comparison of the availability and quality of childcare statistics, as well as of the content of the information across countries.

In table 1 various aspects of the statistics on providers were considered: quality (collection method, periodicity, comparability over time, age breakdown), availability and accessibility (data on line in English and/or original language, data sent easily), comparability across countries (reference time period), and the topics covered. These are useful to evaluate aspects of the accessibility (availability: places, pupils, waiting list; diversity: public, private), affordability (cost), quality (staff: training, staff/child ratios, hours, feminisation, turn over), reconciliation between work and family (hours).

**Tab. 2 - Availability and quality of statistics - Users**

<b>INFORMATION / COUNTRIES</b>	<b>A</b>	<b>B-fr</b>	<b>B-fl</b>	<b>D</b>	<b>DK</b>	<b>E</b>	<b>EL</b>	<b>F</b>	<b>FIN</b>	<b>I</b>	<b>IRL</b>	<b>L</b>	<b>NL</b>	<b>P</b>	<b>S</b>	<b>UK</b>
<b>Title of publication</b>	Y	Y	Y							Y	Y				Y	Y
<b>Data collection method</b>	Y	Y	Y							Y	Y				Y	Y
<b>Dimension</b>	Y	Y	Y								Y	Y				Y
<b>Coverage</b>	C	O	C							C	C				C	C
<b>% no response</b>	14	31	35							3					8-10	20-28
<b>Treatment of errors</b>	Y	N	Y							Y					Y	Y
<b>Period</b>	1995	1999	1999							1998	1997				1999	1999
<b>Age covered</b>	0-14	0-3	0-12							Y	0-12				1-12	0-14
<b>Topics covered</b>																
Formal care arrangements	Y	Y	Y							Y	Y				Y	Y
Informal care arrangements	N	Y	Y							Y	Y				Y	Y
Care at difficult times	N	N	Y							N					N	Y
Needs	N	N	Y							N					Y	Y
Satisfaction	N	Y	Y							N					Y	Y
Reason for use	Y	N	Y							Y					Y	Y
Preferences	Y	Y	Y							N					Y	Y
<i>Characteristics of parents (educ., civ. st., work, etc.)</i>	N	Y	Y							Y					Y	Y
<i>Cost</i>	Y	Y	Y							N	Y				N	Y
Advantages and disadvantages	N	N	Y							N					N	Y
Problems encountered by families	N	N	Y							N					Y	Y
Distance from home	N	N	Y							N					N	Y
Time spent by parents making enquiries about child care	N	Y	Y							N					Y	N

**Y = yes ; N = no ; C = country; O = other No, or inadequate, information was available for B, DK, E, EL, F, FIN, NL, P**

The comparability of data availability and quality across Member States is limited due to several types of problems:

- Answers were received from the majority of the countries. Only for one country, Luxembourg, was it impossible to acquire information, despite repeated letters, emails and phone calls: only a report on education containing absolute number of children in pre-primary school was received. The majority of the countries sent some data or publications, even if these were not necessary comparable.
- It was not possible either to have information for France from the INSEE, and information collected from other French organisations is not complete. Very few data were available from Ireland - a book that witnesses the research and discussion activities on childcare in the country, but no information on statistics or provision. Insufficient information was available on the situation of Greece, Portugal and Spain.
- The data collection method is universal (census), except for a microcensus in Germany.
- Statistics for single years of age of children are available for few countries,
- The reference time period varies across countries (beginning of school year, end or beginning of the year, March), the data collection is done yearly, except for the Microcensus in Germany, carried out every year for enrolment and every four years for detailed information.
- Websites are quite common in Europe15 but very few contain statistics on childcare. Sometimes this information is limited to pre-school education, sometimes it is necessary to pay to have access to the data, the content of the site is often not clear. Some countries have data on-line in English: normally the information presented is reduced compared to the information available in the original language. Translation into English of the titles of the tables is helpful to understand the situation, as in the case of Sweden.

The “comparability over sources” is not covered here, because only one source of information is normally available for providers. Also the topic “reference person indicated for more information” was dropped: in fact the websites generally indicate an info address, not a reference person. Nevertheless, it was not possible to obtain information on childcare by these info addresses.

All countries have some time trends data. The contact persons who checked the data in each country gave information on the comparability of data.

Statistics concern both the public and recognised private services. More frequent data are on the number of places and pupils, enrolment ratios, number of staff and staff/child ratios. Data on hours and cost of childcare services, training, staff working hours, turn

over and feminisation of the staff are rare. Only three countries have data on waiting lists.

Surveys on users are presented in table 2. These surveys are not frequent: only Austria, Belgium, Italy, Ireland, Sweden and United Kingdom have one or more surveys. The publication on the ESRI Irish survey was not available to the team and consequently the information is limited. The surveys' coverage is usually national, the non-response rate acceptable, the treatment of errors presented. All the surveys are recent, second half- end of 90s.

**Tab. 3 - Enrolment rates by age in all types of facilities, selected years**

	<b>A 1995</b>	<b>B-fr</b>	<b>B-fl 1999</b>	<b>D 2000</b>	<b>DK 1999</b>	<b>E 1998-99</b>	<b>EL 1996</b>	<b>F 1998</b>	<b>FIN 1999</b>	<b>I 1998</b>	<b>IRL 1999</b>	<b>L 1996</b>	<b>NL 1997</b>	<b>P 1999-00</b>	<b>S 1999</b>	<b>UK 1999</b>
0 year					28.0	1.3				4.3				11.10	0,1	
1 year	66.1			9.5	68.0	5.7			23.6				17.0 <sup>(3)</sup>	0.80		88.0
2 years			71.8 <sup>(5)</sup> 74.3 <sup>(6)</sup>		80.0	13.7		35.2		14.3 <sup>(1)</sup>	38.0 <sup>(2)</sup>			0.05 0.70 <sup>(4)</sup>	42,9	
3 years	41.7			56.3	86.0	75.3		99.9						58.3	76,2	
4 years	68.5		69.5	82.9	93.0	98.0		100.0	65.8	97.8 <sup>(7)</sup>				72.4	79,7	95.0
5 years	28.5			89.8	91.0	100.0	64.0 <sup>(8)</sup>	99.4				98.0 <sup>(9)</sup>	3.4 <sup>(10)</sup>	84.2	84,3	
6 years	17.9				88.0				76.4						86,6	86.0
7 years			65.1	88.6							18.0 <sup>(12)</sup>		100.0 <sup>(11)</sup>			
8 years	70.3				84.0										75,7	
9 years					78.0										74,2	
10 years					65.0										66,1	73.0
11 years	82.2 <sup>(13)</sup>					12.1 <sup>(14)</sup>									48,9	
12 years															13,3	
															4,9	

<sup>(1)</sup> refers respectively to housewife and working women

<sup>(2)</sup> and <sup>(12)</sup> refers to paid childcare facilities only

<sup>(3)</sup> and <sup>(10)</sup> refers to all services but pre-primary

<sup>(4)</sup> refers respectively to *crèche*, childminder, *mini-crèche*, *crèche* familiar

<sup>(5)</sup> out of attending part time school

<sup>(6)</sup> out of attending full time school

<sup>(7)</sup> refers to academic year 1998-99

<sup>(8)</sup>, <sup>(9)</sup> and <sup>(11)</sup> data from the Unesco database, refers only to pre-primar

care<sup>(13)</sup> refers to 10-14 years

<sup>(14)</sup> refers to 10-13 years

Most surveys collect data on both formal and informal care arrangements concerning normal times. Care at difficult times is considered only by Flemish-speaking Belgium and the United Kingdom. The reasons for use and preferences are asked in five surveys (*i.e.* five Member States), satisfaction, cost and characteristics of the respondents in four surveys (four Member States), advantages and disadvantages, problems and distance are asked in two surveys. The comparability of the questions across countries is not assured, but it is important to have similar topics in some countries.

From statistics available on child care in the Member States, comparative tables were attempted on the different topics covered. However, it was impossible to present comparative tables on topics other than enrolment ratios, as other topics are covered by few countries and not in a comparable way.

#### **6.4 Comparative statistics: enrolment ratios**

Table 3 presents data on enrolment ratios derived from the tables collected and included in Annex 6 (see for the sources), with some exceptions: data for Portugal derive from personal communications of contact persons. Data are not available for Belgium-French part, Greece, Ireland and Luxembourg, (from which no statistics were received). The Unesco database provided pre-school education enrolment rates for Greece, Ireland and Luxembourg. Enrolment rates in pre-compulsory school provision vary according to the country and the age: quite high in Austria (age 0-2.5, 66.1%), Belgium- Flemish part (a little more than 70% for 2 year olds), Denmark (60% for 1 year, 80% for 2 years), Sweden (75% for 1-2-years), United Kingdom (88% for 0-2 years).

A source of difficulties for comparability here is the different openings and hours: for instance small children can spend only a few hours a week at *crèches* in the United Kingdom. Enrolment rates are between 35 and 40 % in France and Ireland, between 20% and 30% in Finland, below 20% in Italy, the Netherlands, Portugal and Spain. Pre-school is generalised only in Denmark, France (around 100%), Italy, and Luxembourg, Sweden (where pre-school class for 6 years old children is compulsory), Spain (only for 4-5 years old children). In the other countries pre-school enrolment rates increase with age, but are below 90% even for 6 years old children.

Enrolment rates in out of school services for school age children are quite high, above 65%, in the countries where data are available: Austria, Flanders, Denmark, United Kingdom. These kind of services exist in the majority of countries, but no data were found during this study.



## 6.5 Conclusion

Some general considerations on the statistics inventory could be useful. The inventory of statistical data available in Europe-15 countries, demonstrates that the differences among countries are so large, that long and patient work is necessary to make it possible to build a minimum set of comparable indicators. Even the availability of data on the coverage of child-care services is extremely heterogeneous.

This depends primarily on the importance the state attributes to these services. If the state regards them not as a place of care but as a place where children may develop and acquire social skills, then child-care services are seen as important, they are more developed and their evolution is monitored in order to assess the achievement of policy goals. When this happens, the services are usually regulated by the same agency as educational services, and this facilitates both the development of child-care provision and the monitoring. Its statistical visibility is therefore more limited. In many cases, responsibility for the development and organization of childcare falls upon the municipalities or to the regional authorities. Information is therefore created and perhaps utilized at a local level, but it does not necessarily appear at a national level. This is the situation with nurseries in Italy, for example. This makes it more difficult to obtain national statistics or to access them quickly. Access to information is generally difficult for anyone not on the spot. All countries are setting up websites. But it is not usual to find information on childcare, and nor is it easy to find it on the sites, even where these exist. Only local language is often used. Written requests for information from the national statistics services, sent via official or personal channels, are not always answered swiftly, if at all.

The type of data available is another indicator of a possible lack of political attention to childcare services. For example, enrolment rates are sometimes not provided. Thus it is impossible to assess the situation, in the absence of denominators, with only the absolute figures available.

As already indicated, one problem limiting international comparability is that of age groups. The groups involved for the different types of services (mainly *crèches* and pre-school services) depend on the compulsory school system and the age at which this starts. This varies from country to country. Few countries publish the enrolment rates for all child-care services and for individual years of age, which makes it possible to compare countries with different systems.

The information normally available primarily concerns the number of services, and the places available in each type of service, which does not necessarily correspond to the number of children enrolled. Further information generally concerns the public or private nature of the service, its cost, opening hours and staff. Information on staff could be useful in assessing the quality of the service, if it contained the qualifications of the staff employed and the staff/child ratio. But it often only contains absolute figures, with no further details.

One problem is that not all the staff is full-time. Some countries convert the data into "full-time equivalent person", and this procedure should be universally adopted. The same problem exists for the children, as they are not always present all day, every day either. It would be appropriate to use some measure of expression of the "full-time equivalent children" in order to correctly calculate the staff/child ratio, but this is not done in any country.

Another problem is periodicity. The reference date for the data collection varies across countries.

The existence of other information in the statistics on care providers is variable: it may include out-of-school services, holiday services, whether or not meals or transport are provided, and whether there are suitable areas for play and open-air activities etc. The statistics on demand are even more variable than those on supply, and they do not exist in many countries. In compensation, some countries conduct a large number and variety of surveys, which is a sign of increased attention towards the improvement of the service in order to cater for parents' needs.

The information provided by these surveys varies; only two surveys cover a large amount of topics because they are devoted to childcare, the others are very limited because the main focus of the survey is different. The heterogeneity of the age groups employed also limits the international comparability of surveys on parents, as it does for the statistics on care providers. The surveys' contents and methods are often equally heterogeneous.

## 7. Recommendations for the future development of comparable data

Recommendations for the future development of comparable childcare statistics in Europe 15 should be based on the needs of the Commission and on the knowledge of data already available in each country or at European level.

### 7.1 Sources to be used

Recommendations are divided according to the different sources of information. On one hand there is information from the services (the providers), on the other, information from families or the parents (the users). Usually the first kind of information is collected on a regular basis for administrative purposes, while the second derives from household surveys. Both are useful, to have information both on supply and on demand, *i.e.* on preferences, satisfaction and unmet needs of parents. From the inventory of existing statistics it is evident that there are already some examples of a good mix of the two kinds of sources.

Some topics can be studied only by means of statistics on providers (staff training and standards, waiting lists, number and rates of children enrolled); others only by means of statistics on users (unmet demand, reconciliation between work and the family, needs, preferences, satisfaction). A mix between the two sources could offer the best information.

It is important to note that the better quality statistics are in countries that have a national regulation concerning the registration, authorization and supervision of public and private childcare services, and put all childcare services for children 0-12 years old, under the same agency. This makes it easier to collect information on a regular basis.

***Short term solution-*In the short term, the easiest and fastest way to obtain information on childcare is**

- 1) a better use of existing administrative statistics;
- 2) using a routine comparative survey such as LFS or SILC adding some questions on the use of childcare services for all children under 12 years to all the households with children of this age. The questions should concern both users (including multiple use of different services) and non-users of childcare services at the time of the survey. Defining time is important because the participation of children (especially the smallest) in the services varies enormously during the year; a good solution would be to get annual information and data referring to the previous week.

See paragraph 7.3 for details on content of the questions.

***Long term solution-*** Long term solutions include both yearly administrative statistics and regular surveys on households with children under 12 carried out every few years..

In the following sections recommendations are presented for statistics from providers and for households surveys.

## 7.2 Statistics from providers

### *1<sup>st</sup> priority:*

A short term solution could be a better use of existing statistics. Patient work has to be done on the spot for this. The ideal table should cross single years age of children from 0 to 12, with every type of services. This would be the only way to allow comparisons across countries with such different systems. Such data are not available in the publications and websites consulted, but it should be possible to propose it to the countries as a common goal. The main problems arise for children from 0 to pre-compulsory school age, for the use of before and after pre-school and school services for the age concerned and for the use of holidays schemes for all children, that have normally poorer statistics.

The above questions meet the need of information on accessibility (diversity, availability and use).

### *2<sup>nd</sup> priority:*

Collecting, in each country, a limited amount of information on services, staff and users, that would be standardised and common to all Member States, would facilitate comparisons of child care statistics. This information could be collected by means of a form serving as annual report on the activity of each service. The information collected in this way could be used to compile an annual inventory of the resources and use made of different types of services. The form should collect information for each individual service and on a given date (a specific day), and comprise at least the following:

- 1) Details of the service (urban/rural location, type of service, founding (public all or in part, private, parents' contribution), opening hours per day and per week, the number of places
- 2) The number and percent of children enrolled by single years of age and whether they attend on a full time or part time basis;
- 3) The staff: number by training, sex, age, hours of work, number of post occupied on a full-time equivalent basis, staff/child ratios on a full time equivalent basis (both for the staff and the children);
- 4) The average parental payment for the children enrolled (in percent of the cost of the service and in percent of the average salary);
- 5) The number and percentage of places assigned for children with special needs.

The data under 1), 2), 5) meet the Commission's need for information on accessibility (diversity, availability) and affordability; the data under 3) meet the need for information on quality; the data under 4) the need for information on affordability.

Countries could use websites in a more generous way to share statistics. The transparency of the websites could be improved, so that it would be easier to understand which information is available and how to get it.

Research methods used in previous work on child care statistics (European network on childcare, for example) and data collection across countries (for example, OCDE and The Clearinghouse on international development in child, youth and family policies at Columbia University) could be used as a basis for the organisation of future work on child care (in the framework of the Working Party including all Member States: they formed international research groups with representatives of each country, working for years and organizing international seminars. Even if the results of these research groups were quite poor from a statistical point of view, using their experience as well as experience from Member States could help to avoid dangerous under evaluation of the difficulties involved in doing research on the topic of childcare services.

### **7.3 Questions for household surveys**

The complementary means to have statistics on childcare services is through surveys. Questions for household surveys, taken from the more detailed household surveys including questions on childcare (from Belgium-Flemish part and United Kingdom) are listed below. These should be asked to all parents (women and men, one answer per household though) for each child under 12. They are listed in Annex 4. Two different lists are presented in the annex, with the questions in these two lists discussed according to different priorities.

The first list of questions presents the first, second and third priorities. The second list of questions is added as a fourth priority in case a specific survey could be planned.

#### ***1<sup>st</sup> priority:***

Questions 1 and 4 are the minimum to be asked in order to have information on the use of childcare services in term time (school time).

#### ***2<sup>nd</sup> priority:***

Questions 10-11-12 could be added in order to know the use of leisure time services, holiday schemes and care at difficult time. 1<sup>st</sup> and 2<sup>nd</sup> priority questions fit quite well with surveys such as LFS, that ask for facts and do not include opinions.

#### ***3<sup>rd</sup> priority:***

Questions 2, 3, 5 to 9, 13 to 16, concerning the type of services (public/private), cost, hours, preferences, reasons for non use, needs, problems. SILC surveys could include some more factual questions and some opinions. Family and Fertility Surveys, or the new Gender and Generation Survey that an international consortium of national statistical offices, institutions for demographic research and the PAU-UNECE are planning, could also include questions on the childcare services used (needed or preferred), and normally include questions on the reconciliation between work and the family and on gender division of tasks, including care of children.

***4<sup>th</sup> priority:***

This list adds more detailed questions on time and hours, emergency childcare and connected problems, ideal provider, factors influencing the choice and reasons, evaluation of childcare, sources of information, difficulties, preferences, reconciliation of work and children.

During the course of the study, possible additional questions were identified and proposed for inclusion in the Community Labour Force Survey and the Survey on Income and Living conditions. These proposals are listed as a 3<sup>rd</sup> list of questions in the Annex 4 of this report. The Eurostat officials with responsibility for the Labour Force Survey combined the project's proposals with a good deal of their own work on the LFS which will be incorporated in the revised survey. This work on defining questions to include in Surveys resulted in several questions relating to child care services being proposed as adjustment of the list of LFS variables for the Working Group on Employment Statistics (17-18 September 2001). These proposals are listed as a 4<sup>th</sup> list of questions in Annex 4.

## 8. Summary

The development of childcare provision in all Member States has emerged as a policy priority for the European Union over the last 15 years. The increasing importance attached to this priority is strongly related to the need to promote equal opportunity for men and women in the labour market.

### **1. The need for information**

One essential element in achieving any policy aim is to have the necessary tools to measure and monitor both policy and practice. In relation to the demand for and supply of child care, quantitative information is an essential instrument for studying, in particular, the reconciliation of work and family life. This was underlined by decisions of the European Council, from the Madrid European Council in 1995 to the Presidency conclusions of the Stockholm European Council in 2001. Need for childcare provision is also an important part of the fourth pillar of the Employment Guidelines

The need for statistics on childcare can be summarised as follows:

- availability and accessibility** of child care provision  
including use, diversity, satisfaction and preferences, unmet needs, also for children with special needs
- affordability**
- quality** (including satisfaction and preferences).

### **2. The gap between the policy needs of the EU and the availability of data**

Alongside the recognition of a need for quantitative information has been the acknowledgement that such information does not currently exist at national or EU level in formats and with definitions which would enable meaningful analysis of developments in policy and provision.

Reports commissioned by the European Union (“Childcare and equal opportunity”, 1988; “Reconciling employment and caring for children: what information is needed for an effective policy?”, 1996, both prepared by the European Commission Childcare network), outlined the lack and inadequacy of available information on childcare at national and European Level. From the results of a questionnaire sent to countries by the French Presidency (2000), it is clear that obtaining reliable harmonised data is a perilous enterprise. At the same time there is a need for a minimum set of indicators on childcare for comparative analysis on the proportion of children cared for (pre-school and during compulsory school, during day and outside school hours).

### **3.The Feasibility Study**

The European Commission is, consequently, examining ways to fill the gaps in availability of statistical information across the European Union. In order to achieve this aim, a feasibility study has been carried out, in which an inventory has been made of all existing sources of information on childcare demand and supply, focussing on the three main themes of the needs. The sources of information for the study were statistics, publications, websites, replies to a Eurostat questionnaire sent to EU Member States and personal contacts.

The study identifies key information about the child care systems themselves and about the availability and coverage of statistical information on these systems.

#### **3.1. Results of the comparison of child care systems**

The main results of the comparison of child care systems are:

##### **Accessibility and availability of provision**

###### **Diversity**

There is a great diversity between Member States in the number and type of childcare services:

136 types of services are listed, from a minimum number of 4 for Greece to 14 for UK, with the other Member States equally distributed between 5 and 11. This means that some countries diversify childcare services to meet the different needs of the families, while others provide limited choice for parents. The most frequent age groups are 0-3, 3-6 and 6-12.

###### **Unmet needs**

Not all the needs of the family are met, because, inter alia:

- outside pre-school and outside school services, play groups and holidays schemes are not generalised
- there are few services for children with special needs
- very few services operate on a full time basis, all year round

###### **Affordability**

Information on costs is available for some Member States but this is rare and it is difficult to compare costs from one country to another because of the heterogeneity of child care systems.

###### **Quality**

Staff are always trained, except for family day care and childminders.

National staffing standards do not exist in three Member States and for some particular services. However, these official standards may be sometimes theoretical.



Data on hours, staff working hours, turn over and gender of the staff are rare.

Comparability: the heterogeneity of both the children's ages within each of the services, and of the types of services is a main obstacle to the comparability of childcare across countries.

### 3.2 Results of the study on the comparability of statistics

The main results of the inventory of **comparable statistics** are the following:

#### Availability of data

In general, access to information is difficult, and it is often not necessarily available at national level.

The most frequently available data refer to number of places and pupils, enrolment ratios, number of staff and staff/child ratio.

A summary of the main findings on availability and quality of data, in tabular form is attached (Table 2, Users and Table 3, Providers).

#### Comparability of data

Differences between child care services and data availability are so great that only a minimum set of comparable indicators can be created .

It is possible only to build a comparative table with enrolment ratios by age or age bands (as age groups differ according to countries) (cf. Table 3), Other data were not comparable or were given for a few countries only.

#### Comparative enrolment rates (Table 3)

Enrolment rates before compulsory school age vary according to the country and the age. They are:

- quite high in Austria, Belgium (Flemish), Denmark, Sweden, and the United Kingdom.
- between 35 and 40 % in France and Ireland,
- between 20 and 30% in Finland,
- below 20% in Italy, the Netherlands, Portugal and Spain.

Pre-school is **generalised** only in Denmark, France, Italy, Luxembourg, Sweden and Spain. In the other countries pre-school enrolment rates increase with age but are below 90% even for six year old children.

Enrolment rates in **out of school services** for school age children are quite high, above 65%, in the countries where data are available: Austria, Belgium (Flemish), Denmark, and the United Kingdom. Even if these kinds of services exist, it is difficult to find data on them.

Problems of comparability also result from the fact that it is not possible to have data on full time provision and use, and from periodicity differences in the availability of data.

#### **4. Recommendations for the future:**

##### **4.1 Combining information from different sources**

On the one hand, information from the services (staff training and standards, waiting lists, number and rates of children enrolled) is collected on a regular basis for administrative purposes and, on the other hand, information from the users (unmet demand, reconciliation between work and the family, needs, preferences, satisfaction) derives from household surveys. Using a combination of information from the two types of sources could be the best solution.

##### **4.2 Short term recommendations**

###### **Better use of existing statistics**

The ideal table could cross single years age of children from 0 to 12, with every type of service. A data collection questionnaire could be sent to countries in the form of a table asking for data by single years from 0 to 12 with type of service. This would improve the quality of data on **accessibility**.

###### **Including new questions in existing surveys**

Inclusion of some questions in the Labour Force Survey and Survey on Income and Living Conditions. In this respect proposals are made as part of this study for the inclusion of a number of questions in the two surveys. These questions cover the need for statistics on **accessibility**, **affordability** and **quality** of child care services.

##### **4.3 Long term solutions**

###### **Annual and regular surveys**

Annual administrative statistics and regular surveys (every few years) on households with children under 12 could be carried out. This would mainly improve knowledge of the **quality** of services.

###### **Collection of standardised information**

Member States could be requested to collect a limited amount of common, standardised information on services, staff and users. This could include information on **accessibility**, **affordability** and **quality** of services such as: details of the services, number and percent of children enrolled, staff (number by training, sex, full-time equivalent), average parental payment, number of places for children with special needs.

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# **Annex 1**

## **Country reports**

## AUSTRIA

### 1) The system

Austria has a federal constitution with 9 states or *Bundeslander*, which are partly responsible for developing and implementing legislation and policy on services for young children.

Compulsory schooling starts at the age of 6 years. Publicly funded services for children under 6 years are provided in the welfare system and are the responsibility of the same department: the Ministry of Family Affairs at Federal level and Departments of Youth and Family Welfare in the *Bundeslander*. Although there are common features between services for children under and over 3, there is not a fully integrated system.

Publicly funded services may be managed by private non-profit organisations, but most are managed by local authorities (74% in the case of *Kindergarten*).

School hours are from 8.00 to 12.00 or 13.00, usually from Monday to Friday although some schools are open on Saturdays. Generally, schools do not provide lunch for children, although a few schools offer lunch and care for children outside school hours. Publicly funded services providing care and recreation for school-age children are mainly provided in centres, separate from schools, some of which are age-integrated. They may be managed by local authorities or private, non profit organisations. There are some schools which also include a service providing care and recreation.

Private non –subsidised services are mainly provided by family day cares or other individual carers.

### 2) Services

*Krippen* (*Säuglingskrippen*, *Kleinkinderkrippen*, *Krabbelstuben*) is a centre for children aged 0-36 months, usually open on a full-day, all year basis. They are generally affiliated with *kindergartens*, i.e. they are managed by the same body and are located in the same premises. Children are in small groups (less than 10 children) assisted by one professional person and one assistant.

*Kindergarten* is a centre for children aged 3-6 years. May be open on a full-day basis (*Ganztagskindergarten*), or for two sessions per day with a 2 hour lunch break when parents are expected to take children home (06.30 or 07.00 to 12.00 or 12.30 and from 14.00 to 17.00 or 18); or for a 4-5 hour morning session only (07.00 to 12.00) (*Halbtagskindergarten*). Usually open at least 10 months a year. Some *Kindergartens* have mixed age groups, which also include school-age children in the afternoon; these groups are known as *familiengruppen*.

*Elterninitiativen/Selbstorganisierte Kindergruppen* are centres usually established by parents because existing services do not meet the needs of employed parents or have



long waiting list or because parents want to implement particular pedagogical principles.

*Hort* is a Centre for school-aged children, usually separate from school, and open from 11.00 to 17.00 or 18.00. As well as lunch, care and recreation, these services provide supervision for children doing their homework.

*Tagesheimschule* is a school offering lunch, supervision of homework and care and recreation services for children during the midday break between school sessions or at the end of the school day.

*Sonderkindergarten, Sonderhort* is assistance for heavily handicapped children.

*Integrationskindergarten* and *Integrationshort* are institutions that assist lightly handicapped children together with non handicapped children.

*Altersgemischte Kinderbetreuungseinrichtungen* is education in family- like atmosphere to integrate children of different ages (1-14 years old)

*Tagesmutter* is a family day carer, self-employed or employed by private non-profit organisation, mostly for children under 4.

### **3) Curriculum**

*Krippen* used to be regarded as mainly providing physical care, but new pedagogical principles place greater emphasis on the social development and needs of the children. The main objective of the kindergarten is to prepare children for school and to help children start school with equal chances.

### **4) Staff**

*Kindergartenpädagogin* works in *krippen, kindergartens* and *horte* and have a 5 years post-15 training. No special training for others.  
There are no national standards on staff/child ratios.

### **5) Cost**

Parents contribute to costs, partly taking account of family income. The amount varies in different *Bundeslander*, local authorities and individual services. Parents pay more in privately managed services, even if it is publicly subsidized.

## 6) Data sources

*Providers*-Austria has been publishing data on childcare regularly, on a yearly basis, since 1923.

Data are collected from the services every year; 15<sup>th</sup> October is the reference date for all but seasonal services, whose date is 10 days after the opening.

Information concerns the structures (founding, hours, lunch, medical assistance and playgroups availability); the children (time of presence, handicaps, age, parent activity, lunch at school, citizenship); the staff (training, education, age, civil status, type of contract).

Data are published in “*Krippen, kindergarten und Horte*”, by Statistik Osterreich.

*Surveys*-A survey named “Housekeeping-childcare”, has been conducted in the Austrian Microcensus (September 1995). 1405.800 children were included, with a non response rate of 14.6%. Data are published by age (<2,3,4,5,6,7-9, 10-14).

Information concerns: kind of childcare services used, reason for not using them, need of childcare, kind of childcare service wished, opening and closing hours, hours preferred, lunch at school preference, cost with and without lunch, preference for having lunch at school and different hours (Saturday, holiday time etc.), solution adopted for holiday time, social characteristics of the parents, family composition, mother’s education and full time-part time activity.

The results are published in “*Soziale Fragen, Statistische Nachrichten*” 3/97 (*Kinderbetreuung*) and 2/98 (*Soziale Aspekte der Kinderbetreuung*).

## BELGIUM

In Belgium the educational responsibilities are vested in the hands of the communities. Each Community has its own education system.

### *Flemish Community*

#### 1) The system

Within the Ministry of the Flemish Community, the Minister of Education and the Minister of Welfare are primarily involved in the field of childcare. Other ministers hold responsibilities concerning education but their involvement is relatively small. *Kind en Gezin* is a Flemish public organisation whose task is to promote the care and welfare of young children in Flanders, and to monitor care for children 0-3 years. Recently supervision of out-of-school care was added to its portfolio (1997). While the provision of care is well co-ordinated, other initiatives to support children and families are fragmented between socio-political organisations on the one hand and different public services (*Kind & Gezin*, Department of Education, Department of Welfare, Public Health and Culture and the Ministry of Labour and Employment) on the other. Only recently, the different departments make an effort to inform one another in order to co-ordinate their policy. Within the Administration body 'Family and Social Welfare' of the Department of Welfare, Public Health and Culture, the Centre for Population and Family Study (CBGS) operates. The centre has the task to carry out scientific research relevant to policy in the area of population and family.

Another influential actor is the Research Centre for Early Childhood and Primary Education at the Leuven University.

Childcare is divided into two areas:

Care for children from 0 – to 3 and pre-school education for children from 3 –to 6. The new area of out of school care– a provision for children from 2.5 to 12 outside school hours – has been added since 1997.

There are practically no relations between the care sector and pre-school.

### A-Care

#### 2) Services

In care there are three categories of facilities:

1. Recognised and subsidised by *Kind & Gezin* (they have fulfilled the conditions for recognition and are therefore subsidised): *crèche* (0-36 months sometimes accepts children from 18 months); *child minder* (0-3 years and 3-12 years outside school hours and holidays), *out-of-school care* initiatives for children aged 2,5-12 years.

2. Same services, reported and under supervision, but not recognised and not subsidised. A control of quality is provided.

3. Same services, only reported (the policy has introduced this obligation to keep track of the evolution in the area).

Categories 2 and 3 organising care, are private.

### 3) Curriculum

Policy engagement in care for children from 0 to 3 has only become more important in the last decades. Recently more attention in this area is directed towards a pedagogical approach and professional development of staff. Early childhood is seen as an important period in the development of a person.

### 4) Staff

The *kinderverzorgster* is the professional for the day-care centre.

Since 1995 the training has consisted of a 2-years after-16 - vocational course in secondary education, which lays the basis for a variety of caring professions. After these 2 years a specialisation year for care can be followed (also at secondary educational level). This specialisation year is made obligatory to work in a childcare centre, where before one could enter after the two-year childcare training. This obligation has not yet been translated in a salary increase. The childcare centre can replace *kinderverzorgsters* by a pre-school teacher.

Executive functions in a childcare centre or a recognised centre organizing home based care can be filled in by a social worker or a social nurse. They can be replaced half-time by a psychologist or pedagogue for a childcare centre. The first two professions are at the level of higher education and take three years. Psychologists and pedagogues are educated at university in a 5-year course. To work in home-based childcare there are no diploma requirements. According to legislation, workers in out of school care have to have an appropriate qualification. A teaching diploma, a certificate of training recognised by *Kind & Gezin* and/or expertise acquired through experience are required for this position. In the specialisation year for childcare, a special module can be chosen. A starting course for workers in out of school care was set up by the Flemish government service for the promotion of employment for long-term unemployed, semi and unskilled workers.

For executives and workers in a private care centre there are no diploma requirements, but in order to develop quality care, training and education are encouraged.

There are no data about rates of staff turnover. In home-based arrangements there is a certain amount of turnover. Most home-based arrangements work for about 5 to 10 years. In childcare centres and in out of school care a lot of the staff works part-time. Because care is a 'feminine' sector, staff turnovers have much to do with family matters.

## 5) Cost

Services are not free. For low-income families, efforts are made to make care more accessible, but in these families the choice to stay home to take care of one's own children prevails often. The integration of children with a handicap is stimulated and a special subsidy is given to services in order to meet to a greater extent the special needs of a child with a handicap.

For deprived families and migrants other extra efforts are made to lower the threshold to care facilities.

## **B-Education**

### 2) Services

From 1880 on institutes for the education of children between 3 and 6 years of age developed as part of the school system.

*Pre-primary education* is open for all children. Within the educational system and as part of the elementary school, pre-school is open for children from 2 1/2 to 3 years of age.

Education for children with a handicap is separate from mainstream education. The main objective is the integration of the child in normal family and social life, as far as possible. To attain this goal a very individual approach is used. For each child an 'intervention plan' is set up. This plan (with attention to individual goals, methods, etc.) forms the daily guide for the teacher.

In education, the role of parents manifests itself formally in the participation of representatives in the local school committees of Community schools and in the participation boards of the network of subsidised education. There are also parents' associations linked to school. The Department of Education developed diverse initiatives in order to involve parents more in the education of their children: they distribute a periodical especially for parents and a guidebook for parents with children in the childcare centres; they have set up a centre for support of parents and pupils in childcare centres.

### 3) Curriculum

The basic philosophy of Flemish pre-school is child-oriented with a concern to meet the needs of young children. As a consequence the approach is informal with room for play, but at the same time a concern to stimulate cognitive development without copying the formal approach of primary education. The notion of quality is very much attached to the ideal of an educational system that helps all children to develop their potential in a harmonious way. This means: with a lot of attention to the non-academic aspects such as the emotional and social development.

#### 4) Staff

The teachers in pre-school are *kleuterleidsters*. They have completed three years of (non-academic) higher education and are trained to work with children from 2,5 to 6 years of age. In autonomous pre-school institutions the *directeur* is usually also a *kleuterleidster*. However pre-schools are often together with primary schools and then fall under the supervision of the *directeur* of the elementary school, who, in most cases but not necessarily, is a primary teacher and thus trained to work with children of 6 to 12 years of age. In special education, the staff can also consist of paramedical staff, social staff, medical staff and psychologists and remedial teachers. The first two categories have a diploma of three-years non-university higher education. The supervising medical doctor in special education followed a seven-year training at university level and psychologists or pedagogues have had a five-year university education.

*Kleuterleidsters* have always had a lower status than primary school teachers (despite of a training in the same kind of institute with equal duration). Because education, as care, is a 'feminine' sector, there's a certain amount of turnover. There are not many opportunities for mobility in education.

#### 5) Cost

Access to pre-school is a statutory entitlement for all children from 2,5 to 6 years of age. In general pre-school is accessible to all children and is free in the financed and subsidised schools. No registration fee has to be paid and the materials necessary for education are provided. Schools belonging to the sector of Community schools offer cheap meals at noon. Schools however, can ask parents for money for extra activities, and these expenses can limit their school choice. In practice children from families with very low incomes face difficulties to pay the extra costs linked to school, such as clothing, purchase of material, subscription to a magazine, contributions for excursions etc.

When a child has special educational needs, he/she has the right to a special education. Enrolment in a school for special education however, requires a report that specifies the type of education that corresponds to the disability and needs of the child.

#### 6) Data sources

*Providers-* Data regarding the care sector are collected four times a year by *Kind & Gezin*. They are published in the annual report. Data are collected about the number of facilities, the number of children enrolled in a care facility, the number of places in care and this in relation with the total number of children under 3. The Department of Education receives data on pupils and staff, whose largest part is sent by the schools via electronic means. For pre-school education, the data concern the number of pupils and the composition of the staff. All data including the data about salaries are kept in databanks that are regularly updated. At the moment there are three large databases,

namely “budget” (all data about payment), “educational staff” (all allocated assignments) and “institutions & pupils”.

The Department of Education publishes “*Vlaamse Onderwijsindicatoren in internationale perspectief*” [Flemish educational indicators in an international perspective]. It consists of basic data and indicators that are relevant to evaluate educational policy and make comparisons with foreign countries possible.

*Surveys- Kind & Gezin* regularly organises a survey concerning the use of care for children younger than 3 to help defining its future policy. This survey takes place every two years. The data collected refer to the extent to which childcare services are used, to the bodies that organise care and to the fees parents have to pay. In the inquiry of 1997, the way families cope with a sick child and the extent to which families make use of atypical care were also examined. One of the key options in the new policy plan of *Kind & Gezin* is to develop an electronic information and communication system for the Care sector.

A survey was conducted in 1999 on a standard group of families with pre-school children and school children (written questionnaire) and a number of specific target groups, namely families with a disabled child, ethnic minority families, disadvantaged families, one parent families and families in which the mother is unemployed (written or oral questionnaire). The questions were about frequency, intensity, time of use, reasons for the use and determinants of the use; type of child minding used, cost, time, place; how parents made the choice about child minding; evaluation of educational and practical aspects by the parents; how child minding is arranged in difficult times (e.g. at weekend, early in the morning, when the child is ill, etc).

Questionnaires were sent to 4000 families. The response rate for pre-school children was 65.1% including and 64.2% not including the unknown addresses. The response rate varied according to the education of the mother and the use/non-use of child minding. A weighting method was used to correct both biases. A response rate of 63.6%, varying with the mother's education and probably associated with the use of child minding, was found for school age children. Weighting was used to correct the bias of the mother's education (Vanpée *et al.*, 2001).

## ***French community***

### **1) The system**

No information on the system was found. At the beginning of the 90s, publicly funded services were regulated in the welfare system. Private centres and family day carers must meet specific conditions. Provision for children with special needs were improved. Continuing training was introduced for workers in publicly funded services.

## 2) Services

- *Crèches* for 0-3 years olds, open 10 hours a day, 5 days a week, 220 days a year. Local authority or ASBL are responsible.
- *Pregardiennat* for children 18 months-3 years, same opening hours and responsible bodies as for *crèches*.
- *Maison communale d'accueil de l'enfance* for children 0-6 years, same opening hours and responsible bodies as for *crèches*.
- *Gardiennes encadrées* for children 0-6, same opening hours and responsible bodies as for *crèches*.
- *Maison d'enfants* for children 0-6, opening is variable, responsibility of private or public or local authority
- *Gardienne independante* for children 0-6 years, opening variable, private
- *Care for sick children* 0-12 years at the child's home
- *Accueil flexible* outside normal service or school hours
- *Accueil d'urgence* for children 0-3 years
- *Accueil extra-scolaire* for children 2.5-12 years before or after school
- *Centres de vacances*, responsibility of French Community
- *Accueil de crise*, institutions under the responsibility of the ONE
- *Maisons d'enfants agréées par l'Aide à la Jeunesse*, institutions on public responsibility.

## 3) Curriculum

Good care, but education and collaboration with parents are also part of the curriculum.

## 4) Staff

Initial and continuous formation is obligatory for the staff. There are national standards.

## 5) Cost

Parent contribution for public services, fiscal deduction for private services.

## 6) Data sources

ONE

[www.one.be](http://www.one.be)



## DENMARK

### 1) The system

The childcare services generally comprise facilities for children below compulsory school age, *i.e.* children aged 0-5/6 years. The childcare facilities for children in this age group are day-care facilities for children offered under the Social Services Act as well as the optional pre-school class and school-based leisure-time facilities.

The Ministry of Social Affairs is responsible for the Social Services Act and consequently has main responsibility for childcare facilities, while the Ministry of Education is responsible for the act on primary and lower secondary education and for the training and education of child and youth educators and school teachers.

The general purpose of the childcare facilities for children offered under the Social Services Act is to further the development, well being and independence of children in consultation with their parents. In addition the day-care facilities have three purposes of equal importance: educational, social and care purposes.

Day-care facilities have a preventive and integrating role: they are part of the overall services offered in relation to children. In addition, day-care facilities must ensure that children with special needs are given the necessary support. Staff must be particularly attentive to problems faced by individual children and families which require special action and initiatives.

Staff must therefore be alert to any signal showing that a child has difficulty to such an extent that it needs support to overcome the difficulty. If this is the case, the day-care facility must-insofar as possible in consultation with the parents - ensure that relevant support is provided.

Through their close and generally long-term contact with children and their families, day-care facilities will normally acquire extensive knowledge about matters which may be crucial in deciding what kind of support a child or a family needs.

The work of day-care facilities must be carried out in close collaboration with parents. This means that initiatives taken in relation to individual children must be agreed with the parents, which stresses the rule that parents have overall responsibility for the development of their children. The initiatives taken by day-care facilities must be adapted to the initiatives taken by the parents in relation to their children. This means that the work of day-care facilities must be intensified if the parents are not particularly active.

Children must be given care and must be supported in their learning and development of social and general skills.

The local authorities have the overall responsibility for providing day-care facilities for children and to ensure that the number of needed places are available. The obligation to provide places applies to all children resident in the municipality.

Each individual local authority estimates how many places it must establish. The estimate will be based on a number of factors, including the number of places already available, present and future demand, and financial factors.

In addition, the number of places offered must be seen in relation to other facilities available that may meet actual needs and requirements, including facilities offered under other legislation, e.g. after-school facilities established under the act on primary and lower secondary education.

Local authorities may establish and operate day-care facilities themselves, but they may also outsource the operation to private enterprises. Private facilities operate on the basis of agreements with local authorities. Day-care facilities established under the Social Services Act can be day-care facilities, childminder schemes or so-called *puljeordninger* (schemes under which private facilities operate on the basis of agreements with the local authority).

Day-care facilities may be either municipal or independent institutions. Local authorities generally establish the following kinds of day-care facilities

- *crèches* for children aged 6 months to 2 years
- *kindergartens* or children aged 3-5
- age-integrated facilities for children aged 6 months to 6 years-possibly up to 9/10 years
- after-school centres for children of school age.

About 70% of all day-care facilities in Denmark are municipal day-care facilities. Private and public enterprises may establish enterprise-based facilities to help their employees.

Existing legislation does not specify the age groups to which the various types of day-care facilities apply. It is up to each individual local authority to determine its own day-care structure on the basis of local needs and requirements.

Developments on the labour market leading to more flexible working hours, various leave schemes, increased access to part-time work, etc have an impact on demand and consequently on the day-care structure, including the number of full-time and part-time places.

In January 1998, three per cent of all children had part-time places in day-care facilities. In some municipalities there is a need for day-care facilities being open in the evening and at night because of parents' working hours. A few local authorities have therefore

established crèches and kindergartens where children can stay throughout the night. These facilities are called night kindergartens.

## 2) Services

*Municipal childminders-* From 1981, municipal childminders became a facility for children aged 0-2 in line with the ordinary day-care facilities. The municipal childminder system for children aged 0-2 offered is now on a par with *crèches*.

Municipal childminders are looking after a small group of children, normally in private homes (in most cases the childminder's own home). Childminder facilities may also be established in other suitable premises which are close to the daily environment of the children, for example in shared houses or in the home of one of the children in the group.

Each individual childminder must not look after more than five children under the age of 14. If several childminders go together, the local authority may approve up to ten children in a group. The local authority may also decide that the childminder's own children under the age of 3 can be part of the group which the childminder is being paid for looking after.

Childminders are employed by the local authority, which also approves the home or the premises used by the childminders. Indoor and outdoor facilities will be checked and so will the personal qualifications of the childminder.

Local authorities have established centres for childminders in local areas. The childminders and the children they look after meet at these centres to carry out various activities. The centres may include rooms for rhythmic activities, etc. In addition, childminders are generally part of small groups of childminders who meet at the centres. This system means that the children know the other childminders.

*Open educational facilities-*In addition to the facilities mentioned above, local authorities may establish open educational facilities for children below school age if their parents wish to look after them permanently or in a certain period of time, but still want the child to spend time with other children outside its own home.

They are managed by people with an educational background and are available for a short period of time. They are to a certain extent based on parent participation.

*Play centres-* Local authorities may also establish play centres where children and parents can meet if the parents have chosen to look after the children at home.

*Grants for private childcare - the free-choice scheme-*The purpose of the scheme is:

- to give parents greater influence and a greater freedom of choice in deciding how their children should be looked after if the parents do not look after them themselves; and
- to increase the scope of action of local authorities in the field of day-care facilities.

Local authorities can make it possible for parents to opt for financial support which can be used to pay for private childcare in the period ranging from the time the children reach the age of 24 weeks to the time when they would normally be enrolled in a pre-school class. This option is available to parents who do not wish to have a place for their child in a day-care facility.

*Day-care facilities for children with physical or mental disabilities*-Local authorities are obliged to provide day-care facilities for children with physical or mental disabilities. Local authorities may meet this obligation in several ways:

- Integration of individual children in ordinary day-care facilities, possibly supplemented by special support staff.
- Admission of children with physical or mental disabilities in municipal childminding facilities, possibly combined with a reduction in the number of children in the facility.
- Establishment of disability groups in ordinary day-care facilities.
- Establishment of municipal day-care facilities exclusively accepting children with physical or mental disabilities.
- Establishment of a shared municipal facility operated by the county.

In order to support children with particular difficulties, local authorities have established groups of special support staff who can provide professional expertise and carry out targeted supervision.

*Special day-care facilities*-In addition, counties must provide places in special day-care facilities for children who need special support, treatment, etc because of their disability. In the same way as municipal day-care facilities, special day-care facilities may be established in the form of *crèches*, *kindergartens*, age-integrated facilities or after-school centres.

*Private childminding*- Children who are not looked after in a public day-care facility are looked after by their parents, their family or a private childminder.

Private childminding schemes are operated without financial support from public authorities and are thus solely funded by parents and possibly private grants. The childminders are not employed by the local authority.

*Pre-school education*: must comprise a one-year pre-school class; the local authority is responsible for the establishment of pre-school classes; at the request of his/her parents, a child must be admitted to a pre-school class in the calendar year of his or her sixth birthday or - under certain circumstances - one year before or one year after his or her sixth birthday; teaching in pre-school classes should insofar as possible take the form of play and other developing activities. The pre-school class is part of the basic school system and similar private schools cater for children from the age of 5/6.

*School leisure time facilities*- In 1984 local authorities were given the possibility of using elementary schools outside normal school hours for play and other activities open to children enrolled in the school. The system is still in operation.

The elimination of waiting lists has had high priority in annual financial agreements between the central government and local authorities. The present government basis from 1997 states that it is the government's objective that all parents will be entitled to childcare for young children. The financial agreement for 2000-2003 between the central government and local authorities includes a common objective of offering all parents day-care places. The parties agree that local authorities should in particular focus on providing places for children aged 1-5 years.

The number of children on waiting lists has been reduced to about 5,500 in 2000. Waiting lists are still longest for the youngest children, in relation to whom the coverage rate is lower than the coverage rate for older children. The reduction of waiting lists that has been achieved over the past ten years has been mainly to the advantage of the youngest age group.

The waiting list problem is concentrated in a few municipalities.

Regarding newborn babies, the municipalities are obliged to provide guarantees for the requested number of places in day care. Often parents apply for a place as soon as they know about the pregnancy or at the time of birth of the child and hope to get the offer when the mother ends her maternity leave. Parental leave is sometimes a solution to a shortage of the day care, as not each municipality has fulfilled the obligation as regards offering day care.

### **3) Curriculum**

All the services have care and pedagogical functions. There is a close cooperation between parents and staff.

### **4) Staff**

All day-care facilities - with the exception of municipal childminder facilities - have a manager and a deputy manager who must both be qualified educators.

In addition there are two types of staff: child and youth educators and nursery and childcare assistants. The same types of staff are employed by SFO facilities. The staff in pre-school classes are also qualified educators. The teachers employed in the *Folkeskole* have completed a four year study programme at a teacher training college.

### **5) Cost**

Publicly funded services for 0-6 years are funded by local authorities. Parents contribute to costs up to a maximum of 30% (excluding rent and maintenance of the premises). Fees can be reduced by local authorities for lower income families and other conditions. Pre-school education is free.

## **6) Data Sources**

Denmark Statistik collects information on childcare every year in two ways: forms and edp-reports. A form is completed each year by each individual childcare service, which makes it possible to describe the infrastructure of services, the workforce and the children attending the services. Information is collected on characteristics, type of owner, running specification, weekly opening hours. For the children information is collected on capacity (number of places), number of children enrolled full-time and part-time, age distribution, payments. For the staff information is collected on number of full-time and part-time employed and total number of working hours per week. For the local authority as a whole information on family day care is summarised (e.g. on age distribution of the children, number of family day care workers and number of leading and supervisory employees). Information on pre-school teachers working outside institutions assisting families with special problems is also collected.

The forms are distributed to all the institutions according to a register, updated by the local authority every year. The local authority sends one copy of the filled forms to Statistik Denmark.

For most local authorities there is a common register of day care institutions and family day care (edp-register). Denmark Statistik receives data on tape from this register. These provide individual data including information on the personal number of the child, the enrolment of the child and personal number of the paying mother, father or guardian. These reports comprise about 85% of all children under 6 years in day care and institutions. By this method Denmark Statistik can reuse information which has already been collected linking the records of different sources.

The statistics are published in several ways by Denmark Statistik. Data are also published annually by the Ministry of Social Affairs and the Ministry of Education.

From time to time, the Ministry of Social Affairs and other parties such as The Danish National Institute of Social Research conduct special investigations (OECD 2000, Danish Centre for Demographic Research 1999).

## FINLAND

### 1) The system

The responsibility for day care for children under school age is placed on the municipalities. The municipalities can provide this day care either at day care centres or in the form of supervised family day care. As of 1990, parents have had unconditional entitlement to day care for children under the age of three either in a day care place provided by the municipality or by receiving child home care allowance if they care for their child at home. As of 1996, the parents of all children under school age have been entitled to municipal day care for their children. Since 1997, families have had the option of receiving financial support for arranging private day care for their children.

All under school-age children have the subjective right to day-care and to the preschool education given in conjunction with day-care. Each child has the right to a place in municipal day-care or, alternatively, to support for day-care given by a private day-care service-provider. Parents of a child under 3 years old have the right to receive a child home care allowance if the child is cared for at home.

### 2) Services

#### *Municipal day care*

Every child under school age has the right to municipal day-care once the parental allowance period ends, regardless of the income level of the parents or of whether the parents work. According to the Children's Day care Act, the aim of day care is to support parents in raising children and to work with households in promoting the individual and balanced development of children. By extending the unconditional right to day care to cover all children under school age, the educational aspect of day care in addition to its practical aspect has been emphasized.

Municipalities must offer day care in the official languages of Finland: Finnish, Swedish and Sámi. Day care should also support the language and culture of speakers of Romani and children with immigrant backgrounds.

Municipalities arrange day care in day care centres and in the form of supervised family day care at the minder's home or as group family day care. Many municipalities also arrange supervised play activity open to all in playgrounds and open day care centres.

*Family day care* is mostly used as a form of care for the smallest children. A family child minder may have a maximum of four children in full-time care, including the child minder's own children under school age. In addition, a family child minder may provide part-time care for one child, who has started pre-school education or school.

*Group family day care:* 2 or 3 family child minders care for children usually in facilities provided by the local authority. Two child-care minders may have eight children in full-

time care and an additional two part-time children, who have started pre-school education or school.

*Open day-care centres* are places for parents or child-care minders to visit along with their child or children. Activities in open day-care centres vary by municipality and unit. Open day-care centres aim to provide social networks for people caring for children at home. Large numbers of open day-care centres were established in municipalities in the second half of the 1980's and they have proved to be extremely popular. Some centres were closed down in the early 1990's due to the economic recession. However, new centres have been established again more recently to provide parents with an alternative form of day-care activities.

Children in day care receive the necessary *meals* depending on the length of their day. During a full-time day meals consist of breakfast, lunch and a light afternoon snack, in round-the-clock care also dinner and evening snack is provided. Meals are free, that is they are included in the monthly fee.

Local authorities are not always able to provide a day-care place in the form or at the time requested by the parents, although this is an obligation stipulated by law.

In terms of access to day care, long distances may present a problem. Finland is a very sparsely populated country.

*Play activities*- Many local authorities arrange play activities for children and their provision has increased with the expansion of their obligations under the Act on Children's Day Care. However, some 40% of municipalities did not arrange play activities at all in 1997. This can be explained by the fact that there are several small municipalities in Finland, where the number of children under the age of seven is small.

*Shift care*- Traditionally, day care has primarily been provided according to the needs of parents working regular office hours (8 am–4 pm) and the need for care during the evenings, at night, over weekends and during shift work has been modest.

However, the number of children in day care, whose parents work shifts or irregular hours, has increased almost invariably in all municipalities, large and small alike. Surveys show that the children of parents working irregular hours accounted for 8–9% of all children in day care.

According to estimates, half the municipalities have enough places for children, whose parents work nights, weekends or shifts. Provision of shift care or other atypical forms of care is perceived to be a problem.

### ***Children in special needs***

Traditionally, children in need of special care and education have been given priority over other children in the selection of day care. As the current subjective right to day care has become effective, this precedence still applies to children aged over seven in need of special care and education. According to the Decree on Children's Day Care, children in need of special care and education must have a statement from a medical specialist or other expert, which will provide day-care staff with information on the child's strengths, areas to be developed, and needs in terms of support and



rehabilitation. Consequently, these experts determine who is in need of special care and education. Depending on the nature of a child's need for special care and education, the child may be placed in an ordinary day-care centre without special support measures. Alternatively, he or she may have an assistant, or the group size may be reduced by one or more children because of the child. The child may also be in an integrated special group, where some of the children are in need of special care and education, and the rest of the group consists of other children (for example, five special care children and seven other children). In addition, a child may in some rare cases be placed in a special group with all children in need of special care and education. The two latter alternatives in particular can only be arranged in major cities.

About 7% of children in municipal day care need special care and education at present. The figure is not very high yet, but, based on the surveys conducted, it is anticipated that the need is growing. The majority of children's problems are clearly related to speech and language (29%). Socio emotional problems are experienced by 14% of these children, whereas 13% have general delays in development or chronic diseases and difficult allergies. According to the Basic Education Act, a pupil who cannot be provided with other instruction due to disability, illness, delayed development or emotional disorder, shall be admitted or transferred to special education. Special education is both arranged in special groups and integrated in regular education. About 1% of children in day care and 15% of children in need of special support are in special groups.

### ***Private day care***

The 1973 Act on Children's Day Care incorporated private day care as part of public day care in such a manner that it was even given the opportunity to receive the same state subsidies as municipal day care, provided that selection of children rested with the local authority. Providers of private day care primarily consisted of non-governmental organisations and associations. Now that the local authorities are obligated to provide for children's day care, each local authority may still decide for itself as to how to fulfil this obligation. The municipal strategy determines the extent to which the local authority provides services independently and how much it provides through purchasing services. During the economic recession of the early 1990's, many local authorities terminated day-care services provided under outsourcing contracts, and these contracts were changed into compensation calculated as costs per child.

With the aid of the private child-care allowance system, parents can now choose private day care, if they so wish, and can receive public aid to cover that, payable directly to the day-care provider. Since the state subsidy reform and the realisation of the unconditional right to day care in Finland, the structural role of private day care has changed. The proportion of private day care, however, remains at a relatively moderate level, accounting for about 2% of day-care places. Nevertheless, structural change provides an opportunity for ongoing dialogue between public and private day care. The basic level of day-care services is governed by legislation in terms of staff dimensioning and training.

Child day care centres in municipalities cover 94 % of all day care services. So, the share of the private day care sector in Finland is approximately 6 % of all services.

*Finnish Evangelical Lutheran parishes* carry out the Church's own early childhood education and care in many different ways.

Sunday school is the most extensive form of children's playgroup.

In family circles, pre-school circles for 5–6 year-olds and afternoon activities for small schoolchildren, children participating in activities and adults accompanying them are together.

In quantitative terms, family circle work has increased continuously since the early 1990's. Circle activities are mostly supervised by a parish children's instructor. Circles usually meet for a few hours a couple of times each week, and the content of the activities emphasises Christian education.

The most recent forms of operation also include afternoon activities for schoolchildren. In addition to the educational task, prevention of social exclusion is a significant challenge to schoolchildren's afternoon activities. This work is conducted by the Church in co-operation with local authorities and other local bodies. The volume of schoolchildren's afternoon activities organised by parishes has tripled over the last five years. In some municipalities, parishes and local authorities have joined forces to provide pre-school education so that kindergarten teachers employed by the local authorities teach six-year-olds' pre-school groups.

There is also a small *Greek Orthodox Church* (the other national church) operating in Finland, which functions according to the same principles. There are also several *child welfare organisations* operating in Finland, which, particularly since the 1940's, have participated in the provision of education and care services for small children and have been engaged in lobbying activities in order to increase services.

### ***Pre-school education***

Prior to starting comprehensive school, children have been able to participate in one-year pre-school education. Pre-school education has been an activity provided either at municipal day-care centres or by family child minders, parishes or schools. Due to different providers, pre-school education has been very heterogeneous in terms of quantity and quality. It has varied from a few hours per week provided by parishes up to 21 hours per week within the educational sector. There has not been a uniform statutory basis for pre-school education.

For the most part, pre-school education has been carried out within the administrative branch of the Ministry of Social Affairs and Health, and the local authorities have received funding for that purpose according to the regulations of this Ministry. Families have paid fees in proportion to their income and number of children. Approximately 78% of six-year-old children have participated in pre-school education based on a focused curriculum. Participation in pre-school education has increased slightly since 1997.

Pre-school or equivalent circle activities are also provided in many parts (in 57% of municipalities) by other bodies, mostly by parishes and private day-care providers. Parishes provide pre-school activities in about 40% of municipalities. Almost 8 000 six-year old children participate in the activities, accounting for about 12% of the age group. About 2 000 six-year-old children participate in pre-school education within private day care, accounting for 3% of the age group.

Most children use all the forms of publicly supported care before they reach school age. First, they are cared for at home with the aid of parental allowance, then most families use child home care allowance at least for a while, and then children go to municipal day care centres or family day care, or the family arranges day care with the aid of private child-care allowance.

In autumn 1997, there were nearly 214,000 children in municipal day care. This figure also includes school children in afternoon care. 46% of all children under school age were in day care, and about 80% of these children were in full-time day care. About 25% of children under three and about 64% of 3–6-year-olds were in municipal day care. 64% of the children in day care were in day care centres, while 36% were in family day care. So far, few children have been in private day care.

Increasing numbers of under one-year-olds are being brought to day care. In the autumn of 1998, under one-year-olds accounted for slightly less than one per cent of children in day care.

Children are also brought to care during the parental allowance period. Slightly less than half (44%) of the local authorities interviewed for a survey stated that there were children in day care, whose parents were receiving parental allowance. The parents of these children are primarily students and self-employed people.

A child may be brought to day care during the parental allowance period in order to support the family in coping with sudden changes in the family or with a parent's exhaustion or sudden illness, for example.

### **3) Curriculum**

In day care in Finland, care and education merge, unlike in many other European countries. This '*educare*' model means that care always has integral educational features while, correspondingly, teaching contains elements of care. This system is moulded by the children's need for full-time day care while their parents are at work. Pre-school teaching is included as part of day care education and is defined as providing systematic support for the child's growth, development and learning. Three in four six-year-olds take part in pre-school teaching.

### **4) Staff**

Day care staff is required to have at least a secondary-level degree in the social and health care sector. In a day care centre, one in three staff must have a post-secondary level degree.

A kindergarten teacher's degree is now a university degree. Family care minders must have appropriate training.

### **5) Cost**

Two-thirds of the day-care places are in day-care centres; the remaining third are in family day care. Children's day care is subject to a charge if the family's income exceeds a certain minimum. The size of the charge is determined by the family's income. Income from such charges covers 10-15% of the overall cost.

The municipality can pay a private care allowance for arranging the care of an under school-age child residing in Finland, the allowance being paid either to the private care-giver chosen by the parents or to a private day-care centre. The allowance can be paid once the period of entitlement to parental allowance has ended, continuing until the child reaches school age. Payment of the allowance is terminated if the child transfers to day-care arranged by the municipality.

### **6) Data sources**

STAKES (the National Research and Development Centre for Welfare and Health) is responsible for the collection of data on child day care facilities.

The child day care data is collected yearly from the municipalities as municipally based aggregated data. The statistics contain information on municipally-funded services, that is, services that the municipality provides itself its inhabitants or purchases from other municipalities, municipal federations, the state or private service providers.

Finland has 448 municipalities and the data covers all the municipalities. Child day care (municipal data):Information:

- 1.Children in full-day care in day care centres, by one-year age groups
- 2.Number of child day care centres days per year in full-day care
- 3.Children in part-time care in day care centres, by one-year age groups
- 4.Number of child day care centres days per year in part-time day care
5. Children in full-day care in family care, by one-year age groups
6. Number of family day care days per year in full-day care
- 7.Children in part-time care in family day care, by one-year age groups
- 8.Number of family day care days per year in part-time day care
- 9.Average number of children in guided play during one day
10. Number of child day care centres, municipal
11. Number of group family day care homes, municipal

STAKES collects data also from the private day care providers. Child day care (private day care providers):

*Information:*

1. Children in full-day care in day care centres (under 3 years, 3-6 years and 7+)
2. Children in part-time care in day care centres(under 3 years, 3-6 years and 7+)

3. Number of day care days per year
4. Average number of children in guided play during one day

The data are published annually in Pocket Statistics (Facts about Finnish Social Welfare and Health Care) and in the Statistical Yearbook on Social Welfare and Health Care.

The data are not available on the Internet in English.

The latest data are available in Finnish on the Internet pages of the Ministry of Social Affairs and Health.

<http://www.stm.fi/suomi/julkaisu/julk01fr.htm>

<http://www.stm.fi/english/pao/publicat/welfare/welfare.htm>

<http://www.stat.fi>

<http://www.stakes.fi>

Researches on childcare services are being carried out in the framework of the Care for child welfare project, 1997-2001, both on STAKES data and by surveys.

## FRANCE

### 1) The system

Compulsory schooling starts at the age of 6 years. There are two systems of publicly funded services for children under 6 years – welfare and education. These systems overlap for children aged 24-36 months. Within the welfare system, services are the responsibility of the Ministry of Social Affairs, Health and Towns at national level and of local authorities at local level. Elected authorities (*Conseil Général*) at the level of the *Départements* also play a role, being responsible for approving private services and providing some subsidies. In addition, an important role is played by départemental family allowance funds (*Caisse d'Allocations Familiales* – CAFs), and their national organisation (*Caisse Nationale d'Allocations Familiales* – CNAFs); they subsidise services in general and stimulate development through the *contrats enfance* programme, in which CAFs sign co-financed agreements with local authorities to support the expansion of service for children under 6 years.

Within the welfare system there are several types of centre and organised *family day care*. These services are available on a full-day, all year basis, except for *haltes-garderies* which provide occasional care, and regular part-time care in some cases, and take children up to 6 years. Two thirds of the publicly-funded crèches and half of the *haltes-garderies* are managed by local authorities. The rest are managed by private organisations; these organisations manage most *jardins d'enfants*.

Within the educational system, *pre-school* is provided for children from 2 years to compulsory school age. This service is the responsibility of the national Ministry of Education, although local authorities are responsible for providing non-teaching staff, and lunch and supervision during the break in the middle of the day. It is available during term-time and for the same hours as primary school. Primary school hours are from 08.30 to 16.30 on Monday, Tuesday, Thursday and Friday + Saturday mornings; schools are closed all day Wednesday. Children whose parents work (and sometimes other children) can have lunch at school if the school has a canteen.

Publicly funded services providing care and education for school-age children are provided in centres. The *Garderies périscolaires* are school-based and managed by local authorities. The *Centres de Loisirs sans Hébergement* may be located in school premises or independent schools; most are managed by private organisations. At national level, they are the responsibility of the Ministry for Youth and Sport. Private non-subsidised services are mainly provided by family day carers or carers working in children's homes. These services are indirectly subsidised through tax relief for parents' costs and other payments.

## 2) Services

*Crèche traditionnelle* : centre for children aged 0-36 months, open on a full-day, all year basis.

*Crèche parentale*: centre for children aged 0-36 months, open on a full-day, all year basis. Its distinguishing feature is that it is managed by an association of parents, who may also work with the children alongside qualified workers.

*Crèche familiale*: organised family day care for children aged 0-36 months. Supervised by 1 worker for every 40 family day carers.

*Halte-garderie*: centres for children from 0-6 years, but mainly used for children under 3 years. Opening hours vary, according to local needs; sometimes every day, sometimes only on certain days. They provide occasional care and, sometimes, regular part-time care.

*Jardin d'enfants*: a centre for children aged 2-6 years, open on a full-day, all year basis. They are not very common.

*Ecole maternelle*: pre-primary schooling for children aged 2-6 years, open during term-time from 08.30 to 16.30, but usually closed on Wednesdays. Children can stay during the two-hour lunch break if the local authority provides lunch and supervision.

*Garderie périscolaire*: school-based service providing care and recreation for children at the *école maternelle*, available outside school hours, but not during school holidays.

*Centre de Loisirs sans Hébergement (CLSH)*: centre providing care and recreation for school-age children (under and over 6 years), available outside school hours, on Wednesdays and during school holidays, usually open from 08.00 to 18.00 or 19.00. They may be located in schools or be completely separate from schools.

*Lieu-passerelle*: centre for young children (2-3 years olds) and their parents to help the transition and integration of children from disadvantaged families into the *écoles maternelles*. This is a recent development and still is not very common.

At the end of 1993 the enrolment rate in publicly funded services for children aged 0-3 years (excluding *haltes-garderies*), was 20% of the age group. If places in *haltes-garderies* are included, 23% of the age group were enrolled. Enrolment rate for children 3-6 years in publicly funded services was 99%. Enrolment rate of school age children in publicly funded services providing care and recreation, was 12% of the population, increasing up to 30% if places in CLSHs for children of compulsory school age are included. Privately funded services at the end of 1993 provided one other 12% of children 0-3.

## 3) Curriculum

The main criteria for admission to services in the welfare system for children under 3 years is parental employment; the priority given to children who are “at risk” depends on each local authority. The general objective of the *école maternelle* is to develop the full potential of the child, to form his or her personality and to give the child the best

chances of success in school and in life. The *centres de loisirs sans hébergement* provide a service for children outside school hours and they are open to all children. These centres are the responsibility of the services de *jeunesse et des sports* (youth and sport) of the local *département*. They have qualified staff and a pedagogical orientation; the main objective of *garderies periscolaires* is to care for children while parents are at work, and the staff generally has little or no qualifications.

#### **4) Staff**

All workers in services have a special training; the most specialized is 4 years post-18 as medical nurse (usually for the director of a *crèche*). The shortest is for workers in a *Centre de Loisirs sans Hébergement* (26 day training with further 15 day training for directors).

#### **5) Cost**

Parents contribute to costs, usually according to family income and number of children. In the education system, pre-primary school is funded by the national Ministry of Education and local authorities. Parents make no payments.

Tax relief is available for children under 6 years to subsidise parents' payments for publicly funded services or for private non-subsidised services. In addition, parents using a self-employed *assistante maternelle agréée* for children under 6 years receive financial support to cover parents' social security contributions as the employer of an *assistante maternelle agréée*. Finally parents employing a carer in their own home for children under 6 years can claim an allowance, to cover both the employer's and employee's social security contributions.

#### **6) Data sources**

*Institut National de la Statistique et des Études Économiques – INSEE*

*Direction de la Recherche des Études de l'Évaluation et des Statistiques – DREES*

*Ministère de l'Emploi et de la Solidarité Sociale*

<http://www.insee.fr>



## GERMANY

### 1) The system

Germany has a federal constitution, with 16 states or *lander*. Broad legal frameworks and general guidelines on services for young children may be set at federal level. But the *lander* are responsible for developing and implementing specific legislation and policy on services for young children.

Compulsory schooling starts at the age of 6 years. Publicly funded services for children under 6 years are usually provided in the welfare system and are usually the responsibility of the same department: the Ministry for Family, Youth, Women and Senior Citizens at Federal level and Social Ministries in the *lander* (although in some cases, Education Ministries are responsible for services for children aged 3-6 years). Although there is not a fully integrated system; however, there are trends leading towards an integrated system.

The types of services are very different between East and West. In the West, there is greater diversity, including some organised family day care. Some centres are for children under 3 years, some for children aged 3-6 years; there are also some examples of age-integrated centres. Although some centres are available on a full-day, all year basis, the most common form of centre, kindergarten, is only available during term-time and for up to 6-7 hours a day (the traditional form has been open for 3-4 hours in the morning and 2 hours in the afternoon; but there is a trend towards longer hours in some cases, and towards shorter hours in other cases, with children attending either mornings or afternoons on a shift system).

In the East, the level of provision is higher, although there is less diversity. Provision consists mostly of *Krippen* for children under 3 or *ganztagskindergarten* for children aged 3-6 years, both available on a full-day basis. Publicly-funded services may be managed by local authorities or private organisations. *Krippen* are managed mainly by local authorities, while *kindergartens* are mostly managed by private but publicly funded organisations. School hours are mostly 4-5 hours in the morning, starting at 08.00, and can vary in length from day to day; generally, schools do not provide lunch facilities for children. Schools are the responsibility of Education Ministries in the *lander*.

Publicly funded services providing care and recreation for school-age children are mainly provided in centres, separate from schools, some of which are age-integrated. These centres are usually managed by local authorities.

In West Germany, there is very low provision of services for school-age children, which puts great pressure on working parents as the German school system operates on a half day basis. For this reason, many women with school-age children only work part-time, and even then it is often difficult for them to cope since the daily school schedule is irregular; sometimes school ends at 11.30, sometimes at 12.30 or 13.15. More young school-age children are left alone at home or in the care of a sibling than many would consider desirable.

In East Germany, however, the situation is different because the provision of services for school-age children is much higher. The shortage of publicly funded services in West Germany means that many parents have to use expensive services.

## 2) Services

*Krippe*- for children 0-36 months, open from 7.00 to 16.30, closed for a short period in summer.

*Kindergarten*- publicly funded centre for children 3-6 years. Hours are variable.

*Ganztagskindergarten*- publicly funded centre for children 3-6 years open from 7.00 or 8.00 to 17.00 or 18.00, with lunch provided.

*Elterninitiative*- parent initiated and managed centre, often age-integrated.

*Hort*- centre providing care and recreation for school age children outside school hours.

*Kinderhaus, familiengruppen*- age integrated centre for children 0-6 years.

*Tagesmutter, plegenester*- family day carer, mostly for children under compulsory school age.

Enrolment rates for children 0-3 years in 1990 were 2% in West Germany and 50% in East Germany; for children 3-6 years were 78% in West Germany and 100% in East Germany. Publicly funded services providing care and recreation for school age children covered about 5% of children 6-10 years in West Germany and about 85% in East Germany.

## 3) Curriculum

*Krippen* used to see their function as mainly providing physical care, but now they recognise that children under 3 also have social needs and abilities. The trend therefore is to develop a specific *krippenpädagogik*, concerned to encourage social interaction between children under 3 years. *Elterninitiativen* pay particular attention to the interests of parents; this applies both to organisational issues (for example, offering opening hours that cater to the needs of parents) and to their philosophy. Their aim is to break down the isolation experienced by many families and to give support to them by involving parents in the childcare process, creating opportunities to exchange experience of parenting and to reflect on that experience and providing help where it is needed. The basic objectives of *kindergartens* have been to prepare children for school, compensate for social disadvantages and ensure all children start school with the same opportunities; but there is a shift towards focusing more on social development. Some *kindergartens* do have specific pedagogical concepts, for example *kindergartens* which integrate children disabilities; for these children, they stress the importance of integration and for the children without disabilities, they stress the benefit of increased sensitivity and social skills. Age-integrated centres place emphasis on the need to compensate for the effects of a very low birth rate, in particular the fact that many children in Germany grow up alone without any siblings.

*Hort* main concerns are with social learning and integration. Their objective is to promote the whole personality of the child, and their creative and social potential.

#### **4) Staff**

Family day carers are the only workers for whom specific training is not required. But generally the status of work in services for young children, and of the workers doing this work, is low. There are no national standards on staffing for services in the welfare system.

#### **5) Cost**

Parents contribute to the costs of all publicly founded services, taking account of family income and number of children. There is a subsidy for low incomes parents using private family day care services approved by local authorities or publicly funded centres.

#### **6) Data sources**

Data on all types of services are collected by *Statistisches Bundesamt* every year on children and every four years on places, staff, etc. The number of services and the number of children are published according to the public or private nature of the service, the age and the number of the staff.

*Mikrozensus*, a national Survey of 1% of German households, records information on children under 8 years, according to the family status and activity and employment status of the family's reference person (that is not always the mother). This could give information on demand or needs.

## GREECE

### 1) The system

Compulsory schooling starts at the age of 7 years. There are two systems of publicly funded services for children under 6 years – welfare and education. These systems overlap for children aged 3 ½ - 6 years. Within the welfare system, services have been the responsibility of the Ministry of Social Welfare, which has also directly managed most of these services; the remaining services have been managed by local authorities and private organisations. However, during 1995 the Ministry transferred the services it managed to local authorities. Responsibility for services in the welfare system is now shared at national level between the Ministry of Social Welfare and the Ministry of Internal Affairs. At present, local authorities themselves can decide if and when they want to transfer from the Ministry of Social Affairs to the Ministry of Internal Affairs.

Within the welfare system there are two types of centres; sometimes these centres, for children under and over 2 ½ years, share the same building but operate separately. These services are available on a full-day, all year basis. Within the education system, pre-primary schooling is provided for children from 3 ½ years to compulsory school age. This service is the responsibility of the Ministry of Education. It is available during term-time, for 4 hours each morning.

Primary school hours increase as children get older from 20 hours a week (6-8 ½ years) to 24-26 hours. Because of a shortage of school buildings, many schools (especially in Athens and other large towns) operate on a shift system, with children attending either in the morning or in the afternoon. The Ministry of Education is responsible for providing schools.

Publicly funded services providing care and recreation for school-age children are very uncommon. Private non-subsidised services are mainly provided in centres; family day care is very uncommon.

### 2) Services

*Nurseries:* day care centre for children from 0-30 months, open on a full-day, year basis.

*Kindergartens:* centre for children aged 2 ½ - 4 ½ years old, open for same hours as day care centres.

*Pre-school clubs:* for children aged 4 ½ - 6 ½ years old, open during term-time for about 4 hours each morning.

*Out of school centre:* providing care and recreation for school-age children, are very uncommon.

The European Commission Network on family day care estimated the enrolment rate for children 0-3 years as 3% and 64% for children 3 years – compulsory school age, in 1993.

### **3) Curriculum**

The role of pre-primary schooling is to promote the physical, emotional, social and intellectual development of children in preparation for school. Services in the welfare system also have the objective of promoting children's development, but their main role is to provide care for young children who cannot receive this care in their family environment because their parents are working or for other social reasons.

### **4) Staff**

There are no national standards on staffing for services in the welfare system. Staff/child ratios in day-care centres managed by the Ministry of Social Welfare were 2 adults for 30 children, 1 adult having a higher level training. Local authorities providing services set their own standards, generally 2 adults for 25 children.

Staff/child ratios in pre-primary schooling are usually 1 teacher for 30 children. There is no regulation for private non-subsidised services. Different training is required for workers in childcare services (3-4 year post-18). No training is required for family day carers.

### **5) Cost**

Pre-school services are entirely funded from public sources and parents make no payments. Parents make a contribution towards the costs based on family income for services provided to children under 3 years.

### **6) Data sources**

The Ministry of Health and Social Welfare collects and publishes the data.

## IRELAND

### 1) The system

Compulsory schooling starts at the age of 6 years. There are two systems of publicly funded service for children under 6 years – welfare and education; these systems overlap for children aged 3-6 years. Within the welfare system, services are the responsibility of the national Ministry of Health.

In 1994, the Early Start Programme was introduced; it is the first national development of pre-primary schooling within the educational system.

### 2) Services

#### *Childcare services are:*

*Social services nursery*- Publicly-funded centre for children aged 3-60 months, although few have children under 12 months. Usually open on a full-day, all year basis.

*Nursery* -Private centre for children aged 3-60 months, with similar opening hours to social services nursery. Workplace nurseries are provided for the children of staff in a particular workplace.

*Private playgroup*- Centres for children aged 3-6 years, usually open during term-time for two sessions (of 3-4 hours each) a day and between 2 to 5 days a week; they are mainly provided in private houses (80% in 1998).

*Community playgroups*- Centres for children aged 3-6 years, provided in community halls and school premises and managed by parent committees; they are generally open for 4-5 sessions a week. Some receive public funding.

*Naionrai*- Irish-language playgroups, offer a sessional service for 3-5 year-old children.

*Pre-school centres* - Centres providing pre-primary schooling for 60 children aged 2-6 years, established in 33 disadvantaged areas and with close links to primary schools. Open during term-time and operating on a part-time shift system; children attend for either 2 1/2 hours in the morning or in the afternoon. There are no lunch facilities.

*Early primary education* - Provision in primary school for children before compulsory school age (4 and 5 year olds), open during term-time from 09.00 to 13.00, with a packed lunch provided for children from disadvantaged homes.

*School-age childcare*- Service providing care and recreation for school-age children, available outside school hours, offered in some nurseries (publicly-funded and private) and community playgroups.

*Parents and toddler groups*- informal groups which offer play opportunities for children, usually 0-3 years, and companionship for their parents.

*Childminders*-Self-employed family day carers for children from 3 months upwards.

Nurseries are available on a full-day, all year basis; *social service nurseries* are for children (3-60 months) of families considered to be “at risk” due to social and economic disadvantage; although the main aims of these services are social support and care for children of these “at risk” families, many have a developmental and pedagogical element.

Playgroups are usually open during term-time for part of the day. Playgroups are defined by their organisation, the Irish Pre-school Playgroup Association as providing children with the opportunity of “exploring, discovering and adjusting socially through a play situation, under the guidance of responsible adults who are aware of the needs of pre-school children”. *Naionraí* have similar aims to playgroups in general, but with the added objective of fostering the acquisition of the Irish language. These publicly-funded services are always managed by private organisations.

Within the education system, children aged 3-6 years can be admitted early to primary school, that is before compulsory schooling begins. In addition, pre-primary schooling is being developed in a number of disadvantaged areas. Both types of service are the responsibility of the national Ministry of Education. They are available during term-time; children admitted early to primary school attend for normal school hours while pre-primary schooling operates on a part-time, shift basis.

Primary school hours increase as children get older, from 4 hours 40 minutes a day up to the age of 6 years to 5 hours 40 minutes for children over 6 years. There is a 30 minute supervised lunch break; some children considered to be “in need” are provided with a packed lunch. Schools are the responsibility of the national Ministry of Education. Private non-subsidised services are provided by family day carers and in centres, most frequently in playgroups.

*Early primary education* is intended to promote children’s development, and lay the foundations for later education; it is child-centred and emphasises discovery learning. Pre-school centres are being established as part of an educational interventionist programme specifically for children from disadvantaged areas. The objective is the personal, social and cognitive development of children and their preparation for entry to primary education on an equal footing with children who are not disadvantaged.

Publicly funded services providing care and recreation for school-age children are uncommon.

Ireland moved into the 1990s with little formally provided childcare except for children with special needs. By the late 1990s only two percent of the 0-3 group were in care and 55 percent of the 3-6s. However, the Irish reporter for the EU Family Observatory noted in 1996 that 54 percent of the 4s and 99 percent of the 5s were in school (the compulsory school age is 6). There are special enrichment programs (“Early Start”) for children at risk and there is special funding for pre-school for Traveller children-with size and scope of these efforts unreported. There is no public provision for “out of school day care”, so parents make their own arrangements. It has been estimated that 60.000 children attend private day care facilities.

### 3) Curriculum

The main aims of social services nurseries are social support and care for children at risk due to social and economic disadvantage, but many have also pedagogical and developmental element. Early primary education and pre-school have educational purposes for disadvantaged children in particular.

### 4) Staff

Workers in nurseries (social services, private or workplace) and as assistants in pre-school centres usually have a two year, post-18 training.

Workers in playgroups (private, community or *naionrai*) have a 120 hours basic training, provided by playgroup organisations.

Workers in pre-school centres or early primary education are teachers, with a three year post-18 degree course. No basic training is required for childminders.

There are no national standards on staffing for services in the welfare system.

A childminder is permitted to care for up to 6 children of mixed age, included her own.

Staff/child ratios for 3-6 year olds in early primary education average 1 teacher for 35 children. For 3-6 year olds in pre-school centres, there are 2 adults for every group of 15 children, a teacher and a childcare assistant.

### 5) Cost

The two systems of publicly funded services are funded differently. In the welfare system, public funding comes from regional health boards which pay most of the costs. Parents are encouraged to make a small contribution.

In the education system, early primary education and pre-school centres are funded by the national Ministry of Education. Parents make no payments.

The price of a full day care represents approximately 20% of average earnings (Ditch *et al.* 1998).

### 6) Data sources

Statistics on publicly funded provision refer to the number of children attending service whose fees are subsidised by public authorities, and not the number of places in publicly funded services. There are no official statistics on private, non-subsidised services. There is no information on publicly funded services providing care recreation for school-aged children and privately funded services.

*Surveys-* The Survey on childcare arrangements was undertaken by the ESRI in 1998; this is the most comprehensive and up-to date data source available to measure the demand for childcare in Ireland. It was focused on childcare services used by parents working full-time both in and outside home. From a national probability sample of 4,276 households the survey identified 1,278 households with children aged 12 years or under. It collected information on how children in those households were cared for in the week prior to interview. Data are given for children 0-4 and 5-12.



## ITALY

### 1) The system

Primary school is part of the compulsory system of education and it includes 5 years of instruction. Children start at the age of 6. As in the case of pre-school, it may or may not be state run, and in the latter case it may still be public, or it may be private. Children attend either in the morning or all day, 5 or 6 days a week.

### 2) Services

*Crèche*: service aimed at children aged between 3 months and 3 years, corresponding to the end of maternity leave and to the age at which the child starts pre-school (infants' school). The service was established at a national level by Law 1044 of 1971, "with a view to providing temporary care" for children aged under three, "ensuring adequate family assistance, and also facilitating women's access to the labour market" (Musatti, 1992). The role and responsibilities of the State are of promotion, funding and general policy. The regional authorities are responsible for planning, allocating funds, monitoring and policy. While construction and management is defined along general lines by regional legislation, it is the sole responsibility of local government, which is autonomous in this respect. This management is direct, even though forms of indirect management have also been emerging in recent years, through conventions drawn up with associations and cooperatives (Musatti, 1999). The individual demand for a *crèche* varies from case to case, which affects both funding and geographical distribution. Opening hours depend on the length of the working day, but they also depend on local factors: in many cities, *crèches* are open from 7-7,30 am to 5-6 pm, but they are mainly used from 8,30 am to 4 pm (Musatti, 2000b). They usually close for 4 or 5 weeks per year, during the summer holidays.

Some local authorities, as Rome's Child Policy Unit, are encouraging the spread of services other than the *crèche*, serving to cater for the growing diversification of user requirements. Some are *mini-crèches*. Organized in the same way as *crèches*, they host a number of children ranging from a minimum of twelve to a maximum of thirty. Their management is often entrusted to cooperatives. Others are part-time *crèches* hosting *crèche*-age children for a maximum of five hours a day, in theory spread over the whole day but in practice often operating only in the morning.

*Pre-school (Scuola dell'infanzia)*: previously known as "nursery school", this is a non-compulsory service for children aged 3-6. It is regulated by the Ministry of Education. It may or may not be state-run: in the latter case it may still be public (run by the local authorities or by some other public authority), or private (run by religious organizations or other private bodies). This public service is free: the children's families pay only for school meals and the school bus, both of which are often provided by the local authorities (ISTAT, 1995; Birrão *et al.*, 1993). School calendars and hours depend on the type of management. Generally, public infants' schools (state or non-state) are open from September to 30 June (corresponding to the duration of the school year) and,

subject to users' requirements, they are usually open for a morning session from 8-9,00 am to 1,00 pm, and/or for the whole day until 4-5,00 pm for about 40 hours a week, spread over 5 or 6 days. In other words, children usually attend state schools for between 8 and 10 hours a day. Non-state schools are usually more flexible, and many private schools in the North are open as long as 12 hours a day. Nursery schools run by local authorities are not obliged to remain open for at least 8 hours a day, but they often offer after-school assistance to children in compulsory school, and extend school hours upon parental request (Moss, 1988).

*Before and after - school services* - A service whereby parents may entrust their children to the school premises prior to the start of the school day.

They sometimes offer the possibility of extending *crèche*-hours for those children whose parents request it, laying on extracurricular activities for those who arrive before the start of the school day (7,30-8,00) or remain on the premises after it has finished (until 18,30-19,00). Such activities are usually provided by private organizations authorized by the local authorities to operate on the school premises.

*Extra-curricular services for children (Centri per bambini e genitori)*: the development of these has been prompted mainly by the provision of Law 285/97, which was followed by regional legislation regulating this activity. They include educational activities, games, cultural initiatives and opportunities for social exchanges. They are organized and work in various ways. They are designed for children, but the latter may also be accompanied by their parents or by other adults. Of particular interest are those centres for children and parents which host children together with their parents or other adults responsible for them, giving children the opportunity to socialize and play and adults to meet and communicate, from a viewpoint of shared responsibility between parents and educators. There are also *children's spaces (Spazi bambini)* hosting children aged between 12 and 36 months during the day. The children are entrusted to the care of educators for a maximum of 5 hours a day, making it possible for parents to tailor the length of time they leave their children to their own needs. An experimental extra-curricular service which is being promoted is that of the *family educator (educatore familiare)*, whereby various families with children aged under 3 agree to make one of their homes available, wherever there is sufficient space in a home, for entrusting their children on a stable basis to specialized educators with the required professional qualifications. A central figure ensuring integration between these various activities is the "pedagogic coordinator", whose role it is to link up the services for very young children within the local education system (Ascoli *et al.*, 2001, pp. 72-73).

*Summer centres (Centri estivi)*: these paid services offer recreational and sporting activities, opportunities for self-expression, trips and excursions. They are generally set up in the summer holidays (often for a week in August), and they host children aged 6 and over from Monday to Friday, for 10-12 hours a day, providing meals as well.

*Summer camps (Soggiorni estivi)*: these are organized by the local authorities in sea resorts, in the country or in the mountains. They are designed for primary and lower-middle school pupils. They last 1-3 weeks, with full board. The cost is borne in part by

the local authorities, and in part by the families, according to their level of income (Web site: [www.comune.roma.it](http://www.comune.roma.it) ).

*Sports facilities and recreational centres (Campi gioco e centri ricreativi)*: these are paid services which function for the whole of the year (perhaps closing for the odd week in August), in the afternoon during the school year and all day when schools are closed in the summer months (when they also provide meals). They organize educational and recreational free-time activities. Sometimes there is also a “baby parking” service for younger children (providing a meal, a snack and a rest area) and recreation for those of school age. Some offer an escort service to and from school.

### 3) Curriculum

Services are increasingly regarded as centres for the education and socialisation of the children. Pre-school has mainly educational purposes, and preparation for primary school.

### 4) Staff

Training required for workers in childcare services varies from 3-5 years post 14. For publicly founded and for private recognised *crèches* there should be 1 adult for 6 children under 3 years. Staff/child ratios in pre-school services usually are 2 teachers for every class of 25-28 children. There is no regulation on private non-subsidised services.

### 5) Cost

Parents contribute to costs of *crèches*, taking account of family income and number of children. No contribution is requested for pre-school, except for meals and transport. Parents pay fees for private services. There is no system of tax reduction or grants to subsidise the cost of using services.

### 6) Data sources

*Crèches*: all local areas with *crèches* usually have statistics on the service (whether public or authorized-private). In some cases these are sent to the regional authorities for the compilation of reports (in the Regions of the Centre and the North of Italy). It is difficult, if not impossible, to monitor unauthorized private structures (which are extremely numerous, especially in the larger centres). These escape observation because - officially - they provide a service other than the *crèche* (“baby-parking”, recreation etc). The Rome local area, for example, “only” contains 13 authorized private *crèches*. The availability of this service has not been measured by official statistics since 1992, due to the fact that it is no longer clear which ministry is responsible for the service, which was hitherto the preserve of the Ministry of Health (*crèches* must be registered at Local Health Agencies for health and safety certification) (Musatti *et al.*, 1999). The data was formerly published together with health and social security statistics. Information was recorded, by Province and by nature of the service (public or private), on the number of *crèches*, places available, staff and budget.

In 1997-98 there was a survey on local authority education services for children, in collaboration with the European Commission. The data refers to the year 1996 and covers all the Regions in the North and Centre of Italy, and also one Region in the South of Italy (Abruzzo). As regards the educational services for children run by local authorities, information was gathered on their number and type, the legislation regulating their institution and management, any relevant regional and local policies and the functioning of the regional and local administrative bodies responsible. The information was obtained by processing data provided by ISTAT, analysis of the documentation provided by regional and local offices and interviews with regional and local offices providing services for children. The study was limited to those Regions with a centralized body for systematically collecting and managing local information, but the means of collection and management differed in the various Regions and Provinces.

In the last months of the year 2000, a national study was conducted by the National Centre for the Documentation and Analysis of Children and Adolescents, in Florence, on the subject of *crèches* and educational services for the 0-3 age group. The Centre is part of the *Istituto degli Innocenti*. The study was conducted by means of a questionnaire sent to the local authorities. All public or recognized private services catering for children aged 0-3 were included. The study is particularly important because it will finally provide a means of evaluating the characteristics and impact on services for young children of those services provided in addition to *crèches*: centres for children and parents, day spaces for children aged 18-36 months, assistance at home for families with children aged under 3 and home-based educational services (National Centre, 2000). The study has just finished and the data is being processed.

Besides collecting data by means of exhaustive surveys (albeit local), other information on the service may be gleaned from sample surveys conducted by ISTAT (Multi-purpose surveys, 1988-89 and 1998) and by scholars of the phenomenon, surveys which concentrate mainly on the families of the children. These studies also contain information on the informal network of family assistance and childcare. More precisely, ISTAT has been editing a five-yearly multi-purpose survey entitled "Families, social subjects and the position of children", since 1998, which makes it possible to obtain information on both formal and, in particular, informal networks of child assistance and childcare for children aged 0-13 (ISTAT, 2000). Non-ISTAT surveys on families and those providing various kinds of information on formal and informal networks of assistance for very young children have been summarized in the following table.

### The main surveys on families using the *nido*

Authors	Area investigated	Years of data collections	Number of families
Trifiletti & Turi, 1983	Larger cities in Umbria and Tuscany	1982	3536
Ingrosso, 1988	The whole Emilia-Romagna region	1984	1500
Musatti, 1992	10 regions in Centre and North Italy	1987	4504
Musatti & Pasquale, 1997	Cities of Città di Castello and Gubbio in Umbria	1994	649
Dipartimento della Funzione Pubblica	City of Rome	1997	1642

Source: Musatti T., Early years education and care in Italy, in K. Petrogiannis and C. Melhuis (eds.), *The Preschool Period: Care - Education - Development. Findings from the international research*. Athes: Kastaniotis Editions, 2000.

The 1987 study, in particular, was conducted as an initiative of the Children and *Crèches* group, and thanks also to the organizational backing of the National Research Council's Institute of Psychology, in order to measure certain aspects of both formal and informal networks of assistance and care for very young children. It covered 10 regional administrations (Piedmont, Lombardy, the Veneto, Trentino Alto-Adige, Friuli Venezia Giulia, Liguria, Emilia Romagna, Tuscany, Umbria, Marche, Latium, Abruzzo, Campagna, Apulia and Sardinia). The questionnaire was distributed to two distinct groups of subjects: one composed of parents of children using a *crèche* (2,346 respondents) and the other composed of parents of children not enrolled in a *crèche*, public or private (2,158 respondents).

Pre-school, primary school and first-level secondary school (ages 3- 12): the collection of statistical data on pre-school education (nursery), primary (elementary) and first-level secondary (lower-middle) has always been undertaken by ISTAT in collaboration with the Ministry of Education (MPI). Up until the academic year 1992-93 the data was included in official statistics on education, and from the school year 1993-1994 to the school year 1996-97 it was published in official statistics on nursery and primary schools. Since 1997-98, the collection and publication of data has been the exclusive preserve of the Ministry of Education. 1993-94 was important as the start of a process of integration of statistics produced by the Ministry of education's Information System (more geared towards management-administration) and by ISTAT (more socio-demographic in nature).

Additional services: pre-school, after-school, sports facilities, summer camps etc.: there are virtually no statistics on additional services at national level, though something can be measured from data on infants' and primary schools (the users of pre-school services). This kind of data is moreover collected at local level for administrative reasons (allocation of funds), as services are often provided by private organizations

which sometimes make use of public school premises. But if the service is provided by a national organization (the summer sports centres provided by the CSI, the Italian Sports Centre, an association coordinated by CONI, the Italian National Olympic Committee) some data may be measured at the level of the association and/or central organization (number of users by age and sex).

## LUXEMBOURG

### 1) The system

Compulsory schooling starts at the age of 4 years. Publicly funded services for children under 4 years are provided in the welfare system, where they are the responsibility of the Ministry of the Family at national level. Most publicly funded provision is in centres. There is also a small amount of organised family day care. Since 1990, a system of organised family day care has begun to be developed for children with special needs placed by social workers, as part of a wider resource which also includes foster care services (*placement familial*).

Most services are available on a full-day, all year basis, but *garderies* provide occasional part-time.

Most publicly funded services are provided by private organisations (which usually make agreements with the Ministry of the Family to fund their centres), but some provision is made by local authorities. Within the education system, pre-primary schooling is provided for children aged 4 and 5 years; attendance is compulsory. It is available during term-time and for the same hours as primary school, and is usually located in primary schools.

Primary school hours are from 08.00 to 16.00, with a two-hour lunch break. Schools are closed on Tuesday and Thursday afternoons. A few local authorities, with the support of the Ministry of the Family, are experimenting with new models, providing meals and care during the midday break. The Ministry of Education has responsibility for the education system at national level; local authorities are responsible locally, providing schools.

Publicly funded services providing care and recreation for school age children are provided in centres which are usually independent of schools and most of which also take younger children not attending school.

Private non-subsidised services are mainly provided by family day carers, but there are also some private centres. These services are indirectly subsidised through tax relief for parents costs.

### 2) Services

*Crèche*: centre for children aged 0-36 months, usually open on a full-day, all year basis.

*Jardin d'enfants*: centre for children aged 2-3 years, open throughout the year for at least 4 hours a day and usually for 10-11 hours a day.

*Centre d'enfants*: centre for children aged 4-12 years, usually open on a full-day, all year basis.

*Garderie*: a centre for children aged 2-10 years, where children can be left for a few hours.

*Foyer de jour (conventionné/non-conventionné)*: general term for a centre.

*Enseignement préscolaire*: pre-primary schooling for children aged 3 and 4 years, open during term-time from 08.00 to 16.00 but usually closed on Tuesday afternoons.

*Foyer de jour porte ouverte* : centre providing care and recreation for children 6-12 years, separate from school, available outside school hours and during the school holidays. Mainly intended for disadvantaged families.

*Tagesmutter*: family day carer either employed in organised family day care or as self-employed family day carer. For children 0-3 years on full-day basis and older children when not at school.

### 3) Curriculum

The *foyers de jour* are not primarily intended to provide for working parents or other particular groups; on the contrary, as part of a coherent social policy, they are meant to be equally accessible to all parents. Their objective is to provide care in an environment that is warm, safe and caring, yet also exciting and stimulating. High priority is placed on the pedagogical content, to improve the quality of children's life by supporting their development. Great emphasis is placed on children's free play.

The main objectives of *l'enseignement préscolaire* (pre-primary education) are to promote children's cognitive and social development and prepare them for learning, in response to the requirements of primary education. In 1992, the Ministry of the Family produced a National Plan, whose objectives are to improve the quantity and quality of services, for example through better regional distribution of services, including more provision in rural areas, and enabling services to better meet the needs of children. More specific objectives of the Plan include encouraging, through increased government financial support, public and private employers who want to set up centres for the children of their employees, and increasing public funding for other services, including *foyers de jour* and *foyers de jour porte ouverte*.

In 1990, a general information centre (*service d'orientation – info-crèches*) was established in Luxembourg City. This provides parents with a wide range of information about services for young children, including opening times, staff training, quality and vacancies.

### 4) Staff

There are no national standards on staffing for services in the welfare system. Staff/child ratios in centres within the welfare system with agreements with the Ministry of the Family, are for 5 children who are not yet walking and 1 adult for 8 older children. All staff must be qualified either as *éducateurs* (3 years post-16 training) or *éducateurs diplômés* (3 years post-18 training). In organised family day care there should be more than 3 children per family day carer at any one time.

In the *enseignement préscolaire*, the Ministry of Education recommends 1 *instituteur* (teacher with 3 years post-18 training) for 14-18 children, but this recommendation is not always followed by local authorities. Especially in larger local authorities, there may be classes of 18-22 children. An *instituteur* is often supplemented by an assistant. No training is required for *tagesmutter*.



There is no regulation for private non-subsidised services.

### **5) Cost**

The two systems of publicly funded services are funded differently. In the welfare system, public funding comes from the Ministry of the Family, for centres with which it makes an agreement, or local authorities. Parents contribute to cost; those attending centres funded by the Ministry pay according to a common formula which takes account of family income and number of children.

In the education system, pre-primary schooling is funded by the national Ministry of Education and local authorities. Parents make no payments.

Tax relief is available for children under 14 years to subsidise parents' payments for publicly funded services or for private non-subsidised services.

### **6) Data sources**

There are no statistics on publicly funded services in the welfare system and on the private sector. Information is available on the number of places in centres with which the Ministry of the Family has an agreement (*foyers de jour conventionnés*), but not for other subsidised services, whether they are centres run by private organisations or local authorities or organised family day care. Moreover, the official statistics for *foyers de jour conventionnés* are organised into places for children aged 0-2, 2-4 and over 4 years. No surveys are available.

## **NETHERLANDS**

### **1) The system**

National childcare policy and provision is a shared responsibility of several departments of the national government. The main national government actors are:

- The Ministry of Health, Welfare and Sport (VWS), that has national tasks and responsibilities in the areas of childcare, parent support, child development programmes, youth health care, specialised youth care, youth work and sports.
- The Ministry of Education, Culture and Science (OCenW), which is responsible for maintaining and monitoring the national system of mainstream and special education, pre-school education and educational disadvantage policy;
- The Ministry of Justice, which is responsible for the national system of child protection and fostering, and for crime prevention and combating;
- The Ministry of Social Affairs and Employment (SZW), responsible for policies concerning the combination of work and care tasks and the provision made for parents of young children that have or want to find a paid job;

- The Ministry of Internal Affairs and Kingdom Relations (BZK), which is responsible for integration policies for ethnic minorities and for the Greater Cities Policy (GSB).

In recent years, the role of municipal authorities in the area of childcare provision and policy has become more prominent as a result of decentralisation measures.

From 1997 onwards municipalities have been given more responsibilities with regard to education and (primary) schools.

In the childcare sector the role of employers has become more prominent. Organisations of parents, labour unions and supporting institutes also are more involved in decision making.

In recent years, youth has regained its place on the Dutch political agenda. There is a growing emphasis on policy aimed at the young child and his/her family, with the objective of furthering favourable conditions for child rearing and giving children ample opportunity to develop themselves into responsible and self-supporting citizens in modern Dutch and international society.

## 2) Services

Government policy and provision directly concerned with childcare can be described as being organised in three circles around the child and his/her family.

The first circle contains *general provision*.

There are many types of childcare: private and public, formal and informal, home-based, centre based or company-based. Most of the public childcare centres are independent, non-profit foundations.

*The main types of formal childcare services are:*

- *Child (half) day-care centres*, catering for children from the age of six weeks up to 4 years, offering childcare on weekdays for 8 or more hours continuously (day) or for at least 5 hours a day (half-day);
- *Family day-care* provided by individuals who care for children at their own homes, where these services are mediated through an official family day-care agency;
- *Out-of-school care centres*, open to children aged 4–12 years before and after school hours (and sometimes during lunchtime), during free afternoons and mostly also during school holidays.

*Informal* childcare is usually provided by someone from the family's social network (family, friends and neighbours). Research indicates that 83% of parents make use of paid or unpaid informal types of childcare.

In addition to general childcare provision, there is a great variety of specific childcare programmes and services targeting children and/or families that need extra help and support. A rough distinction can be made between *child development programmes* that are primarily designed to promote children's (cognitive) development, and *parent*

*support programmes*. These programmes can have two different goals; either the provision of general family support in difficult circumstances (e.g. illness, psycho-social problems) or the enhancement of the parenting skills of the child's caretakers. Some parent support programmes combine both goals. Parent support services are often an integral part of the system of local youth policy. The services are provided by staff of pre-school playgroups, early childhood health care centres, primary schools, etc. Sometimes support is provided by youth care organisations. Intervention programmes can be either home-based or centre-based in mainstream provision. The main *intervention programmes* relevant to childcare are: child development programmes (or: educational support programmes) and parent support programmes.

The third circle contains provision for specialised, intensive forms of help and support for children with special needs and/or serious problems. These include specialised youth care (a/o psychiatric and judicial care), schools for special education and child protection agencies.

In August 1998, a new law on primary education came into force requiring all primary schools and "special schools for primary education" (a new name) to participate in co-operative school clusters in order to offer each child the care he/she needs. Each cluster must be self-sufficient, which means that it has to cater to all children with special needs, who are registered at the schools participating in the network.

Many schools for handicapped children also offer support and training to parents to help them care for and educate their handicapped child at home. The child and the school will receive additional help of specialised school teachers.

The use of the general childcare provision (first circle) varies, depending on the type of provision. The participation rate of parents and young children in MCH (Mother and Child Health care) is highest in the first year (95%) and then gradually decreases to 80% in the fourth year. The same applies to primary schools, which all children are legally required to attend from the age of 5. However, 99% of the four-year-olds are enrolled in primary education on a voluntary basis. Other types of provision are used to a lesser extent, depending mostly on the needs of children and parents.

Formal childcare is used by 17% of the 0-3-year-olds. Although the capacity of childcare has rapidly increased in recent years, the demand for professional childcare still exceeds the supply.

The use of pre-school playgroups (about 50% of the 2-3-year-olds) seems to be fairly stable.

On average, child day-care centres are open for 10 hours on workdays. The average for out-of-school care is 3.6 hours during schooldays, 6.5 hours on Wednesdays and Fridays when many young children leave school at 12.00 or 12.30 a.m. and 10 hours during school holidays (Monday-Friday). Opening hours are usually limited to the daytime. In some sectors, there are (company-based) childcare services that are open 24 hours a day, e.g. for employees of hospitals and public transport companies. Most provision is open 51 weeks per year - they only close during national holidays.

There are 548 municipalities in the Netherlands. At the end of 1997, 95% of them offered some form of formal childcare for 0–3-year-olds, within their own boundaries (88%) or in a regional connection (7%).

In 1995, there were 3,900 pre-school playgroup centres, attended by nearly 200,000 children, meaning that almost 50% of all children in this age group make use of this provision. There is, however, much variation between municipalities. Because there is no national legislation for pre-school playgroups, it is local policy that sets the rules for accessibility and quality. Pre-school playgroups are for the most part funded by municipal authorities. There are also playgroups fully funded by parents. In pre-school playgroups, there are generally two staff functions: playgroup leader and assistant.

The core function of playgroups is to provide a safe place where young children can meet and play with playmates. The welfare-based playgroups generally have a more professional staff.

### **3) Curriculum**

Quality standards have been developed for all types of childcare provision and are generally concerned with physical, organisational and procedural conditions. Quality standards concerning pedagogical approaches are a recurrent topic of debate, but - partly because of diverging views on early childhood - they are rarely enforced.

### **4) Staff**

Maximum group size depends on the age of the children: the maximum size for a group of 0–1-year-olds is 12 children, whereas the maximum group size for 4–12-year-olds is 20. The number of workers per group also depends on the age structure of the group. Regulations on child-staff ratio are also included in the Childcare Salaries Decree, which applies to the whole childcare sector, stating that at least one group leader should be available for the care of:

- 4 children under 1 year of age;
- 5 children aged between 1 and 2;
- 6 children aged between 2 and 3;
- 8 children aged between 3 and 4;
- 10 children aged between 4 and 12.

A childcare centre also has to provide for a safe outdoors playing area and for adequate sleeping facilities for children of ages 0 to 4.

Local authorities are obliged to enforce the national quality requirements. Childcare provision has to meet the requirements of the municipal by-law in order to acquire a licence from the local authorities. 99.5% of municipalities with childcare provision have issued quality regulations.

For most of the childcare provision the tasks and the training requirements of early childhood workers are clearly defined. The majority of (paid) childcare workers must have a qualification in higher professional education (HBO) or senior secondary

vocational education (MBO). Educational organisations offer a vast supply of in-service training modules for the childcare sector. Changes in the childcare system and in educational approaches lead to changes in the demands for in-service training. Some types of provision (especially pre-school playgroups) also employ non-paid volunteers and trainees.

The job of working with young children is generally held in relatively low esteem. The active involvement of parents in childcare has increased in all types of provision.

### **5) Cost**

The funding of childcare provision varies according to the type of provision. Childcare is financed by contributions from the government, both national and local (municipal authorities), from parents and from their employers. Families with an average or above-average income are over represented among the clients of childcare. This is related to the fact that formal childcare provision targets working parents. In principle, there should be no financial barriers to using childcare provision, since the parent contribution is income-related. However, not all parents want to make use of formal childcare. Pre-school playgroups are financed by municipalities, which may charge a fee to parents. Primary schools and special schools receive funding from the Ministry of Education, Culture and Science and may ask parents for a voluntary contribution.

### **6) Data sources**

Statistics Netherlands provides statistical information on childcare from two sources. One source is the yearly Survey on childcare institutions. This survey covers (almost all) childcare institutions. Key variables in this survey are: - the number of institutions (according to different categories); - the number of children which are taken care of; - the number of personnel involved (employees and volunteers); - revenues and expenses.

The CBS also carries out a permanent survey of living conditions (*POLS – Permanent Onderzoek Leefsituatie*).

The Internet address of the CBS is: <http://www.cbs.nl>

The other source is the National Family and Fertility Survey. This sample survey is held every five years. The last year under review was 1998. The sample covered one in every thousand men and women in the age group 18-52 years. The female respondents are asked questions about the use they are making of different forms of childcare.

Recent inventory studies commissioned by the Ministry of VWS are:

- Research on pre-school playgroups, organisations and policy in Dutch municipalities (DSP, 1999);
- Research on quality control and quality assurance in child day-care (ES&E, 1998)
- Research into the functioning of early childhood health care clinics (Mother and Child Healthcare -MCH).

There are several organisations that gather and publicise statistical data and registration data on youth and youth provision on a regular basis. These data are used as a basis for policy making and some of these data can be used to monitor developments in the area of early childhood and childcare provision.

Another source of information for policy making is based on the (client) registrations of provision and services in the childcare area. Sectorial policy information systems provide information on trends and patterns in the actual use of provision, the demand for services (*i.e.* waiting lists) and on demographic and social characteristics of the users. Registration data on the use of provision in specialised youth care are published on a yearly basis. Organisations in the voluntary youth care sector provide registration data to the Foundation for Registration of Youth Services (*Stichting Registratie Jeugdvoorzieningen* SRJV). Based on this data the SRJV produces yearly, national reports on the use of these services, the age and sex of the clients and the type of offer to these clients.

## PORTUGAL

### 1) The system

Formal types of childcare services are the responsibility of the Ministry of Labour and Solidarity, private individual cooperatives, IPSS - Private Institutions of Social Solidarity or other non-profit institutions. Informal types of care is provided by the family, friends and neighbours, in-house dailies and non-licensed nannies and baby-sitters (Ministry of Education, 2001).

### 2) Services

#### *For 0-3 years old children*

*Nannies (Ama)* are defined as independent helpers who receive remuneration to look after one or more children with whom no blood or affinity ties exist, for a period of time corresponding to parents working hours or other parental impediment;

*Crèches* are providers of daily care and educational environments for 3 months to 3 years old children during parents' working hours, offering children adequate conditions for their balanced global development in cooperation with the family. *Crèches* are normally open from 4 up to 11 hours daily, five days a week; some pre-schools for three to six year olds, have *crèches* included within their buildings, which offer care facilities for younger children between the ages of three months and three years.

*Mini-Crèches* are small contexts providing family-like environments;

*Family Crèches (Crèches familiar)* are groups of nannies, no less than 12 or more than 20, residing in the same geographical area, who are given technical and financial support by the Social Security Regional Centres, the *Santa Casa da Misericórdia de Lisboa* (an important charity) or other Social Solidarity institutions. The *family crèches* look after and implement activity programmes for children from birth up to the start of basic education during nannies normal working hours.

The organization of a *crèche* depends on the age of the children as follows:

- from 3 months to walking age - maximum of 8 children per teacher and one teacher's helper;
- from walking age to 2 years of age - maximum of 10 children per teacher and one technical support staff;
- from 2 to 3 years of age - maximum of 15 children per teacher and one technical support staff.

The main criterion for access to services and equipment under the Ministry of Labour and Solidarity is the degree of family deprivation.

Other situations are also taken into account, such as:

- children at risk;

- absence or non-availability of parents to ensure provision of care;
- children from single-parent or large families;
- children whose parents work in the same area where the context is located;
- children from low-income families.

### ***For 3 to 6 years old children***

The public and the private pre-school networks together form a national network whose aim is to extend pre-school education provision to all children of this age group. The public network comprises all contexts set up by and working under central and local public administration, i.e. the Ministry of Education and the Ministry of Labour and Solidarity.

The private network comprises all other contexts run by private and cooperative schools, IPSS (Private Institutions of Social Solidarity), *Misericórdias* (Charities), Mutual Trusts and other non-profit institutions providing care and education.

Since 1995, the two Ministries have tried to work more closely together to achieve better articulation in these matters.

To ensure coordination among all childcare services promoting units, the *Gabinete para a Expansão e Desenvolvimento da Educação Pré-Escolar* (the Bureau for the Expansion and Development of Pre-school Education) was set up in 1996.

The Bureau provides coordination between various services of the two Ministries and the Consulting Council of Representatives of the National Association of Municipalities, the Union of Private and Social Solidarity Institutions (IPSS), the Association of Private and Cooperative Education and the Unions of the *Misericórdias* and Mutual Trusts.

### **The types of provision are:**

- *Jardim de Infância* is the most sought after pre-school educational context for 3, 4 and 5 year old children. The activities promoted by the *Jardins de Infância* are directed at the development and learning skills of the child as well as supporting the family. *Jardins de Infância* may adopt diverse pedagogical models;
- *Socio-educational activities* provided by the Ministry of Labour and Solidarity to supplement the educational contexts timetable and keep the children safe and occupied until their parents finish work. These socio-educational activities - also referred to as *Actividades de Tempos Livres* or ATL - are often organised by voluntary associations attached to the IPSS (the Solidarity Institutions). The ATL activities are also available to elementary school age children.
- *Community and cultural activities* developed for five year old children who live in highly populated but deprived suburban areas lacking cultural and educational facilities. Such activities take place in buildings made available for the purpose by the local community; professional staff comes from the Ministry of Education. This arrangement is temporary, until a new school becomes available for the children served in the CAIC.



- *Itinerant child education* is a type of service directed to 3 to 5 year old children who live in rural areas where the number of children does not reach the minimum required for the setting up of a *jardim de infância*, i.e. fifteen. Usually, these pre-schools are open part-day and organised by one educated pre-school teacher who may travel across the area on a given day to work in several different itinerant settings. For children living in rural environments, these pre-schools provide valuable opportunities to promote their educational and social development.

The hours of opening of such contexts are similar but may vary according to the following reasons:

- Pre-school educational contexts provide flexible opening hours in accordance with family needs. Every year *parents and guardians* must be consulted prior to any decision affecting opening hours is made;
- Under the law, *Jardins de infância* must dedicate 5 hours/day to educational provision in accordance with set curriculum guidelines (Vd. Section III - C);
- Some *Jardins de Infância* provide or organise together with other institutions additional periods of socio-educational activities including, in some cases, the provision of midday meals.

The beneficiaries of pre-school education are all children resident in Portuguese territory without exception.

The main criterion for access to public-funded pre-school contexts, i.e. the *Jardins de Infância* run by the Ministry of Education, is the children's age: if selection procedures are found necessary, preference is given to older children, i.e. five year olds, followed by four year olds and finally by three year olds. Particular attention is given to the following points:

-Age

-Families residing in certain geographical areas: low-density population areas, some measures are being considered to extend pre-school provision to the highest possible number of children.

-Children with special education needs.

-Children from migrant families, minority ethnic groups and gipsy families.

-Children from socially excluded families.

In 1997, pre-school *provision* covered 64.5% of children residing in continental Portugal. The Pre-School Education Expansion and Development Plan aims at extending provision to 90% of 5 year olds, 75% of 4 year olds and 60% of 3 year olds by the end of 1999.

Within the private sector, the majority of these settings tend to be care-orientated, while the majority are education-oriented within the state sector.

### 3) Curriculum

Care for children 0-3 aims at (1) supporting families with their children's education; (2) providing each child with opportunities for global development promoting social integration. Pre-school education attendance is optional. The State, however, should actively contribute to the widespread availability of pre-school education.

The aims of pre-school education are:

- (1) to support families with the education of their children
- (2) to give each child the opportunity to become autonomous, socially integrated and intellectually developed;
- (3) to promote each child's balanced integration in society; and
- (4) to prepare each child for successful schooling. The school should be understood as a place where learning and multiple skills are acquired.

### 4) Staff

All *jardins de infância* are staffed by fully trained and licensed pre-school teachers called *educadores de infância*. *Educadores de infância* are also qualified to work in *crèches*, ATL, other socio-educative settings.

Assistants to the pre-school teachers have no formal qualification apart from the completion of compulsory schooling, and perhaps an introductory course. Adult/child ratios in *crèches* depend on the age of the child:

- birth to walking age: maximum of 8 children to 1 pre-school teacher and 1 assistant;
- walking age to 2 years: maximum of 10 children to 1 pre-school teacher and 1 assistant
- 2 to 3 years: maximum of 15 children to 1 pre-school teacher and 1 assistant.

### 5) Cost

Public funding for pre-school educational contexts is under the joint responsibility of the Ministry of Education and the Ministry of Labour and Solidarity.

Within the Public Network the pre-school educational component is fully funded by the State. Within the Private Solidarity Network, since 1997 the State has been increasingly co-funding the educational component and the quality improvement of the services provided. It is expected that by 2000/2001 the State will be supporting all costs incurred with the educational component and the promotion of pedagogical quality. Only the public sector requires no *fees* from parents. In the Private Network, including private and cooperative contexts, funding is based on monthly fees paid by the families.

## 6) Data sources

The *Departamento de Avaliação, Prospectiva e Planeamento* (DAPP) (Department for Evaluation, Prospection and Planning) is also responsible for gathering, producing and releasing official statistical information in the field of Education, having been duly authorised to perform these tasks by the National Statistics Institute. The release of statistical information is done annually after the end of the school year and is published in “Estatísticas da Educação” (Education Statistics).

Preliminary figures are released through an interim publication “Ano Escolar - Estatísticas Preliminares” (School Year - Preliminary Statistics).

Statistical information on the pre-school sector is obtained by means of an exhaustive written questionnaire which must be completed and returned by each educational context. Information is gathered on the number of children, teaching and non-teaching staff.

The volumes of “Estatísticas da Educação” and of “Ano Escolar –Estatísticas Preliminares” can be consulted or acquired at DAPP.

[www.dapp.min-edu.pt](http://www.dapp.min-edu.pt)

[www.iec.uminh.pt/cedic](http://www.iec.uminh.pt/cedic).

## SPAIN

### 1) The system

Spain is divided into 17 Autonomous Communities (*Comunidades autonomas* or CAs), 7 of which have full responsibility for educational services.

In the mid-90s, following persistent reports of insufficient childcare facilities, Spain decided to assign responsibility for the under-3s to the educational authorities, which they already had for the 3-5s. It was described as an attempt to help working mothers to keep their jobs, not as an educational initiative. By late 1999, the Spanish expert reported to the European Observatory that “the number of childcare facilities is insufficient. Though the government supports workplace nurseries, the demand by far exceeds the supply” (Cordon, 1999). Much of the initiative is now in the regions.

The Spanish educational system for children up to the age of 12 is divided into *educación infantil* (pre-primary education) and *educación primaria* (primary education) and is the responsibility of the *Ministerio de Educación, Cultura y Deporte* (MEC) and the CAs.

### 2) Services

*Educación infantil* is organized as two cycles, lasting three years each: the first for the under-3s (*escuela infantil* 0-3), and the second for children aged between 3 and 6 years (*escuela infantil* 3-6). At this point the educational nature of the school system is recognised, its aim being to develop the child's physical and mental capacities. The number of children per class is established as a maximum of 20 for school units catering for children aged 3, and a maximum of 25 for those catering for children aged 4-5. The teachers involved in the first cycle (for the under-3s) have to be qualified as *Educador Especializado (Técnico Superior de la Educación Infantil)*, while those involved in the second cycle (3-6 years) have to be qualified as *Maestro Especialista en Educación Infantil*. The programs for the 3-5s are universal and free; parents pay income-related fees, up to 20 percent of costs, for the under-3s and there is a modest tax benefit for those with sufficient income above the tax threshold. In 1998 a significant increase in childcare tax relief for the under-3s was enacted. All public-funded services for children under 3 years are provided in centres: some of these centres are for children aged 0-3 years, others for children aged 0-6 years. These services are generally available on a full day, all year basis. Nearly all provision for these young age groups is managed by local authorities, although some is managed by private organisations.

Most provision for children aged 3-6 years is in centres located in primary schools, although some is in age-integrated centres for children aged 0-6 years. They are usually open for the same hours as compulsory school, on a term-time basis. Most school-based services are managed by public authorities, mainly by the MEC and the CAs, but some are in schools which are privately run but receive a public subsidy.

Born in 1974 under the aegis of the *Ministerio de Trabajo y Asuntos Sociales* (MTAS), there are also centre-based services for children under 3 years and their carers (usually mothers) who accompany them to this service. These services, known as *guarderías infantiles laborales*, offer opportunities for play for the children and socialisation for the children and their everyday carers. Usually private centres for children aged 0-3 years or 0-6 years, and usually with no links with primary school, they are open on a full-day all year basis, often with very long opening hours. Programs have recently been funded providing for the creation of new services of this type, and/or the consolidation of those already existing, by means of the extension of opening hours and the increase of the number of places available, the increase in the number of users and the transformation of the services from temporary to permanent. This improvement in the quality and increase in the supply of services for young children was a response to the need to encourage initiatives aimed at reconciling working activity with family life, in compliance with the provision of the LOGSE (*Ley Orgánica 1/1990 de Ordenación General del Sistema Educativo*). The social function of the *guarderías infantiles laborales* is now formally recognised

(<http://www.mtas.es/dgas/subven/Default.htm>).

*Educación primaria* lasts for six years (when the children are aged between 6 and 12). School hours are from 9:00 to 12:00 and from 15:00 to 17:00. An increasing number of schools, particularly in cities, have a service from 12:00 to 15:00 offering *meals and supervised play*. In schools managed by public authorities, this service is organised by the parents' associations, while in private schools it is organised by the school's owners.

*Servicios complementarios* include transport services to and from school (*transporte escolar*) and school meals (*comedor escolar*). In both cases, the cost of the service is borne totally or partially by the families of children of compulsory-school age.

Publicly funded services for children providing care and recreation for school-age children are uncommon. There is however an increasing and unregulated network of services providing recreation and additional learning for children outside school hours (but not care). For example, there are centres run by private companies which teach children; centres (*ludotecas*), mainly run by local authorities, which offer play and other recreational activities; and centres or clubs which teach children to play different sports.

Private, non-subsidised services are mainly provided in centres and by individual carers in the children's own home. Family day care is rare. In some cases, these services are indirectly subsidised through tax relief of parents' costs. These services should be approved by the public authorities, and meet the national standard on staffing. Regulation of these services is the responsibility of MEC or CAs.

The little data available shows that school attendance prior to the age of 3 is still very rare, and in over half of the cases privately funded (56.2% in the school year 1998-99). It is very widespread at later stages (91.5% in the school year 1998/99), especially at 4-5 years. However, there are considerable regional differences.

### 3) Curriculum

Education and development, not just care, are considered the fundamental aim of childcare services.

### 4) Staff

There are national standards both for training (part of the staff are trained teachers) and for staff/child ratios, observed by the private non-subsidised centre-based services also.

### 5) Cost

Parents contribute to the cost according to family income and number of children. The only schools where parents make no payment are those provided by public authorities.

### 6) Data sources

The data on pre-school and primary education (*educación infantil and educación primaria*) are reported by the MEC in its publications *Estadísticas de las Enseñanzas no Universitarias*. In these volumes it is possible to find information on:

- a) the absolute number of students enrolled in every school year, broken down by individual age or by public/private centres;
- b) rates of school attendance (broken down by age) and, as regards the details of the individual CAs, the average number of pupils per teacher (divided into public and private).

In particular, the information on the latest volume of *Estadísticas de las Enseñanzas no Universitarias - Datos Avance 1999-2000* is organized into three parts depending on the geographical level of reference. The results at national level include basic statistical information (schools, pupils, teachers) regarding each level of education in the *Régimen General* (*escuela infantil, escuela primaria, escuela secundaria y formación profesional*). Results at CA-level contain statistics on the individual CAs, including certain indicators (average no. of pupils per class, enrolment rates, percentage of pupils per type of school - public or private). Results for the provinces: these include in particular data on the various types of higher education and on adult education (*Consejo Escolar de Estado, 1998/99*).

There is no data on the complementary services run in addition to institutional ones.

<http://www.mec.es/estadistica/Avance/Notas.html>

<http://www.mtas.es/mujer/mcifras>

<http://www.mec.es/cesces>

## SWEDEN

### 1) The system

“Swedish child care has twin aims. One is to make possible for parents to combine parenthood with employment or studies and the other is to support and encourage children’s development and learning and help them grow up. This dual-purpose approach was officially laid down in the early 1970s with a large scale development programme for Swedish child care. In recent years, the educational policy aspects of child care have come increasingly to the fore and in 1996 responsibility for public child care was transferred to the Ministry of Education” (*Child care in Sweden*, Skolverket, p.3 extracted from [www.skolverket.se](http://www.skolverket.se)).

The municipalities are responsible for providing pre-school services and for ensuring that children are actually offered these services. Services organised by individuals constitute an alternative to those provided by the municipality.

The municipalities are also responsible for the quality of pre-school services. They must engage staff who have adequate training or experience to ensure that children's needs for welfare are met and that sound educational services are provided. Children should be divided into appropriate groups, and premises and group sizes should be suitable for their purpose.

The municipalities have a special responsibility for children who require special support in their development. These children should be offered a place in a pre-school if their needs cannot be met in other ways. This also applies if the child is less than one year old. The child does not only have a right to a place, but also to services of such a standard as to ensure that the special needs of the child are actually met. The municipality should seek to ensure that the child makes use of the place and to keep parents informed about the service and its purposes.

The municipalities have a duty to organise preparatory-school activities for all children from the year of their sixth birthday up until school entrance (7 years). Arrangements vary between the municipalities: for example, they may be located in or co-ordinated by an ordinary school, or linked to some other function of municipal childcare.

### 2) Services

#### *Pre-school-services*

Pre-school-services are intended for children from one year of age until they start school. The municipalities are obliged to provide pre-school services to children of working or studying parents, or in cases in which the child has an individual need. A place should be offered without unreasonable delay, *i.e.* normally within three or four months after parents have registered their need for a place. A place should be offered as close to the child's home as possible.

Pre-school services are operated in the form of pre-schools, family day care homes and supplementary pre-school services (open pre-school).

*Pre-school centre:* provides educational group activity for registered children between the ages of 1-5 years. Pre-schools are generally open all year round and for most of the day. The opening times are adapted to parents' working/study hours or to the children's needs.

*Family day care home:* a child minder takes care of registered children during the time when parents are working or studying. In general this takes place in the child minder's home. Children in family day care homes should have access to the services provided by pre-schools.

*Family day care centre:* is a service where one qualified nurse is responsible for the childcare of two or three families in one of the families' homes.

“The children are registered and opening hours are varied to fit in with the parents' schedules. The family pays a fee in the same way as for pre-school care. Family day care complements pre-school by providing in particular for children who for one reason or another need to be in smaller groups or who live far from the nearest pre-school facility. This alternative is more common in rural areas and in small towns than in metropolitan areas” (*Child care in Sweden*, Skolverket, p.7 extracted from [www.skolverket.se](http://www.skolverket.se)).

Altogether some 70 per cent of all children in the 1-5 age group are registered in pre-school centres and family day care homes.

The *open pre-school* provides child minders and parents who are at home with the opportunity to combine with staff to develop educational group activities for children. There is no registration. In many municipalities the open pre-schools work together with the local social services and/or with child- and parent- healthcare services.

### ***Pre-school class***

The pre-school class is a voluntary part of the state school system. Since 1st January 1998 the municipalities have been responsible for offering children a place in the pre-school class from and including the autumn term of the year of the child's sixth birthday until the child is due to commence his or her compulsory schooling. The pre-school class is to comprise at least 525 hours per year. The pre-school class is part of the state school system and should be regarded as education in the same sense as their types of schooling. The pre-school class must have a responsible head teacher and be part of the municipal school plan. Attention must also be paid to pupils with special needs. The vast majority of six-year-olds in Sweden are registered as attending pre-school classes.

### ***Individual after-school centres***

*Leisure-time centres* provides care for children whose parents are in general employment or studying during the time the child is not in school, i.e. mornings, afternoons, and during holidays. Leisure-time centres are open all year round and daily opening hours are varied to fit in with parents' schedules. As in case of pre-school and family day-care, parents pay a fee which in most areas is linked to the family's income



and the child's overall attendance. In the autumn of 1999, some 62 percent of all children aged 6-9 and 7 percent of those aged 10-12 attended a leisure-time centre".

"Leisure-time centres are intended as a supplement to schooling and are supposed to help children in their development and provide them with meaningful recreation. Policy-makers have declared their intention to bring schools and leisure-time centres closer together and today most leisure-time centres collaborate with schools in the area to a greater or lesser degree".

"In 1999, some 332000 children attended leisure –time centres, three times as many as in 1990. The increase has been particularly marked in recent years. This is due to the fact that more and more six-year-olds are attending leisure-time centres and that children born in the baby boom of the late 1980s and early 1990s have now reached school age"

"Open leisure-time activities are described in the Education Act as an alternative to leisure-time centres and family daycare for children aged 10-12. Such facilities however are not very widespread. About three quarters of the country's local authorities lack open activities directed at this age group" (*Child care in Sweden*, Skolverket, p.7-8 extracted from [www.skolverket.se](http://www.skolverket.se)).

### ***Children in hospital***

Children more than one year old who do not attend school and who are receiving care in hospital or other institutions should be able to participate in educational activity equivalent to that offered by the pre-school. Those in charge of the institution are responsible for ensuring that such an opportunity is offered to the child.

### **3) Curriculum**

From the autumn 1998 onwards the pre-schools will have their own curriculum in the form of a directive. This highlights the significance of the pre-school as the first step on the path to lifelong learning. The curriculum is intended to provide guidelines for the family day care homes. The Swedish parliament (*Riksdag*) has also instructed the National Agency for Education to draw up general directives for the activities of family day care homes and open pre-schools.

The educational principles contained in the pre-school curriculum are based around the idea that welfare and education are linked. Good welfare provides a basis for development and learning, just as it entails an element of education. The significance of play in children's learning and development is also highlighted, along with children's own activities. The pre-school should provide a secure environment and be fun and educational for all children involved.

Education in the pre-school class should stimulate each child's development and learning and provide a basis for further schooling. From the autumn of 1998 onwards the pre-school class and compulsory school are to have a new, nationally applied curriculum (Lpo 94). After-school centres are to implement the curriculum as fully as possible. The curriculum should provide support for integration of the pre-school class, compulsory schooling and the after- school centre.

The pre-school class is part of the school system and the first step towards the fulfilment of the objectives of the curriculum. These objectives define what the various educational bodies should aim for and what children and young people should have achieved. This puts the objectives of the pre-school class into a longer perspective than those previously expressed in the educational programme for pre-schools.

Children receiving care in hospital or other institutions should be able to participate in educational activity equivalent to that offered by the pre-school class. Those in charge of the institution are responsible to ensure that such an opportunity is offered to the child.

The municipalities are entitled to charge reasonable fees for places in pre-schools and family day care homes. The fees must not be higher than the actual costs incurred by the municipality, nor are they to be so high that the parents forgo a place which would be of value to the child.

No charge is made for six-year-olds attending pre-school classes which do not exceed 15 hours per week or 525 hours per year.

#### **4) Staff**

“Staff in child care services in Sweden are well trained. Virtually all have some form of training for working with children? There are four staff categories – pre-school teachers, recreational instructors, daycare attendants and childminders in family daycare”.

“Pre-school teachers and recreational instructors undergo a three-year pedagogical training programme at university focusing on teaching methods, development psychology, family sociology and creative activity. Some of the courses run concurrently. As a rule, daycare attendants have upper-secondary qualifications while municipal childminders have often attended training courses organised by local authority itself”.

“Over half of all pre-school employees have university degrees in pre-school education while just over 40 percent of staff are daycare attendants. At leisure-time centres some 70 percent have degrees in recreational or leisure education or in some other kind of teacher’s training, while 20 percent are daycare attendants. About 5 percent of the staff at pre-schools and leisure-time centres are men” (*Child care in Sweden*, Skolverket, p.11-12 extracted from [www.skolverket.se](http://www.skolverket.se)).

is trained. There are no national standards on staffing, they are determined by local authorities. There is no regulation of private non-subsidised services.

#### **5) Cost**

Local authorities determine parents’ contribution to the cost of services, usually taking account of family income and number of children. Provision for 6 years old in pre-school class is free.

## 6) Data Sources

Since 1995 local authorities are required by law to meet parental request for childcare services for children aged 1-12 years. A *Childcare Survey (CCS)* is conducted every third year, last in September 1999 with a sample of 70,000 children between 1-5 years and 11,000 children 6-12 years. Data is collected by post and telephone interviews in a sub sample of the non-response. Data is collected from father and mother. Questions are put to users and non-users of childcare services, they take account of socio-cultural characteristics, type of community, special needs and disabilities of children, demographic and employment characteristics. Questions explore for users type of service (not multiple), whether public or private, preferences regarding type of service and duration (hours per day), satisfaction. Questions explore for non-users unmet demand and preferences. This survey enables monitoring of how far the legal obligation is being met, but also collects other information, for example an estimate of demand for childcare services over the coming six months: information is provided on the type of childcare currently used, and that wanted in the near future. There is some information on family background such as single or married/cohabiting parents, parent's main activity and hours worked per week, and number of pre-school children in the family and their ages. Some year information is collected on payments. In 1996 there was a question on regular, organised leisure activities for the children.

Municipal administrative registers give aggregate statistics describing services, their usage and staffing on a specific date. Statistics are provided on the number of registered children aged 0-12 in different kinds of childcare, on the institutions and on person employed.

Information on childcare is given also in the *Survey on Living Conditions*. From the annual Survey on Living Condition information is collected on types of childcare provided for 0-12 year olds. The surveys collect rich information about socio- economic and family background.

[www.skolverket.se](http://www.skolverket.se)

[www.scb.se/eng](http://www.scb.se/eng)

## UNITED KINGDOM

### 1) The system

Public services for children under 5 years are under the responsibility of the English Department of Health and the welfare section of the Northern Ireland, Scottish and Welsh Offices at national level, with local authorities responsible at local level (except in Northern Ireland). Pre-primary school is provided for children 3-4 years old, under the responsibility of the English Department for Education and Employment and the education sections of Northern Ireland, Scottish and Welsh Offices at national level, with local authorities responsible at local level (except in Northern Ireland).

### 2) Services

#### *Nursery*

Nurseries are for children under five years old to play and learn and have fun in groups while their parents work or study. Most nurseries are registered with their local authority and inspected each year. They are usually open all day for most weeks in the year. Part-time places are often available. There are different types of nursery with different ways of operating:

- private nursery: designed to cater for the children of working parents.
- local authority nursery: run by the local authority for children in the local community.
- community nursery: a non-profit nursery run for children in the local community.
- workplace nursery: some employers run childcare schemes for children of their employees.

Most nurseries provide places for between 26 and 40 children although some are smaller and other larger. Children are usually divided into much smaller groups based on their age.

Nurseries are for children aged up to five. Some nurseries have places for babies and toddlers as well as for children aged three to five. Some nurseries also are part of childcare schemes which also provide childcare for older children.

Most nurseries open about 8.30am and close at around 6pm. Some offer different hours for the children of people working shift. Most nurseries are open all year round except for public holidays. Many nurseries can offer part-time places. Often they organise these into morning and afternoon sessions.

#### *Nursery class, nursery school*

Nursery class and nursery schools provide early education and childcare for groups of young children. They offer full or half days and are staffed by teachers and assistants. Nursery classes are part of primary or independent schools. They are usually for three

and four year olds. Nursery schools are separate services which are for children under five. Some are private and some are provided by the state.

Normally children in nursery school and classes will be between three and five years old. But some nursery schools have places for younger children as well.

Nursery school and classes usually open at 9am and close at 3.30pm. Some children will be offered a part-time place. This means an afternoon or morning session of around two and a half hours. Nursery schools and classes are likely to close for school holidays of at least 13 weeks in the year. However some private nursery schools stay open during school holidays.

### ***Childminder***

Childminders look after children in the childminder's own home. They are registered with their local authority and inspected every year. Childminders can often be flexible about the hours that they work and they should provide child with lots of care, fun and learning. Childminders can make the most of local parks, playgrounds, toy libraries, drop-in groups and community centres. Often children have the chance to make good friends with the other children who go to their childminder.

Childminders can care for up to six children aged below eight, of whom no more than three must be aged less than 5, at any one time. Most childminders are registered for three children under five and three children under eight at any one time. They are limited to one or two babies at one time. The childminder's own children are taken into account and counted in this number. Childminders who work with an assistant may look after larger groups of children.

Children can go to a childminder from a few months old right through until they reach secondary school, although childminders are only registered to look after children aged below 8.

Childminders are self-employed and so they decide on their working hours. Most childminders will provide you with childcare between the hours of 8am and 6pm. Some childminders will work early mornings, evenings and weekends as well. It's possible to negotiate hours, terms and conditions with the childminder.

### ***Pre-school (Playgroup)***

Pre-school, also known as playgroups or playschools, are for young children to learn and play in small groups, often close to their homes. They are registered with their local authority and inspected every year. Some pre-schools provide free early education and are registered and inspected by OFSTED. Most pre-schools open for sessions of around two and a half hours at a time but some are open for the whole day. Pre-school staff works with the children and parents often help out.

Most pre-schools will provide places for between 10 to 20 children. There should be no more than 26 children in one room.

Children in pre-schools are usually aged between three and five but often there are places for two year olds as well.

Pre-schools usually open for session of around three hours. Children often attend for morning or afternoon sessions. Sometimes there will be two sessions a day five days a week and sometimes the pre-school just opens once or twice a week. Most pre-schools have the same term dates as local schools.

### ***Out of school service***

Out of school services are for school-age children to play and learn and have fun in groups. They are usually based in or near schools and more are being set up to help families where parents work. Out of school services can be registered with the local authority provided they are caring for children aged under 8 years of age for more than two hours a day and are inspected each year.

There are different types of out of school service:

- *breakfast clubs*: open in the morning before school so children can enjoy breakfast there.
- *after school clubs*: open in the afternoon between about 3.30pm and 6pm
- *holiday playschemes*: open during school holidays between about 8.30am and 6pm.

In England, out of school services are also sometimes called *kid's clubs*.

Most out of school services provide places for between 10 and 40 children although some are smaller and others are larger.

Most children attending out of school services are aged between 5 and 11. Some services provide places for three and four year olds to fit around nursery or pre-school education. Some services provide places geared for older children aged 10-14.

Out of school services can open before school and care for children after school until about 6pm. During the school holiday they are likely to be open between 8.30am and 6pm.

Many out of school services can offer part-time childcare.

### ***Family centres***

A family centre is a place used or attended by children of any age, and/or their parents or those with parental responsibility for them or who are looking after them. Family centres are likely to provide a range of services and facilities for children (e.g. play sessions, toy libraries, out of school activities), for adults (training opportunities, advice or therapy sessions) and for the whole family (e.g. group work with a professionally qualified person). The majority of local authorities make some provision for care for the under fives in family centres. When the parents are present this would not generally be classified as day care. However, provision in family centres does include care services

used by the under fives and their parents and many account for some of the levelling off of local authority day nursery provision. The pattern of attendance varies considerably at family centres. Since 1992, the Day care Facilities Survey has collected information about the number of family centres operated by local authorities.

### ***Special schools***

Special schools, both day and boarding, provide education for children with special education needs who cannot be educated satisfactorily in an ordinary school.

Maintained special schools are run by local education authorities; these pay all the expenses of maintenance. Non-maintained special schools are run by voluntary bodies; they may receive some grant from the Department for capital work and for equipment, but their current expenditure is met primarily from the fees charged to the local education authorities for pupils placed in the schools.

### ***General hospital schools***

General hospital schools provide education for children who are spending a period in hospital. In previous years some of these children remained on the registers of their usual school and were, therefore, counted twice. Since 1991 only those children who were taken off the register of their usual schools whilst in the hospital have been recorded, thus avoiding double counting.

In addition to special schools, provision is also made for pupils with special educational needs to attend special classes in maintained nursery, primary, middle and secondary schools.

Special schools also provide for Dually Registered pupils. These are pupils whose lesson time, during the week, is split between a mainstream primary or secondary school and a special school. The pupils will be counted with the figures for primary or secondary schools and shown separately on the tables for special schools.

Some independent schools provide education wholly or mainly for pupils with special education needs. These schools are not included with special schools in the tables but are included with independent schools.

### ***Non-maintained schools***

Non-maintained schools are run by voluntary bodies; they may receive some grant from the Department for capital work and for equipment, but their current expenditure is met primarily from the fees charged to the local education authorities for pupils placed in the schools.

## **3) Curriculum**

Publicly funded services in the welfare system are targeted for children in need. Pre-primary school is for all children, when places are available; the aim is education and development.

#### **4) Staff**

In maintained nursery schools staffing levels of 2 adults to 20 children are required with one of the adults being a qualified teacher and the other a qualified nursery assistant (persons who hold the certificate of the National Nursery Examination Board (NNEB) or some equivalent qualification, or have completed a similar course, or persons employed exceptionally). The corresponding staffing levels for maintained nursery classes are 2 adults to 26 children. In private nursery schools, staffing levels of 2 adults to 20 children are expected if the head is engaged in teaching or 2 adults to 26 children where the head is excluded. In either case one must be a qualified teacher and the other a qualified nursery assistant.

Many families need more childcare. It's possible to employ a childminder or nanny to help out or find an out of school group that fits around nursery school/class hour. Some nurseries do provide full time places for older children.

#### **5) Cost**

Nursery charges vary in different areas. If the childcare provider provides early years education and is part of a local Early Years Development and Childcare Plan, they will receive a grant enabling them to give the child a free-time place for the three terms before the child becomes of compulsory school age. The childcare provider or Children's information Service should be able to give more information about fees and charges which may be charged for childcare outside of this free place.

Some nursery classes and nursery schools are part of the state education system and are organisations and they charge fees. The fees vary enormously depending on whether the service is in the private or voluntary sector. Many private and voluntary sector providers offer free part-time early education places for eligible four year olds, and now some three year olds also benefit from these services, which are, in that case, funded by the Government.

Pre-schools are not free, but many also provide free part-time early education for four year olds, and now some three year olds, funded by the Government.

*Out of school services are not free.*

#### **6) Data sources**

The Department for Education and Skills (DfES) in England, and the Education Departments in Wales, Scotland and Northern Ireland, and the Northern Ireland Department of Health, Social Services and Public Safety, are responsible for information on childcare. The four countries have different policies and systems of childcare, carry out different surveys, at different times, collecting different kinds of information. Therefore, there is a strong case for these countries being separately identified in any results.

However, all four countries do collect statistics on the number of children in childcare, variously covering facilities such as day nurseries, childminders and playgroups, out-of-school clubs and holiday playschemes.



### ***Statistics on childcare***

Northern Ireland does not carry out a survey specifically into childcare – however, information is available from the Northern Ireland Continuous Household Survey, and published in “Key Indicators of Personal Social Services for Northern Ireland 2000”. In 1998/99, this showed that there were 205.3 available day care places per 1,000 less than 5 years old children.

In England, an annual survey is carried out, showing the number of childcare establishments, the number of children attending day care and the number of sessions attended, including play groups and out-of-school placements for children under 8. A report entitled “Children’s day care facilities at 31 March” is published annually. The results of the latest survey, including background information on the survey, are available on-line at:

<http://www.dfee.gov.uk/statistics/DB/SBU/b0201/sb08-2000.pdf>

In Wales, a similar survey is carried out, into the number of day care facilities and the number of available day care places. Summary results are available at:

[http://www.wales.gov.uk/keypubstatisticsforwales/content/publication/compendia/2000/digest/chap\\_two/dws2\\_5.pdf](http://www.wales.gov.uk/keypubstatisticsforwales/content/publication/compendia/2000/digest/chap_two/dws2_5.pdf)

In Scotland, a combined census of pre-school and day care centres has been introduced, merging previous separate censuses of pre-school education and day care and covering all types of provision.

The combined census ran for the first time in January 2001.

### ***Statistics on young children in schools***

England, Scotland, Wales and Northern Ireland each carry out a Census of the number of young people enrolled in their schools, with 63 per cent of three and four years in England enrolled in public and private sector schools in January 2000.

Aggregate data from these censuses, on pupils enrolled in schools in the United Kingdom in 1999/2000, are available from a publication, “Education and Training Statistics for the United Kingdom”. Or data are available for England, Wales, Scotland and Northern Ireland separately; for more information contact

<http://www.dfee.gov.uk/statistics/DB/VOL/v0211/index.html>

### ***Statistics on demand***

There is a periodic “Survey of Parents of 3 and 4 year Old Children and their Use of Early Years Services” in England. This is a nationally representative sample survey of over 4,000 parents, investigating participation rates in nursery education and childcare among 3 and 4 year olds in England, and issues around parents’ preferences and evaluation of early years provision. A copy of this research is available on-line.

[http://www.dfee.gov.uk/research/re\\_paper/RR247.PDF](http://www.dfee.gov.uk/research/re_paper/RR247.PDF)

In Scotland, a one-off “Survey of Parents’ Demand for Childcare in Scotland” was carried out in 1999. The survey sought to establish the types and quantities of childcare used by parents; identify the financial costs of childcare; provide information as to the reasons why parents use different forms of childcare and the factors which govern their choice; establish the types and quantities of childcare required by parents in an ideal world.

The survey was similar to one carried out in England and Wales and the results include a comparison between Scotland and England and Wales. A summary report can be found at:

<http://www.scotland.gov.uk/library3/social/in64-00.asp>

#### *Quality of the surveys*

##### *The GHS*

The GHS (General Household Survey) is a continuous survey based each year on a two-stage sample of the general population resident in private households in Great Britain. The interviews for the 1998 survey were carried out from April 1998 to March 1999, on 15853 people aged 16 and over in 8636 households. The middle response rate was 72.3%.

##### *The Survey of Parents of 3 and 4 year Old Children and their Use of Early Years Services in England*

The sample is designed to be representative of children in England aged 3-4 during school terms. The sample is drawn from the records of recipients of Child Benefit (close to 100% of the target group of children. The sample is selected via a three-stage process. The parents were interviewed. The response rate was 73.3% in 2000 survey.

##### *Parent’s demand for childcare in Scotland*

The survey involved a random sample of parents of children under 15 years. It has two parts: part 1 involved 1336 respondents. Part two focused on a sub sample of 516 part 1 respondents. A response rate of 60% was achieved.

## **Annex 2**

### **Child care provision comparative frames**

Legend: Y = yes; N = no; NA = not available; X = accepted

## AUSTRIA

Service	Age	Where	Specific needs	Staff	Staffing standard	Hours	Opening	Cost
<b>KRIPPEN</b>	0-36 months	Centre-based	N	Trained	No national standards, determined by each <i>Bundesland</i>	Full day	All year basis	Variable between public and private and partly taking account of family income.
<b>KINDERGARTEN</b>						Full day	At least 10 months	
<b>- Ganztagskindergarten</b>	3-6yrs					2 session day		
<b>- Halbtagskindergarten</b>		7am-12am						
<b>ELTERNINITIATIVEN/SELBSTORGANISIERTE KINDERGRUPPEN</b>	1-6yrs	Usually centre-based		Established by parents		10-40 hours per week	All year basis	
<b>HORT</b>	School- aged	Separate from school		Trained		11am-18pm	Term time	
<b>TAGESHEIMSCULE</b>	School-aged	Usually centre-based	No specific training	Between break session and after school				
<b>SONDERKINDERGARTEN, SONDERHORT</b>	All children		For heavily handicapped	Trained				
<b>INTEGRATIONS KINDERGARTEN AND INTEGRATIONSHORT</b>			For lightly handicapped	Trained				
<b>ALTERSGEMISCHTE KINDERBETREUUNGSEI NRICHTUNGEN</b>			N	No specific training				
<b>TAGESMUTTER</b>	Mostly for under 4yrs	Own or child's home			Flexible	Flexible		

### BELGIUM- FLEMISH COMMUNITY

Service	Age	Where	Spec. needs	Staff	Staffing standard	Hours	Opening	Cost
<b>SUBSIDISED CRÈCHES</b>	Day care: 0-3 years Out of school care: 3-6 years	Centre based	(1)	Trained	Y	Full-time, part-time, out of school is also possible in some crèches	Term time	Parents fee depending on income
<b>PRIVATE CRÈCHES (under supervision)</b>	Day care: 0-3 years Out of school care: 3-12 years	Centre based		Diverse		Full-time, part-time, out of school		Not regulated
<b>SUBSIDISED CHILDMINDERS</b>	Day care: 0-3 years Out of school care: 3-12 years	Home based		Limited in service training		Full-time, part-time, out of school	Parents fee depending on income	
<b>PRIVATE CHILDMINDERS (under supervision)</b>	Day care: 0-3 years Out of school care: 3-12 years	Home based		Not trained		Full-time, part-time, out of school	All year	Not regulated
<b>OUT OF SCHOOL CARE</b>	2.5-12 years	Centre based		Limited training		Out of school time	All year	Small contribution

(1) In some provision children with specific needs are accepted and *Kind en Gezin* provides extra funding.

**BELGIUM - FRENCH COMMUNITY**

Service	Age	Where	Specific Needs	Staff	Staffing standard	Hours	Opening	Cost
<b>CRÉCHE</b>	0-3yrs	Centre-based	Cf. Agreements with services, limited	Trained	Y	10 hours day	220 days per year	Income-related
<b>PREGARDIENNAT</b>	18-36mts							
<b>MAISON COMMUNALE D'ACCUEIL D'ENFANCE</b>	0-6yrs	Childminder's Home		"With experience in child care"	Y	Variable	Variable	Variable
<b>GARDIENNES ENCADREES</b>		Centre-based						
<b>MAISON D'ENFANTS</b>		Childminder's Home						
<b>GARDIENNE INDEPENDANTE</b>	0-12yrs	Home -based						
<b>ACCUEIL DES ENFANTS MALADES A DOMICILE</b>	0-3yrs	Cf. Agreements with services, limited	Cf. Agreements with services, limited			> 10 h		Income related in subsidised services
<b>ACCUEIL FLEXIBLE*</b>	2,5-12yrs							
<b>ACCUEIL D'URGENCE*</b>	0-3yrs							
<b>ACCUEIL EXTRASCOLAIRE</b>	2,5-12yrs	Schools, non profit/for profit associations		Variable, from no training to high level training	Variable (including no standard)	Variable from 7am to 18 pm	Week days and days off	Variable
<b>CENTRE DE VACANCES</b>	6-12yrs	Centre-based	Cf. Agreements with services, limited		Variable (including no standard)	24/24	Holidays	Variable

\* Are organised in existing services

**DENMARK**

Service	Age	Where	Specific Needs	Staff	Staffing standard	Hours	Opening	Cost
<b>CRECHE</b>	6 mts-2 yrs	Centre-based	N	Trained	No national standards	Sometimes in the night	All year basis	Not free
<b>KINDERGARTEN</b>	3-5 years					Full-time		
<b>AGE INTEGRATED FACILITY</b>	6 mts-6 (9-10) yrs					Outside school hours	Term time?	
<b>AFTER SCHOOL CENTRE</b>	School –ages					Most of the day	All year basis	
<b>MUNICIPAL CHILDMINDER</b>	0-2yrs	Home-based		Not trained		Full day		
<b>OPEN EDUCATIONAL FACILITY</b>	Below school age	Centre-based	Handicapped	Trained				
<b>PLAY CENTRE</b>	All ages							
<b>SPECIAL DAY CARE FACILITY</b>								
<b>PRE-SCHOOL EDUCATION</b>	5-6 yrs					3-4 hours per day	Term-time	Free
<b>SCHOOL LEISURE TIME FACILITIES</b>	School ages	School-based	N			Outside school hours		Not free

## FINLAND

Service	Age	Where	Specific Needs	Staff	Staffing standard	Hours	Opening	Cost
<b>MUNICIPAL DAY CARE:</b>	0-6yrs		x	Trained	Y		Flexible	Depending on family income and number of children
<b>Family day care</b>	Mostly smallest	Home-based	x			Part-time or full-time		
<b>Group family day care</b>			x			Full-time		
<b>Open day-care centre</b>	All age	Centre-based	x		N	Part-time		
<b>Play activity</b>			x			Night or weekend		
<b>Shift care</b>	All age		x					
<b>PRIVATE DAY CARE</b>			x		Y	21 hours per week		The private producer can define the fees
<b>PRE-SCHOOL EDUCATION</b>	5-6yrs		x				Term time	Depending on family income and number of children



## FRANCE

Service	Age	Where	Specific Needs	Staff	Staffing standard	Hours	Opening	Cost
<b>CRECHE COLLECTIVE:</b>	0-36 months		No specific information					
Crèches traditionnelles		Centre or home-based		Trained	Yes	Full time	All-year basis	Income and child-related
Mini- crèches		Centre-based				Full or part-time		
Crèche parentale								
<b>CRECHE FAMILIALE</b>		Home-based		Trained or not				Not free
<b>HALTE GARDERIE</b>	0-6yrs					Variable	Variable	
<b>JARDIN D'ENFANTS</b>	2-6yrs	Centre-based		Trained		Full-time	All-year basis	
<b>ECOLE MATERNELLE</b>						8:30am-4:30pm	Term-time	Free
<b>GARDERIE PERISCOLAIRE</b>							Outside school hours	Not school holidays
<b>CENTRE DE LOISIRS SANS HEBERGEMENT (CLSH)</b>	School aged	Centre-based		Trained			Also during school holidays	Income and child-related
<b>LIEU-PASSERELLE</b>	2-3yrs							

**GERMANY**

Service	Age	Where	Specific Needs	Staff	Staffing standard	Hours	Opening	Cost
<b>KRIPPEN</b>	0-36 months	Centre-based	X	Trained	No national staffing standards, determined by each lander	7am to 4.30pm	No short period in summer	According family income and numbers of children
<b>KINDERGARTEN</b>	3-6yrs		X			Variable	Usually term-time	
<b>GANZTAGSKINDERGARTEN</b>	3-6yrs		X			7-8am to 5-6pm		
<b>ELTERNINITIATIVE</b>	0-6 yrs	Parent managed	X			Variable	Variable	
<b>HORT</b>	School-aged	Centre-based	X			Outside school hours	Usually term-time	
<b>KENDREHOUS, FAMILIEGRUPPEN</b>	0-6yrs (0-14)		X			NA	NA	
<b>TAGESMUTTER, PLEGENESTER</b>	Under school-aged	Home-based	X	Non-specific training required	Flexible	Flexible		

**GREECE**

<b>Service</b>	<b>Age</b>	<b>Where</b>	<b>Specific Needs</b>	<b>Staff</b>	<b>Staffing standard</b>	<b>Hours</b>	<b>Opening</b>	<b>Cost</b>
<b>NURSERY</b>	0-2,5yrs	Centre-based	x	Trained	Y	Full time	All-year basis	Free or partly funded
<b>KINDERGARTEN</b>	2,5-4,5yrs		x			4 hours morning	Term-time	
<b>PRESCHOOL CLUB</b>	4,5-6,5yrs		x			Variable	Variable	
<b>DAY CARE CENTRE</b>			x			Flexible	Flexible	
<b>FAMILY DAY CARER</b>	All age	Home based	x	Not trained	N	Flexible	Flexible	

## IRELAND

Service	Age	Where	Specific Needs	Staff	Staffing standard	Hours	Opening	Cost
<b>NURSERY:</b>								
- Social services nursery (public)	3-60 months	Centre-based or workplace	Not available	Trained	Y	Full day	All year basis	Parents contribution
- Nursery (private)	0-6yrs	Home place		Not trained		NA	NA	Grants available
<b>CHILDMINDER</b>	3 months and over							
<b>PLAYGROUP:</b>								
- community playgroup	3-6yrs	Home place	Trained		3-4 hours per 2 week	2-5 days per week during term time	Grants available	
- private playgroup		Community hall and school	NA		Variable	4-5 session per week		
<b>PRE-SCHOOL CENTRE</b>	2-6yrs	Centre-based	33 disadvantaged areas	Trained		2,5 hours in morning or afternoon	During term time	Free
<b>EARLY PRIMARY EDUCATION</b>			4 5					
<b>OUTSIDE-SCHOOL CARE</b>	School-aged	Nurseries or community playgroups	Not available	NA	No national standards	Outside school hours		

## ITALY

Service	Age	Where	Specific Needs	Staff	Staffing standard Staff/children	Hours	Opening	Cost	
<b>ASILO NIDO (local authority)</b>	3months-3yrs	Centre based	x	Trained	Y	Full time or Part time	Generally term-time	Depending on income	
<b>ASILO NIDO (private recognised)</b>			x	Generally trained		Generally Ft	Closed in August	Not Free	
<b>SCUOLA DELL'INFANZIA (state)</b>	3-6yrs	Centre-based	x	Trained	Y	Full time or Part time	Term-time	Free	
<b>SCUOLA DELL'INFANZIA (local authority)</b>			x	Generally trained		Generally Ft	Generally term-time	Not free	
<b>SCUOLA DELL'INFANZIA (private)</b>			x						
<b>CENTRI PER I BAMBINI E GENITORI</b>		Generally centre-based	x	N.A.	N.A.	5 hours day	N.A.	Generally not free	
<b>SPAZI BAMBINI</b>	12-36 months		x			N.A.		Not free	
<b>EDUCATORE FAMILIARE</b>	Under 3yrs	Home-based	x	Trained		N.A.	Afternoon	Generally term-time	Partially subsidised LA
<b>CENTRI DIURNI</b>	School-aged	Generally centre-based	x	N.A.		10-12 hours day	Holiday	Not free	
<b>CENTRI ESTIVI</b>	Over 6yrs		x				1-3 week per child	Partially subsidised LA	
<b>SOGGIORNI ESTIVI</b>	School-aged		x						
<b>CAMPI GIOCO E CENTRI RICREATIVI</b>	All ages	Generally centre-based				Part time or Full time	All year basis	Not free	

## LUXEMBOURG

Service	Age	Where	Specific Needs	Staff	Staffing standard	Hours	Opening	Cost
<b>CRECHE</b>	0-36ms	Centre-based		Trained	No national standards	Full-time	All-year basis	According to family income
<b>JARDIN D'ENFANTS</b>	2-3yrs					Part time and full time		
<b>CENTRE D'ENFANTS</b>	4-12yrs					Full-time		
<b>GARDERIE</b>	2-10yrs				Few hours die	8am to 4pm	Term-time	Free
<b>ENSEIGNEMENT PERISCOLAIRE</b>	3-4yrs							
<b>FOYER DE JOUR PORTE OUVERTE</b>	6-12yrs					Outside school hours	School holidays	
<b>TAGESMUTTER (1)</b>	0-3yrs	Home-based				Full day basis	All-year basis	
<b>TAGESMUTTER (2)</b>	3 and over					Outside school hours		

## NETHERLANDS

Service	Age	Where	Specific Needs	Staff	Staffing standard	Hours	Opening	Cost
<b>FORMAL CHILDCARE:</b>								
<b>Day-care centre</b>	6 weeks–4yrs	Centre-based	No specific information	Trained	Y	Part (5h) and full (8h) time	Generally 51 weeks per year	Income-related
<b>Family day-care</b>	All ages	Home-based			Recommended standards	Full time	All-year basis	Not free
<b>Out-of-school care centre</b>	4-12yrs	Centre-based				Before and after school hours	Also during school holidays	Income-related
<b>Pre-school play- group centre</b>	2-3yrs							
<b>INFORMAL CHILDCARE</b>	All ages	Home-bases		(Family's social network)	N	Full time	All-year basis	Free or not free

**PORTUGAL**

<b>Service</b>	<b>Age</b>	<b>Where</b>	<b>Specific Needs</b>	<b>Staff</b>	<b>Staffing standard</b>	<b>Hours</b>	<b>Opening</b>	<b>Cost</b>
<b>AMA</b>	3months-3yrs	Home-bases	X	Trained	Y	Full-time	All-year basis	Not free
<b>CRECHE</b>	3 months-3yrs	Centre-based			Depending on the age of the child	4-11 hours die	5 days a week all year basis	
<b>MINI CRECHE</b>								
<b>CRECHE FAMILIAR</b>	0-3yrs	Home based				Full-time	All-year basis	
<b>JARDIM DE INFANCIA:</b>	3-5yrs	Centre-based					Term time	Free
<b>SOCIO-EDUCATIONAL ACTIVITY</b>	3-5yrs and school aged				Depending on the age of the child	Variable according to family needs	Variable	Not free if private
<b>COMMUNITY AND CULTURAL ACTIVITIES</b>	5yrs							
<b>ITINERANT CHILD EDUCATION</b>	3-5yrs							



**SPAIN**

Service	Age	Where	Specific Needs	Staff	Staffing standard	Hours	Opening	Cost
<b>EDUCACION INFANTIL:</b>								
<b>Escuela infantil 0-3</b>	0-3yrs	Centre-based	No specific information	Trained	Yes	Generally full-time	Generally all-year-basis	Income-related
<b>Escuela infantil 3-6</b>	3-6yrs					Generally school hours	Generally term-time	Free
<b>GUARDERIAS INFANTILES LABORALES</b>	0-3yrs 0-6yrs					Full-time	All-year basis	Not free
<b>LUDOTECAS</b>	All ages				NA			

**SWEDEN**

Service	Age	Where	Specific Needs	Staff	Staffing standard	Hours	Opening	Cost
<b>PRE-SCHOOL SERVICE:</b>								
- municipal	1-5yrs	Centre-based	x	Trained	No national standards, usually determined by local authority	Most of the day	All year based	Not free
- private		Home based	x	Trained or not				
- open pre-school	0-5yrs	Centre based	x	Trained		Part of the day	Free	
- family day care (childminder)		Home-based	x	Trained or not		Flexible	Flexible	Not free
<b>PRE-SCHOOL CLASS</b>	6yrs	Centre-based	x	Trained		15 hours per week	At least 525 hours per year	Free
<b>PRE-SCHOOL SERVICE:</b>								
- municipal	6-12yrs	Centre-based	x	Trained		Part of the day	Term time	Not free
- private		Home based	x	Trained or not				
<b>CHILDREN IN HOSPITAL</b>	1yr and over	Hospital	x	trained				

## UNITED KINGDOM

Service	Age	Where	Specific Needs	Staff	Staffing standard	Hours	Opening	Cost
<b>NURSERY:</b>								
- Local authority day nursery	Under 5yrs	Centre based	X	Some training	Y	Full time or Part time (8:30am-6pm)	All year or most weeks (except pub. holidays)	Free places for 4 y.o's and for 50% 3 y.o's Not free if private, free if public
- Community nursery			X					
- Workplace nursery		Workplace	X					
- Private nursery		X						
- Nursery class	3-5yrs	Centre based	X			Full time or Part time (9am-3:30pm)	39 weeks in the year	
- Nursery school			X					
<b>CHILDMINDER</b>	Under 8	Childminder's Home		Some training		Flexible	Flexible	Not free
<b>PLAYGROUP</b>	2-5yrs	Centre based	X	Some training		<4 h. per day morning or afternoon	5 day per week	Free for some children and some playgroups
<b>OUT OF SCHOOL:</b>								
- Breakfast club	3-11yrs (11-14yrs)	In school or in centre near school	X	No formal training required	Y	Before school	Term time or all year	Some free
- After school club			X		Y	3:30pm-6pm		
- Holiday play schemes			X		Y	8:30a.m-6pm	During holiday	
<b>FAMILY CENTRES</b>	Mainly under 5yrs	Centre-based	X	Some training	Y		All year or most weeks (except pub. holidays)	Free
<b>SPECIAL SCHOOL</b>	3-18yrs	Centre-based	Exclusively	Trained	Y	9am – 3.30pm	39 weeks in the year	Not free if private, free if public
<b>GENERAL HOSPITAL S.</b>	Children in hospital	Hospital-based	X	Trained	Y	Flexible	Flexible	Free

## **Annex 3**

### **Data availability and quality comparative frames**

## AUSTRIA

### 1. Sources

#### 1.1 Data source

Collected annually since 1972, published in “*Krippen, Kindergärten und Horte*” by Statistik Austria; time series back to 1923

#### 1.2 Competent authority

Ministry of Family Affairs and the Department of Youth and Family Welfare (for under 6 year olds)

#### 1.3 Disseminating authority

Statistik Austria

#### 1.4 National Publication

“*Krippen, Kindergärten und Horte*”

#### 1.5 Websites

[www.statistik.at](http://www.statistik.at)

### 2. Indicators to assess the availability and quality of data on child care

#### 2.1 Statistics on provision

- data collection method: census
- age breakdown: single years, reference date 31 August and 31 December, alternatively
- reference time period: 15<sup>th</sup> October
- periodicity: annual
- accessibility and clarity of information:
 

data on line in English:	Y
data on line in the original language:	Y
data published sent easily:	Y
comparability over time:	Y
- aspects covered:
- type of care:
 

publicly funded	Y
private	Y

places	Y
cost	Y
- pupils:	
absolute number	Y
enrolment ratios	N
hours	Y
- staff:	
number	Y
staff/children ratio	N
training	Y
full time/part time	N
turn over	N
feminisation	Y
- waiting list:	N

## 2.2 Statistics on users

### 2.2.1. Survey

Survey (1995): *Housekeeping, care of children, institutional care of children, a module of the Austrian Microcensus.*

[Title of publication: *Soziale Fragen, Statistische Nachrichten* 3/97 (*Kinderbetreuung*) and 2/98 (*Soziale Aspekte der Kinderbetreuung*)].

- data collection method: two-stage-stratified-random-rotating sample (since March 1994); one- stage-stratified-random sample (from 1974 to 1993)
- dimension: 1405800 children included in 28500 dwellings
- coverage: national
- Non response rate 14%
- treatment of errors: weighting
- period: September 1995
- ages covered: 0-14, 2-3-4-5, 3-5, 6, 7-9,10-14
- topics covered:
 

formal care arrangements	Y
informal care arrangements	N
care at difficult times	N
needs	N
satisfaction	N
reason for use	Y

financial arrangements	N
preferences	Y
cost	Y
advantages and disadvantages	N
problems encountered by families	N
distance from home	N
time spent by parents making enquiries about child care	N
socio-demographic and economic characteristics of parents	N

## **BELGIUM – Flemish Community**

### **1. Sources**

#### **1.1 Data source**

Administrative records: some information is kept up-to-date permanently, other information is collected four times a year by *Kind en Gezin*. Published in an annual report of *Kind en Gezin*, in an annual report on child care in Flanders and in an annual statistical report.

Every two years a survey - by *Kind en Gezin* – concerning the use of care for children under 3.

#### **1.2 Competent authority**

Ministry of the Flemish Community (department of education and department of welfare), the Minister of Education, the Minister of Welfare, *Kind en Gezin*, a Flemish public organisation, and Centre for Population and Family Study (CBGS)

#### **1.3 Disseminating authority**

Department of Education

*Kind en Gezin*, Hallepoortlaan 27, 1060 - Brussel

#### **1.4 National Publication**

“*Vlaamse Onderwijsindicatoren in international perspectief*” [Flemish educational indicators in an international perspective], Department of Education

*Jaarverslag Kind en Gezin* (published by *Kind en Gezin*)- (bookversion and on the website)

*Jaarverslag Kinderopvang* (published by *Kind en Gezin*) (bookversion and on the website) – first publication September 2001

*Statistisch Jaarverslag* (published by *Kind en Gezin*) (bookversion and on the website)

*Het kind in Vlaanderen* (published by *Kind en Gezin*) (bookversion and on the website)

The Child in Flanders (published by *Kind en Gezin*) – (only on the website)

#### **1.5 Websites**

[www.Kindengezin.be](http://www.Kindengezin.be)



## **2. Indicators to assess the availability and quality of data on child care**

### **2.1 Statistics on provision**

- data collection method: universal
- age breakdown: children under 3 and school-age children
- reference time period: per year
- periodicity: annual report
- accessibility and clarity of information:
  - data on line in English N
  - data on line in the original language Y
  - data published sent easily Y
  - comparability over time Y (limited)
  - aspects covered
- type of care:
  - publicly founded Y
  - private Y
  - places Y
  - cost
- pupils:
  - absolute number Y
  - enrolment ratios N
  - hours N
- staff:
  - number N<sup>1</sup>
  - staff/children ratios N<sup>2</sup>
  - salaries N<sup>3</sup>
  - training N<sup>4</sup>
  - hours N<sup>5</sup>
- waiting list: N

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<sup>1</sup> is till now only available by consulting the individual records of the provision

<sup>2</sup> see note 1

<sup>3</sup> id

<sup>4</sup> id

<sup>5</sup> di

## 2.2 Statistics on users

### 2.2.1 Survey

*Survey with a large sample of children under three – every year from 1987 till 1991. From then every two years. [Title of publication: *Enquête inzake het gebruik van kinderopvang voor kinderen jonger dan 3 jaar. Najaar 19.. (year), “Kind en Gezin”*]*

In 1999 this survey was replaced by a larger study.

[Title of publication: Vanpée K., Sannen L., Hedebouw G., “Child care in Flanders. Use, choice of child care type and evaluation by parents”, (research commissioned by *Kind en Gezin*), Katholieke Universiteit Leuven]

This survey will be carried out again in 2001.

### Surveys 1987- 1997 and 2001

- data collection method
- sample
- dimension: random sample of about 4000 families with children between 3 months and 3 years
- coverage: Flanders
- response rate: + 90%
- treatment of errors: N
- period: 1987,88,89,90,91 93,95,97
- age breakdown: 3m-1 year; 1year-1y6m; 1y6m-2y; 2y-2y6m; 2y6m-3 years
- topics covered: use of care; care arrangement; care at difficult moments; cost for parents.

### Research in 1999 (*Child Care in Flanders*):

- data collection method:
- sample:
  - dimension: random sample of 2000 families with children between 3 months and 12 years (1000 3m-2,5y and 750 2,5-6 and 250 6-12)
  - In total 3057 families invited to take part.
- coverage: national
- response rate: 65,1
- treatment of errors: weighting
- period: 1999
- age breakdown: 0-2,5 years old, 2,5-6; 6-12.
- topics covered:
  - formal care arrangements

Y

informal care arrangement	Y
care at difficult time	Y
needs	Y
satisfaction	Y
reason for use	Y
financial arrangements	Y
preferences	Y
cost	Y
advantages and disadvantages	Y
problems encountered by families	Y
distance from home	Y
time when parents make enquiry about child care	Y
socio-demographic and economic characteristics of parents	Y

## **BELGIUM – French Community**

### **1. Sources**

#### **1.1 Data source**

Descriptive data on supply collected once a year by the *Office de la Naissance et de l'Enfance* and published in an annual report.

#### **1.2 Competent authority**

Ministry of the French Speaking Community

Minister of Childhood

*Office de la Naissance et de l'Enfance* (ONE), a public organisation competent for maternal and child health

#### **1.3 Disseminating authority**

ONE

*Observatoire de l'enfant en région de Bruxelles-Capitale* (from the end of May)

*Observatoire de l'enfance, de la jeunesse et de l'aide à la Jeunesse de la Communauté française*

#### **1.4 National Publication**

Annual reports from ONE

#### **1.5 Websites**

[www.one.be](http://www.one.be)

[www.grandirabruzelles.be](http://www.grandirabruzelles.be) (on construction)

[www.cfwb.be](http://www.cfwb.be)

### **2. Indicators to assess the availability and quality of data on child care**

#### **2.1 Statistics on provision**

- data collection method: administrative, ONE

- age breakdown: 0-3, 3-6, 6-12

- reference time period: 31<sup>st</sup> December

- periodicity: annual

- accessibility and clarity of information:

data on line in English	N
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data on line in the original language	Y
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data published sent easily	Y
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comparability over time:	Y
- aspects covered	
- type of care:	
publicly funded	Y
private	Y
places	Y
cost	N
- pupils:	
absolute number	N
enrolment ratios	N
hours	N
- staff:	
number	N
staff/children ratios	N
training	N
full time/part time	N
turn over	N
feminisation	N
- waiting list	N

## 2.2 Statistics on users

### 2.2.1 Survey

Vincent LORANT: *Les utilisateurs d'accueil pour enfants de 0 à 3 ans: comparaison des milieux subventionnés et non subventionnés par l'ONE à Bruxelles*. Bruxelles, Report from the *Observatoire de l'enfant* n° 16/99, 1999, 11 p.

- data collection method: postal questionnaire
- sample: stratified cluster sampling of users of funded and not-funded child day care centres
- dimension: 540
- coverage: Brussels Region only
- response rate: 31%
- treatment of errors: N
- period: 1999
- age breakdown: 0-3 years
- topics covered:
 

formal care arrangements	Y
informal care arrangements	Y

care at difficult times	N
needs	N
satisfaction	Y
reason for use	N
financial arrangements	Y
preferences	Y
cost	Y
advantages and disadvantages	N
problems encountered by families	N
distance from home	N
time spent by parents making enquiries about child care	Y
socio-demographic and economic characteristics of parents	Y

## DENMARK

### 1. Sources

#### 1.1 Data source

Forms and edp-report

#### 1.2 Competent authority

Ministry of Social Affairs  
Ministry of Education

#### 1.3 Disseminating authority

Statistics Denmark:  
Statistics on Welfare Institutions and Service<sup>6</sup>

#### 1.4 National Publications

The *Folkeskole* in figures 1997/98. Ministry of Education, 1999  
Waiting list studies carried out by the National Association of Local Authorities in Denmark  
*Den sociale ressourceopgørelse* april 1999, Statistiske Efterretninger 2000:12<sup>7</sup>  
Statistical Yearbook 2000, Statistics Denmark  
Law model (Ministry of Economic Affairs)

#### 1.5 Websites

<http://www.oecd.org//els/education/ecec/docs.htm>  
<http://www.dst.dk>  
<http://www.oem.dk/eng/index.html> (concerning Law model)  
<http://www.statistikbanken.dk>

### 2. Indicators to assess the availability and quality of data on child care

#### 2.1 Statistics on provision

- data collection method: forms universal; edp-reports 85% of all children under 6 years.
- age breakdown: single years from 0 to 9
- reference time period: March-April (Statistics on Welfare Institutions and Services)
- periodicity: years-based statistics
- accessibility and clarity of information:

<sup>6</sup> in the text from the OECD, this activity is called: Social Resource Statistics

<sup>7</sup> only available in Danish

data on line in English	Y (partially)
data on line in the original language	Y
data published sent easily	Y <sup>8</sup>
comparability over time	Y
- aspects covered	
- type of care:	
publicly funded	Y
private recognised	Y
other private	Y
places	Y <sup>9</sup>
cost	Y
- pupils:	
absolute number	Y
enrolment ratios	Y
hours	Y
- staff:	
number	Y
staff/children ratios	Y
training	Y
full time/part time	Y
turn over	N
feminisation	N <sup>10</sup>
- waiting list	Y

## 2.2 Statistics on users

Not available

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<sup>8</sup> all data are stored electronically, users pay according to time use etc. when made as service activity

<sup>9</sup> only until 2000, dropped by 2001, instead only referring to the number of enrolled children

<sup>10</sup> It will appear soon, probably by the year 2002, indeed we have some information from the trade unions, table 138, National Federation of Early Childhood Teachers and Youth Educators (organises educated staff) and The National Union of Nursery Schools and Day Care Assistants (organises uneducated staff). The level of organisation membership is very high.



## FINLAND

### 1. Sources

#### 1.1 Data source

Collected yearly from the municipalities as municipally based aggregated data. The data are published annually.

#### 1.2 Competent authority

Ministry of Social Affairs and Health

#### 1.3 Disseminating authority

National Research and Development Centre for Welfare and Health (STAKES)

#### 1.4 National Publications

Facts about Finnish Social Welfare and Health Care  
Statistical Yearbook on Social Welfare and Health Care

#### 1.5 Websites

<http://www.stakes.fi>

<http://www.stm.fi/english/pao/publicat/welfare/welfare.htm>

<http://www.stm.fi/suomi/julkaisu/julk01fr.htm>

<http://www.stat.fi>

<http://www.tilastokeskus.fi/tk/hehe/koulutus Suomessa.pdf>

<http://www.edu.fi/info/system/suomi/esi/esiope.html>

### 2. Indicators to assess the availability and quality of data on child care

#### 2.1 Statistics on provision

- data collection method: universal

- age breakdown: one-year age group

- reference time period

- periodicity: years-based statistics

- accessibility and clarity of information:

data on line in English

N

data on line in the original language

Y

data published sent easily

Y

comparability over time

Y

- aspect covered:

- type of care:	
publicly funded	Y
private	Y
places	Y
cost	Y
- pupils:	
absolute number	Y
enrolment ratios	Y
hours	Y
- staff:	
number	Y
staff/children	Y
training	Y
full time/part time	Y
turn over	N
feminisation	Y
- waiting list	N

## **2.2 Statistics on users**

Not available

## FRANCE

### 1. Sources

#### 1.1 Data source

#### 1.2 Competent authority

Ministry of Social Affairs, Health and Towns (national level)

Local Authorities (local level)

*Caisse Nationale d'Allocations Familiales (CNAFs)*

Ministry of Education (*Ministère de l'Éducation Nationale*)

Ministry of Youth and Sport

#### 1.3 Disseminating authority

*Institut National de la Statistique et des Études Économiques – INSEE*

*Direction de la Recherche des Études de l'Évaluation et des Statistiques – DREES*

*Ministère de l'Emploi et de la Solidarité Sociale*

#### 1.4 National Publication

*Direction de la Recherche des Études de l'Évaluation et des Statistiques (DREES), Ministère de l'Emploi et de la Solidarité Sociale, Les modes de garde et d'accueil des jeunes enfants, Document de travail, n. 1, juin 2000.*

INSEE, Enquêtes Services de Proximité 1996 et 1999.

#### 1.5 Websites

<http://www.insee.fr>

<http://www.caf.fr>

### 2. Indicators to assess the availability and quality of data on child care

#### 2.1 Statistics on provision

- data collection method: universal

- age breakdown: 0-2yrs, 3-5yrs

- reference time period: 1<sup>st</sup> January

- periodicity

- accessibility and clarity of information:

data on line in English N

data on line in the original language N

data published sent easily Y

comparability over time	Y
- aspects covered:	
- type of care:	
publicly founded	Y
private	Y
places	Y
cost	
- pupils:	
absolute number	Y
enrolment ratios	Y
hours	
- staff:	
number	
staff/children ratios	
training	
fulltime/par time	
turn over	
feminisation	
- waiting list	N

## 2.2 Statistics on users

### 2.2.1 Survey

#### Survey: *Enquêtes Conditions de vie et Aspirations des Français*

- data collection method: sample	
- dimension: 2000 people more than 18yrs	
- coverage: national	
- response rate	
- treatment of errors	
- periodicity: every year	
- ages covered:	
- topics covered:	
child care arrangements at term time	Y
child care arrangements at difficult time	
needs	Y
satisfaction	Y
reason for use	Y
financial arrangements	N

preferences	Y
advantages and disadvantages	Y
problems encountered by families	N
distance from home	N
time spent by parents making enquiries about child care	N
socio-demographic and economic characteristics of parents	Y

## GERMANY

### 1. Sources

#### 1.1 Data source

*Mikrozensus* every years by Statistisches Bundesamt

#### 1.2 Competent authority

Ministry for Family, Youth, Women and Senior Citizens (at Federal level)

Social Ministry (at *lander* level)

Ministry of Education

#### 1.3 Disseminating authority

*Statistisches Bundesamt*

#### 1.4 National Publications

*Statistisches Bundesamt, Statistik der Kinder und Jugendhife, Tageseinrichtungen für Kinder*

*Bevölkerung und Erwerbstätigkeit, Haushalte und Familien*

#### 1.5 Websites

[www.statistik-bund.de](http://www.statistik-bund.de)

[www.akj-stat.fb12.uni-dortmund.de](http://www.akj-stat.fb12.uni-dortmund.de)

[www.dji.de](http://www.dji.de)

### 2. Indicators to assess the availability and quality of data on child care

#### 2.1 Statistics on provision

- data collection method: 1% sample of German household with children under 8yrs

- age breakdown: under 3, single ages from 3 to 8

- reference time period: 31<sup>st</sup> December

- periodicity: every year on children, every four years on places, staff etc.

- accessibility and clarity of information:

data on line in English	N
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data on line in the original language	N
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data published sent easily	Y
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comparability over time	Y
-------------------------	---

- aspects covered:

- type of care	
publicly funded	Y
private	Y
places	Y
cost	N
- pupils:	
absolute number	Y
enrolment ratios	Y
hours	N
- staff:	
number	Y
staff/children	N
training	N
fulltime/parttime	N
turn over	N
feminisations	Y
- waiting list:	N

## 2.2 Statistics on users

Not available

## GREECE

### 1. Sources

#### 1.1 Data source

Annual report

#### 1.2 Competent authority

Ministry of Health and Social Welfare and Local Authorities (since 1996)

#### 1.3 Disseminating authority

Ministry of Health and Social Welfare

#### 1.4 National Publication

National Statistical Service of Greece, *Statistical Yearbook of Greece*

#### 1.5 Websites

<http://www.statistics.gr>

### 2. Indicators to assess the availability and quality of data on child care

#### 2.1 Statistics on provision

- data collection method: universal
- age breakdown: single ages from 3,5yrs and over
- reference time period
- periodicity: year-based
- accessibility and clarity of information:
 

data on line in English	Y
data on line in the original language	Y
data published sent easily	N
comparability over time	Y
- aspects covered
- type of care:
 

publicly founded	Y
private	Y
places	N
cost	N
- pupils:
 

absolute number	Y
-----------------	---



enrolment ratios	N
hours	N
- staff:	
number	Y
staff/children ratios	Y
training	N
full time/part time	N
feminisation	N
turnover	N
- waiting list	N

## 2.2 Statistics on users

Only some surveys in the private sector

## IRELAND

### 1. Sources

#### 1.1 Data source

#### 1.2 Competent authority

Ministry of Health  
Ministry of Education

#### 1.3 Disseminating authority

#### 1.4 National Publication

#### 1.5 Websites

<http://www.esri.ie>

<http://www.irlgov.ie>

<http://www.cso.ie>

### 2. Indicators to assess the availability and quality of data on child care

#### 2.1 Statistics on provision

- data collection method:

- age breakdown

- reference time period

- periodicity: year-based

- accessibility and clarity of information:

data on line in English:

N

data on line in the original language

data published sent easily:

N

comparability over time:

- aspects covered:

- type of care:

publicly founded

private

places

cost

- pupils

absolute number

- enrolment ratios
- hours
- staff:
  - number
  - staff/children ratios
  - traininG
  - fulltime/par time
  - turn over
  - feminisation
- waiting list

## 2.2 Statistics on users

### 2.2.1 Survey

#### **ESRI , Survey: *on child care arrangements***

- data collection method: postal survey
- sample dimension: a sub sample of 1278 household with children aged 12 or under from a sample of 4276
- coverage: national
- response rate
- treatment of errors
- period: 1997
- age of children concerned: 0-12
- topic covered:
  - formal care arrangements Y
  - informal care arrangements
  - care arrangements at difficult time
  - needs
  - satisfaction
  - reason for use
  - financial arrangements Y
  - preferences
  - advantages and disadvantages
  - problems encountered by families
  - distance from home
  - time spent by parents making enquiries about child care
  - reason for not using childcare services
  - socio-demographic and economic characteristics of parents

## ITALY

### 1. Sources

#### 1.1 Data source

##### Child care

From 15 September 2000 Census on “facilities for very young children” [*Servizi educativi sulla prima infanzia*], National Centre for Documentation and Analysis for Children and Adolescents, Florence

Local and regional reports on child care

##### Young children in school

Annual report on pre-primary and primary school.

From 1998 every five years a multipurpose survey

#### 1.2 Competent authority

Department of Social Affairs

Ministry of Education

#### 1.3 Disseminating authority

Ministry of Education and National Institute of Statistics (ISTAT)

National Centre for Documentation and Analysis for Children and Adolescents,

Local and regional statistical offices

#### 1.4 National Publication

Istat, *Ministero della Pubblica Istruzione* “*Statistiche della scuola materna ed elementare*”

Istat, *Statistiche della Previdenza, Sanità e Assistenza Sociale*, 1992.

Istat, “*La vita quotidiana di bambini e ragazzi. Indagine Multiscopo “Famiglie e soggetti sociali e la condizione dell’infanzia”* [Daily living conditions of children and youths. Multi-purpose survey “Families and social subjects and the children’s conditions”], Rome, 2000.

Other publications about local or national survey on child care arrangements (*i.e.* Musatti *et al.*)

#### 1.5 Websites

<http://www.istat.it>

<http://www.istruzione.it>

<http://www.minori.it>

## **2. Indicators to assess the availability and quality of data on child care**

### **2.1 Statistics on provision (only for 3yrs and over)**

- data collection method: universal	
- age breakdown: single years from 3 and over	
- reference time period: 1 <sup>st</sup> September	
- periodicity: years-based statistics	
- accessibility and clarity of information:	
data on line in English	N
data on line in the original language	Y
data published sent easily	N
comparability over time	Y
- aspects covered:	
- type of care:	
publicly founded	Y
private recognised	Y
places	Y
cost	Y
- pupils:	
absolute number	Y
enrolment ratios	Y
hours	Y
- staff:	
number	Y
staff/children ratios	Y
training	Y
fulltime/par time	Y
turn over	N
feminisation	Y
- waiting list	N

### **2.2 Statistics on users**

#### **2.2.1 Survey**

*La vita quotidiana di bambini e ragazzi. Indagine Multiscopo "Famiglie e soggetti sociali e la condizione dell'infanzia" [Daily living conditions of children and youths. Multi-purpose survey "Families and social subjects and the children's conditions"]*

- data collection method: two stage sample
- dimension: 59050 people in 20153 households
- coverage: national
- non response rate: 3,4%
- treatment of errors: yes
- periodicity: every 5 years from June 1998
- age breakdown: ages covered 0-17
- topics covered:
 

formal care arrangements	Y
informal care arrangements	Y
care arrangement at difficult time	N
needs	N
satisfaction	N
reason for use	Y
financial arrangements:	N
cost	Y
preferences	N
advantages and disadvantages	N
problems encountered by families	N
distance from home	N
time spent by parents making enquiries about child care	N
socio-demographic and economic characteristics of parents	Y

## LUXEMBOURG

### 1. Sources

#### 1.1 Data source

No statistics on publicly founded services in the welfare system and on private services. Information is available only on *foyers de jour conventionnés*. The breakdown of the ages is 0-2, 2-4 and over 4 years

#### 1.2 Competent authority

Ministry of the Family

#### 1.3 Disseminating authority

#### 1.4 National Publication

#### 1.5 Websites

[www.statec.gouvernement.lu](http://www.statec.gouvernement.lu)

[www.lis.ceps.lu](http://www.lis.ceps.lu)

### 2. Indicators to assess the availability and quality of data on child care

#### 2.1 Statistics on provision

- data collection method:
- age breakdown
- reference time period
- periodicity
- accessibility and clarity of information:
  - data on line in English
  - data on line in the original language
  - data published sent easily
  - comparability over time
- aspects covered:
- type of care:
  - every type
  - publicly founded
  - private
  - places
  - cost
- pupils:

- absolute number
- enrolment ratios
- hours
- staff:
  - number
  - staff/children ratios
  - training
  - fulltime/par time
  - turn over
  - feminisation
- waiting list

## **2.1 Statistics on provision**

Not available



## NETHERLANDS

### 1. Sources

#### 1.1 Data source

Yearly Survey on Child Care Institutions  
 Permanent Survey on Living Conditions (POLS - *Permanent Onderzoek Leefsituatie*)  
 National Family and Fertility Survey  
 Inventory studies commissioned by the Ministry of VWS based on the (client) registrations of provision and services in the child care area

#### 1.2 Competent authority

The Ministry of Health, Welfare and Sport (VWS)  
 The Ministry of Education, Culture and Science (OCenW)  
 The Ministry of Social Affairs and Employment (SZW)  
 The Ministry of Internal Affairs and Kingdom Relations (BZK)

#### 1.3 Disseminating authority

Central Bureau of Statistics (CBS)

#### 1.4 National Publication

SGBO monitor, 1997 and 1999  
 CBS, *Onderzoek Gezinsvorming* 1998 – OG'98  
 CBS, *Statistik Kindercentra*

#### 1.5 Websites

<http://www.cbs.nl>

### 2. Indicators to assess the availability and quality of data on child care

#### 2.1 Statistics on provision

- data collection method: quite universal (Yearly survey on child care institutions)
- age breakdown: 0-3, 4-7
- reference time period: 31<sup>st</sup> December
- periodicity: year-based
- accessibility and clarity of information:
 

data on line in English	N
data on line in the original language	Y
data published sent easily	Y

comparability over time	Y
- aspects covered:	
- type of care:	
publicly founded	Y
private	Y
places	Y
cost	Y
- pupils:	
absolute number	Y
enrolment ratios	Y
hours	Y
- staff:	
number	Y
staff/children ratios	
training	
fulltime/par time	
turn over	
feminisation	
- waiting list	Y

## 2.2 Statistics on users

### 2.2.1 Survey

#### **Survey: *National Family and Fertility Survey (Onderzoek Gezinsvorming 1998 – OG'98)***

- data collection method: stratified sample
- sample dimension: 4717 men and 5450 women aged 18-52yrs (born in the period 1945-1979)
- coverage: national
- response rate: 60%
- treatment of errors: weighted
- periodicity: every 5 years (last in February-May 1998)
- age of children concerned: 1<sup>st</sup> child is less than 4 years old; childcare in 1998 for under 12 year old children
- topic covered:
 

formal child care arrangements	Y
informal child care arrangements	Y
child care arrangements at difficult time	N
needs	N

satisfaction	N
reason for use	N
financial arrangements	N
preferences	N
advantages and disadvantages	N
problems encountered by families	N
distance from home	N
time spent by parents making enquiries about child care	N
reason for not using childcare services	N
socio-demographic and economic characteristics of parents	Y

## PORTUGAL

### 1. Sources

#### 1.1 Data source

Annual report for pre-school education

#### 1.2 Competent authority

Ministry of Education

The Ministry of Labour and Solidarity

IPSS, Private Institutions of Social Solidarity

#### 1.3 Disseminating authority

Department of Evaluation, Prospection and *Planning* (*Departamento de Avaliação, Prospectiva e Planeamento - DAPP*)

Ministry of Education, *Departamento de Gestao Financeira*

#### 1.4 National Publication

*Departamento de Avaliação, Prospectiva e Planeamento – DAPP, Estatísticas da Educação,*

*Instituição de Gestão Financeira Social, Estatísticas da Segurança Social*

#### 1.5 Websites

<http://www.dapp.min-edu.pt>

<http://www.iec.uminh.pt/cedic>

### 2. Indicators to assess the availability and quality of data on child care

#### 2.1 Statistics on provision (only for 3-5 year olds)

- data collection method: universal
- age breakdown: single ages
- reference time period
- periodicity: year-based
- accessibility and clarity of information:
 

data on line in English	N
data on line in the original language	N
data published sent easily	N
comparability over time	Y
- aspects covered:

- type of care:	
publicly founded	Y
private	Y
places	Y
cost	Y
- pupils:	
absolute number	Y
enrolment ratios	Y
hours	N
- staff:	
number	Y
staff/children ratios	Y
training	N
full time/part time	N
feminisation	Y
- waiting list	N

## 2.2 Statistics on users

Not available

## SPAIN

### 1. Sources

#### 1.1 Data source

Annual report on pre-primary and primary school.

#### 1.2 Competent authority

Ministry of Education and Culture (*Ministerio de Educación, Cultura y Deporte* - MEC)

Ministry of Employment and Social Affairs (*Ministerio de Trabajo y Asuntos Sociales* - MTAS)

Autonomous Communities (*Comunidades autónomas* – CAs)

#### 1.3 Disseminating authority

Ministry of Education and Culture

#### 1.4 National Publication

MEC *Estadísticas de las Enseñanzas no Universitarias en España*

Consejo Escolar del Estado, *Informe sobre el estado y situación del sistema educativo español. Curso 1998/99.*

*Anuario Estadístico 1998*

*Indicadores Sociales de España*

#### 1.5 Websites

<http://www.mtas.es/mujer/mcifras>

<http://www.mec.es/cesces>

<http://www.mec.es/estadistica/Avence/Notas.html>

### 2. Indicators to assess the availability and quality of data on child care

#### 2.1 Statistics on provision

- data collection method: universal

- age breakdown: single years from 0 and over

- reference time period: 15<sup>th</sup> October

- periodicity: years-based statistics

- accessibility and clarity of information:

data on line in English	N
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data on line in the original language	Y
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data published sent easily	Y
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comparability over time	Y
- aspects covered:	
- type of care:	
publicly founded	Y
private	Y
places	N
cost	N
- pupils:	
absolute number	Y
enrolment ratios	Y
hours	N
- staff:	
number	Y
staff/children ratios	Y
training	N
fulltime/par time	N
turnover	N
feminisation	Y
- waiting list	N

## 2.2 Statistics on users

Not available

## SWEDEN

### 1. Sources

#### 1.1 Data source

Annual report on childcare  
Survey on childcare

#### 1.2 Competent authority

Ministry of Education  
*Skolverket* [The National Agency for Education]

#### 1.3 Disseminating authority

*Statistiska centralbyrån* [Statistics Sweden]  
*Skolverket* [The National Agency for Education]

#### 1.4 National Publications

*Skolverket* [The national agency for education], *Barns omsorg, Tillgång och efterfrågan på barnomsorg för barn 1-12 år med olika social bakgrund* [Access and demand for childcare for children 1-12yrs with different social backgrounds], 2000  
*Skolverket, Barnomsorg och skola i siffror*, 2000:del 1, 2 och 3 [Child care and school statistics]  
*Statistiska centralbyrån* [Statistics Sweden], Education in Sweden 2001.

#### 1.5 Websites

<http://www.scb.se>  
<http://www.skolverket.se>

## 2. Indicators to assess the availability and quality of data on child care

### 2.1 Statistics on provision

- data collection method: universal
- age breakdown: depending on source: single age from 0 to 12yrs; age classes 1-5, 6-12, 0-6, 7-10, 1-5, 6-9, 10-12.
- reference time period: 15<sup>th</sup> of October
- periodicity: years-based statistics
- accessibility and clarity of information:
 

data on line in English	Y
data on line in the original language	Y
data published sent easily	Y
comparability over time	Y



- aspects covered:	
- type of care:	
publicly funded	Y
private recognized	Y
places	Y
cost	Y
- pupils:	
absolute number	Y
enrolment ratios	Y
hours	Y
- staff:	
number	Y
staff/children ratios on a full basis equivalent ratios	Y
training	Y
full time/part time	Y
turn over	N
feminisation	Y
- waiting list	Y (every third year)

## 2.2 Statistics on users

### 2.2.1. Survey

#### Survey: *Child Care [Barns omsorg]*

- data collection method: sample	
- dimension: 70000 children aged 1-5s and 11000 children aged 6-12s	
- coverage: national	
- response rate: 92% pre-school parents, 90% school parents	
- treatment of errors: Yes	
- period: 1999	
- age of children concerned: 1-12 years	
- topics covered:	
formal care arrangements	Y
informal care arrangements	N
care arrangements at difficult time	N
needs	Y
satisfaction	Y
reason for use	Y
financial arrangements	N
preferences	Y
advantages and disadvantages	N
problems encountered by families	Y
distance from home	N

time spent by parents making enquiries about child care	N
reasons for not using childcare services	Y
socio-demographic and economic characteristics of parents	Y

## UNITED KINGDOM

### 1. Sources

#### 1.1 Data sources

##### *Child care*

*Northern Ireland:* Northern Ireland Continuous Household Survey

*England:* Annual survey of “Children’s Day Care Facilities”

*Wales:* Survey of “Children’s Day Care Facilities”

*Scotland:* A combined census of pre-school and day care centres (run for the first time in January 2001, and merging previous separate censuses).

##### *Young children in school*

Each country carries out a Census on the number of young children people enrolled in their schools.

#### 1.2 Competent authorities

Department for Education and Skills (DfES), the Welsh Assembly in Wales, The Scottish executive in Scotland, the Department of Social Services and Public Safety in Northern Ireland.

#### 1.3 Disseminating authorities

Department for Education and Skills (DfES), the Education Departments in Wales and Scotland and Northern Ireland, and the Northern Ireland Department of Health, Social Services and Public Safety.

#### 1.4 National Publications

##### *Child care*

Children’s Day Care Facilities at 31 March 2000 England (DfEE 2000)

Key Indicators of Personal Social Services for Northern Ireland 2000 (Northern Ireland Department of Health, Social Services and Public Safety 2000)

Digest of Welsh Statistics 2000 (National Assembly for Wales 2000)

Provision for children under 5 years of age in England (DfEE 2000)

##### *Schools / pre-schools*

Provision for Children Under 5 Years of Age in England: January 2001 (DfEE 2001)

Schools in England 2000 (DfEE 2000)

Schools in Wales: General Statistics 2000 (National Assembly for Wales 2001)

Enrolments at Schools and in Funded Pre-School Education in Northern Ireland 2000/01 (Northern Ireland Department of Education 2001)

Summary Results of the 1999-2000 Census of Pre-School Education Centres  
(Scottish Executive 2000)

Provisional Results of the 2000 School Census (Scottish Executive 2000)

### 1.5 Websites

<http://www.dfes.gov.uk/statistics>

<http://www.deni.gov.uk/statistics/index.htm>

<http://www.dhsspsni.gov.uk/>

<http://www.wales.gov.uk/keypubstatisticsforwales>

<http://www.scotland.gov.uk/stats/educ.htm>

<http://www.statistics.gov.uk>

## **2. Indicators to assess the availability and quality of data on child care**

### 2.1 Statistics on provision

- data collection method: universal
- age breakdown: 0-2, 3-4, 5-9,10-13
- reference time period: January
- periodicity: years-based statistics
- accessibility and clarity of information:
  - data on line in English: Y
  - data published sent easily: Y
  - comparability over time: Y
- aspect covered:
- type of care:
  - every type Y
  - places Y
- pupils:
  - absolute number Y
  - enrolment ratios Y
  - hours Y
  - cost Y
- staff:
  - number Y
  - pupil/staff ratios Y
  - training Y
- waiting list N

## 2.2 Statistics on users

### 2.2.1 Survey

#### **Survey: *General Household Survey***

**[Website: <http://data-archive.ac.uk>]**

- data collection method: two stage (household and individual) sample
- dimension: 15835 aged 16 and over in 8636 households
- coverage: national
- response rate: 72,3
- treatment of errors: weighting
- periodicity: continuous from 1971, except break in 1997-98 & 1998-99, last in 2000-01
- age breakdown: ages covered 0-13, 0-4, 5-9, 10-13
- topics covered:
 

formal care arrangements	Y
informal care arrangement	Y
care at difficult time	N
needs	N
satisfaction	Y
reason for use	Y
financial arrangements	Y
preferences	Y
cost	Y
advantages and disadvantages	Y
problems encountered by families	Y
distance from home	Y
time spent by parents making enquiries about child care	N
socio-demographic and economic characteristics of parents	Y

#### **Survey: *The Survey of Parents of 3 and 4 years Old Children and their Use of Early Years Services in England:***

**[Website: [http://www.dfes.gov.uk/research/re\\_paper/RR247.PDF](http://www.dfes.gov.uk/research/re_paper/RR247.PDF)]**

- data collection method: three stage sample
- dimension: about 4400 parents of 3-4s children during term-time in 2001
- coverage: national (England)
- response rate: 83% in 2001
- treatment of errors
- period: February-April 2001

- ages covered: 3 and 4 years old	
- topics covered:	
formal care arrangements	Y
informal care arrangement	Y
care at difficult time	N
needs	Y
satisfaction	Y
reason for use	Y
financial arrangements	Y
preferences	Y
cost	Y
advantages and disadvantages	Y
problems encountered by families	Y
distance from home	Y
time spent by parents making enquiries about child care	N
socio-demographic and economic characteristics of parents	Y

**Survey: *Parent's Demand for Childcare***

- data collection method: cross sectional sample and a sub sample	
- dimension: 5.152 parents of children aged 14 and under, sub sample of 2.093	
- coverage: England	
- response rate: 80% in cross section sample, 97% in sub sample	
- treatment of errors: weighting	
- period: 1999	
- age covered: 0-14 (age classes: 0-2, 3-4, 5-7, 8-11, 12-14)	
- topics covered:	
formal care arrangements	Y
informal care arrangement	Y
care at difficult time	Y
needs	Y
satisfaction	Y
reason for use	Y
financial arrangements	Y
preferences	Y
cost	Y
advantages and disadvantages	Y
problems encountered by families	Y

distance from home	N
time spent by parents making enquiries about child care	N
socio-demographic and economic characteristics of parents	N

## **Annex 4**

### **Questions for household surveys**



## **1<sup>st</sup> list of questions (to include in existing surveys)**

### 1) Childcare used in term-time for children pre-school age (more answers possible)

#### ***Formal childcare***

Day care (nursery, *crèche*, *kindergarten*)

Family day care

Childminder

#### ***Informal childcare***

A paid person

Grandparents

Other relatives

Friends, neighbours, etc

Other

### 2) Satisfaction with childcare used

Very satisfied

Satisfied

Fairly satisfied

Dissatisfied

Very dissatisfied

### 3) Public/private childcare

### 4) Childcare used in term-time for children in school age (more answers possible)

#### ***Formal childcare***

Before /after-school service

Childminder

#### ***Informal childcare***

A paid person

Grandparents

Other relatives

Friends, neighbours, etc

Other

### 5) Satisfaction with childcare used

Very satisfied

Satisfied

Fairly satisfied

Dissatisfied

Very dissatisfied

6) Public/private***For all kinds of childcare***7) Full time/part time8) Used regularly/occasionally***For all kinds of formal day care***9) Preference for different hours:

Earlier in the morning  
 Open in the afternoon  
 Closed later  
 Open on Saturday morning  
 Shorter holiday closure  
 Other

10) Use of leisure centres (out-of-school, play groups, play centre)

Yes  
 No  
 Not available

11) Holiday arrangements for children 0-12***Formal childcare***

Same arrangement as term care  
 Holiday scheme  
 Leisure time centre  
 Childminder

***Informal childcare***

A paid person  
 Parents  
 Grandparents  
 Other relatives  
 Other

12) Childcare used at difficult times (illness, at night, unforeseen need etc.) (more answers possible)***Formal childcare***

Day care (nursery, crèche, kindergarten)  
 Family day care  
 Childminder

***Informal childcare***

a paid person  
Grandparent  
Other relatives  
Friends, neighbours, etc.  
Other

***If do not use childcare services***13) Reason for not using them

No need  
Too far  
No place  
Hours inadequate  
Costs too much  
Not sufficient quality  
Other

14) Would you like using formal childcare services?

Yes, public  
Yes, private  
Not interested

***If yes***15) Hours needed:

All day  
Morning only  
Afternoon only  
At hours

16) Problems experienced by parents in finding a suitable childcare place (more answers possible):

Finding a place that fits in with working hours  
Finding a place near home  
Long waiting list  
Little information  
Finding an affordable solution  
Finding a place that matches parents' educational and moral values

## **2<sup>nd</sup> list of questions (to add in a specific child care survey) (more answers possible)**

### 1) Times of sessions used

Weekday early morning sessions  
 Weekday daytime sessions  
 Weekday late afternoon sessions  
 Weekday evening sessions  
 Weekday night sessions  
 Weekend sessions

### 2) Hours of childcare used

None  
 Up to 10 hours  
 11-20 hours  
 21-30 hours  
 31-40 hours  
 41-50 hours  
 More than 50 hours

### 3) Frequency with which childcare arrangements break down at short notice

At least once a week  
 At least once a month  
 Less often  
 Never

### 4) Alternative arrangements made by parents when the usual childcare arrangements broke down at short notice

Took care of child themselves  
 Made alternative arrangements  
 Have done both of these things

### 5) Extent of problems caused by having to look after child when the childcare arrangements broke down

Caused serious problems  
 Caused some problems  
 Did not cause any problems

### 6) Problems experienced by parents in taking care of children when childcare arrangements broke down

Had to take time off work or study, or go to work late  
 Had to cancel appointment/change plans

Had to take children alone  
 Had to work at home  
 Other problems

7) Ease of making alternative arrangements when childcare arrangements broke down

Very easy  
 Fairly easy  
 Fairly difficult  
 Very difficult

8) Frequency for unmet demand for childcare

At least once a week  
 At least once a month  
 Less often  
 Never

10) Ideal provider type

Would not use a provider  
 Childminder  
 Daily nanny  
 Live-in nanny  
 Babysitter  
 Crèche/nursery  
 Playgroup  
 Nursery/reception class  
 Family centre  
 Out of school club  
 Current partner  
 Ex-partner  
 Grandparent  
 Older sibling  
 Other friend/relative  
 Care for him/herself  
 Work/school hours/terms  
 Other

11) Factors influencing choice of childcare provider (more answers possible)

Trusted  
 Showed affection for child  
 Reliable  
 Looks after my child the same way I would  
 Conveniently located  
 Wanted child to be looked after at home

It fitted with working hours  
 Wanted child to mix with other children  
 Good reputation  
 Used provider for other child(ren)  
 It was recommended  
 Properly trained staff  
 Educational opportunities  
 Could not afford paid childcare  
 Low cost  
 No other choices available

12) Reasons for stopping to use a provider (more answers possible)

Child grew too old  
 Provider no longer available  
 Opened only during school holidays  
 Too expensive/found a cheaper alternative  
 Moved house  
 Not available for the hours needed  
 Not appropriate for my child(ren)  
 Too far away  
 Not reliable  
 No educational element  
 Child did not mix well with other children  
 Child did not get enough individual attention  
 Not sure provider could be trusted  
 Not flexible enough  
 Provider did not bring up child as I would  
 Person/staff not formally trained  
 Worried child would get too attached to the provider

13) Rating the standard of childcare

Very good  
 Fairly good  
 Fairly poor  
 Very poor

14) How easy/difficult to get to provider from home

Very difficult  
 Fairly difficult  
 Fairly easy  
 Very easy

15) How easy/difficult to get to provider from work

Very difficult

Fairly difficult  
 Fairly easy  
 Very easy

16) Where information was obtained (more answers possible)

None  
 Word of mouth  
 Children's information services  
 National organisation  
 Local authority  
 Employment service  
 Local newspaper  
 Yellow pages  
 Other

17) Whether there should be more out of school childcare places

Agree strongly  
 Agree  
 Neither agree nor disagree  
 Disagree  
 Disagree strongly

18) Whether there should be more nursery education places

Agree strongly  
 Agree  
 Neither agree nor disagree  
 Disagree

19) Assessment of quality of childcare

Very good  
 Fairly good  
 Fairly poor  
 Very poor

20) Childcare arrangements which enable the parents to go to work (more answers possible)

Relatives  
 School  
 Childcare fits working hours  
 Good quality childcare  
 Free/cheap childcare  
 Friends help with childcare  
 Child(ren) old enough  
 Employer provides/pays for childcare

Partner helps with childcare  
Childcare fits with parent's working hours  
Work when partner doesn't work  
Partner's employer provides/pays for childcare

21) Ease of payment

Easy  
Difficult  
Very difficult

22) Choices if a 25% increase in childcare cost

No change  
Reduce childcare  
Stop childcare

23) Choices if a 25 % decrease in childcare cost

No change  
Do something else with free time  
Partner do something else with free time  
(More) learning / training  
Partner (more) learning / training  
Work more  
Partner work more  
Look for new job  
Partner look for a new job



**3<sup>rd</sup> list of questions (proposed for the inclusion in the Community Labour Force Survey and Survey on Income and Living Conditions)**

Col.	Code	Description	Filter, remarks
		<b>Child care used in for children at pre school age</b>	Col 3 = 1
	1	No child care is used or needed	
	2	No child care is used but nevertheless it would be needed	
		<i>Formal child care is used</i>	
	3	Day care (nursery, crèche)	
	4	Family day care	
	5	Childminder	
		<i>Informal child care is used</i>	
	6	A paid person	
	7	Grandparents	
	8	Other relatives	
	9	Not applicable (col. 3≠1)	
	Blank	No answer	

Col.	Code	Description	Filter, remarks
		<b>Child care used in term-time for children in school age</b>	Col 3 = 1
	1	No child care is used or needed	
	2	No child care is used but nevertheless it would be needed	
		<i>Formal child care is used</i>	
	3	Before/after school	
		<i>Informal child care is used</i>	
	4	A paid person	
	5	Grandparents	
	6	Other relatives	
	9	Not applicable (col. 3≠1)	
	Blank	No answer	

Col.	Code	Description	Filter, remarks
		<b>Child care used in holiday-time for children in school age (-12)</b>	Col 3 = 1
	01	No child care is used or needed	
	02	No child care is used but nevertheless it would be needed	
		<i>Child care is used</i>	
	03	Same arrangement as term care	
	04	Holiday scheme	
	05	Leisure time centre	
	06	Childminder	
	07	Other paid person	
	08	Parents	
	09	Grandparents	
	10	Other relatives	
	99	Not applicable (col. 3≠1)	
	Blank	No answer	

Col.	Code	Description	Filter, remarks
		<b>Care used for other dependant</b>	Col 3 = 1
	1	No care for other persons is used or needed	
	2	No care for other persons is used but nevertheless it would be needed	
		<i>Formal care is used</i>	
	3	Institution	
	4	...	
	5	<i>Informal care</i>	
	6	A paid person	
	7	Relatives put by own family	
	8	Other relatives	
	9	Not applicable (col. 3≠1)	
	Blank	No answer	

#### 4<sup>th</sup> list of questions, proposed for the Working group Employment Statistics : adjustment of the list of Labour Force Survey variables

Variable	Code	Description	Filter, remarks
NEEDCARE		<i>Need for care facilities</i>	FTPT=09,10 or SEARCHWK=14,15
	1	Person is not searching for a job or is working part time because of believe that no care facilities are available or affordable	
	2	Even if care facilities were available or affordable the person would not search for a job or work full-time	
	9	Not applicable (FTPT≠09,10 and SEARCHWK≠14,15)	
	Blank	No answer	

Variable	Code	Description	Filter, remarks
DAYCARE		<i>Day care provided of children aged under 12</i>	Everybody aged less than 12 years
	1	Full day at home	
	2	Part of the day at home and the rest outside home	
	3	<b>Full day outside home</b>	
	4	At home before or after school day or pre school	
	5	Outside home before or after school day or pre school	
	9	Not applicable (person aged 12 years or older)	
	Blank	No answer	

Variable	Code	Description	Filter, remarks
HEMOCARE		<i>Care at home provided for children aged under 12</i>	DAYCARE=1,2,4
	1	Mother	
	2	Father	
	3	Other person paid	
	4	Other person not paid	
	9	Not applicable (DAYCARE≠1,2,4)	
	Blank	No answer	

Variable	Code	Description	Filter, remarks
OUTCARE		<i>Care outside home provided for children aged under 12</i>	DAYCARE=3,5
	1	Public day care center non paid	
	2	Public day care center paid	
	3	<b>Private day care center non paid</b>	
	4	Private day care center paid	
	5	Other	
	9	Not applicable (DAYCARE≠3,5)	
	Blank	No answer	
Variable	Code	Description	Filter, remarks
EXISCAR		<i>Existence of other persons aged 12 years and over needing care facilities</i>	HHLINK = 1
	0	There are no other persons needing care facilities	
	1	There are other persons needing care facilities	
	9	<b>Not applicable (HHLINK≠1)</b>	
	Blank	No answer	

Variable	Code	Description	Filter, remarks
OTHCARE		<i>Care facilities used for persons aged 12 years and over and needing care</i>	HHLINK = 1
	1	A member of the household is caring for the person	
	2	A paid person (non member of the household) is caring for the person	
	3	<b>The person is in a public institution</b>	
	4	The person is in a private institution	
	5	Other	
	9	Not applicable (HHLINK≠1)	
	Blank	No answer	

## **Annex 5**

### **Contact organisations, contact persons**

\* indicates who checked the information

### **AUSTRIA**

[www.oestat.gv.at](http://www.oestat.gv.at)

[www.statistik.gv.at](http://www.statistik.gv.at)

[Beatrix.Wiedenhofer@statistik.gv.at](mailto:Beatrix.Wiedenhofer@statistik.gv.at)

### **BELGIUM**

[www.stabel.fgov.be](http://www.stabel.fgov.be)

[info@statbel.mineco.fgov.be](mailto:info@statbel.mineco.fgov.be)

[www.one.be](http://www.one.be)

Perrine Humblet (French Part)

Unité Politiques et services à l'enfance

CP 597

Ecole de Santé Publique 808, route de Lennik

B-1070 Bruxelles

[phumblet@ulb.ac.be](mailto:phumblet@ulb.ac.be)

\*[Bea.Buysse@kindengezin.be](mailto:Bea.Buysse@kindengezin.be) (Flemish part)

[www.grandirabruelles.be](http://www.grandirabruelles.be)

### **DENMARK**

[www.dst.dk](http://www.dst.dk)

Steffen Hougaard

Social- and Health Statistics

Ph: +45 39 17 31 09

[sho@dst.dk](mailto:sho@dst.dk)

[www.statistikbanken.dk](http://www.statistikbanken.dk)

[www.fm.dk](http://www.fm.dk)

[www.sfi.dk](http://www.sfi.dk)

[www.sdu.dk/tvf/DemCenter/knudsen.html](http://www.sdu.dk/tvf/DemCenter/knudsen.html)

Lisbeth B. Knudsen  
Associate Research Professor, Sociologist  
Danish Centre for Demographic Research  
Ph: +45 –65 50 33 78  
Fax: +45-65 95 77 66  
[lbk@demfo.sdu.dk](mailto:lbk@demfo.sdu.dk)

Ministry of Education  
[ken.thomassen@uvm.dk](mailto:ken.thomassen@uvm.dk)

Ministry of Social Affairs  
[Peter.Okkels@socialministeriet.dk](mailto:Peter.Okkels@socialministeriet.dk)

### **FINLAND**

[www.stat.fi](http://www.stat.fi)  
[heikki.haven@stat.fi](mailto:heikki.haven@stat.fi)  
[www.stakes.fi](http://www.stakes.fi)  
[marjatta.bardy@stakes.fi](mailto:marjatta.bardy@stakes.fi)  
[olli.nylander@stakes.fi](mailto:olli.nylander@stakes.fi)  
[anu.muuri@stakes.fi](mailto:anu.muuri@stakes.fi)  
[johannal@stakes.fi](mailto:johannal@stakes.fi)

[www.tilastokeskus.fi/tk/hehe/koulutusssuomessa.pdf](http://www.tilastokeskus.fi/tk/hehe/koulutusssuomessa.pdf)  
[www.edu.fi/info/system/suomi/esi/esioppe.html](http://www.edu.fi/info/system/suomi/esi/esioppe.html)

### **FRANCE**

[www.insee.fr](http://www.insee.fr)  
[www.caf.fr](http://www.caf.fr)  
Valerie Le Corre  
[Dress-sol-udf-chfbur@sante.gouv.fr](mailto:Dress-sol-udf-chfbur@sante.gouv.fr)  
[Julien.damon@cnafr.cnafrmail.fr](mailto:Julien.damon@cnafr.cnafrmail.fr)

**GERMANY**

[www.statistik-bund.de](http://www.statistik-bund.de)

[Marianne.Teupen@statistik-bunde.de](mailto:Marianne.Teupen@statistik-bunde.de)

Federal Statistical Office Information Service (INFOS)

Ph: +49 611 75 2405

Fax: +49 611 75 3330

[info@statistik-bund.de](mailto:info@statistik-bund.de)

[www.akj-stat.fb12.uni-dortmund.de](http://www.akj-stat.fb12.uni-dortmund.de)

[schilling@isep.fb12.uni-dortmund.de](mailto:schilling@isep.fb12.uni-dortmund.de)

[www.dji.de](http://www.dji.de)

**GREECE**

[www.statistics.gr](http://www.statistics.gr)

**IRELAND**

[www.irlgov.ie](http://www.irlgov.ie)

Ministry

Mrs. Catherine Hazlett

Principle Officer Family Affairs Unit

Department of Social Community and Family Affairs

101-104 Marlboro Street IRL-Dublin 1

ph:353 (1) 704 3538

fax: 353 (1) 704 3594

Irish Department of Justice, Equality and Law Reform

Mr. Micheàl Lenihan

[Micheal\\_x.Lenihan@Justice.ie](mailto:Micheal_x.Lenihan@Justice.ie)

Ph: 00 353 1 663 2690

**ITALY**

[www.minori.it](http://www.minori.it) (database under construction)

[www.istat.it](http://www.istat.it)

[www.istruzione.it](http://www.istruzione.it)



Tullia Musatti  
Istituto di Psicologia del CNR  
v.le Marx 15, 00137 Roma  
phone: +390686090216  
fax: +3906824737  
[musatti@ip.rm.cnr.it](mailto:musatti@ip.rm.cnr.it)

### **LUXEMBOURG**

[www.statec.gouvernement.lu](http://www.statec.gouvernement.lu)  
[statec.post@statec.etat.lu](mailto:statec.post@statec.etat.lu)  
Statistical information:  
phone: +352 478 42 68  
fax: +352 46 42 89

[www.lis.ceps.lu](http://www.lis.ceps.lu)

Ministère de la Famille, de la Solidarité Sociale et la Jeunesse – Service Protection  
Sociale de l'Enfance  
[Christiane.tisch@fm.etat.lu](mailto:Christiane.tisch@fm.etat.lu)

### **NETHERLANDS**

[www.cbs.nl](http://www.cbs.nl)  
Statistics Netherlands, Department of Health Statistics  
Mr. M. Konings  
[MKNS@CBS.NL](mailto:MKNS@CBS.NL)  
Mr. Arie de Graaf  
[AGAF@CBS:NL](mailto:AGAF@CBS:NL)  
[www.sjn.nl](http://www.sjn.nl)

### **PORTUGAL**

[www.dapp.min-edu.pt](http://www.dapp.min-edu.pt)  
Ministerio da Educaçao  
Manuel Pisco  
Av 24 de Julho 134  
P-1350 Lisboa  
Ph +351 478 51 89  
Fax +352 478 51 37

[manuel.pisco@dapp.min-edu.pt](mailto:manuel.pisco@dapp.min-edu.pt)

[Isabel.vaz@dapp.min-edu.pt](mailto:Isabel.vaz@dapp.min-edu.pt)

[www.iec.uminh.pt/cedic](http://www.iec.uminh.pt/cedic)

[luis.capucha@deppmts.gov.pt](mailto:luis.capucha@deppmts.gov.pt)

## **SPAIN**

[www.ines.es](http://www.ines.es)

Jesus Ibañez

Oficina de Estadística

Ministerio de Educación, Cultura y Deporte

[jesus.ibaniez@educ.mec.es](mailto:jesus.ibaniez@educ.mec.es)

## **SWEDEN**

Gunnar Enequist

Uppföljningsenheten (Unit for follow-up studies)

Skolverket (National Agency for Education)

SE-106 20 Stockholm

tel. +46 (0)8 723 33 94

fax +46 (0)8 723 32 26

[gunnar.enequist@skolverket.se](mailto:gunnar.enequist@skolverket.se)

[Malene.Karlsson@lhs.se](mailto:Malene.Karlsson@lhs.se)

[www.scb.se](http://www.scb.se)

[www.skolverket.se](http://www.skolverket.se)

[ulla.nordenstam@skolverket.se](mailto:ulla.nordenstam@skolverket.se)

## **UNITED KINGDOM**

[www.statistics.gov.uk](http://www.statistics.gov.uk) Great Britain

[www.nisra.gov.uk](http://www.nisra.gov.uk) North Ireland

[www.dfes.gov.uk](http://www.dfes.gov.uk) England

[www.wales.gov.uk](http://www.wales.gov.uk) Wales

[www.scotland.gov.uk](http://www.scotland.gov.uk) Scotland

[www.daycaretrust.org.uk](http://www.daycaretrust.org.uk)

[John.CANLIN@dfes.gov.uk](mailto:John.CANLIN@dfes.gov.uk)

[Linda.Gregson@scotland.gsi.gov.uk](mailto:Linda.Gregson@scotland.gsi.gov.uk)

[Linda.Mann@wales.gsi.gov.uk](mailto:Linda.Mann@wales.gsi.gov.uk)

[Seamus.camplisson@dhfeteni.gov.uk](mailto:Seamus.camplisson@dhfeteni.gov.uk)

[Marianne.Law@dfes.gsi.gov.uk](mailto:Marianne.Law@dfes.gsi.gov.uk)

Co-ordinator of the European Child care Network

Peter Moss

[peter.moss@sta02.ioe.ac.uk](mailto:peter.moss@sta02.ioe.ac.uk)

[www.childpolicyintl.org](http://www.childpolicyintl.org)

Sheila B. Kamerman

sbk2@Columbia.edu

[www.oecd.org/els/education/ecec/docs.htm](http://www.oecd.org/els/education/ecec/docs.htm)

## **Annex 6**

### **Country tables**

**TAB.1 – Number of children attending child care facilities by age groups, 1995**

	Total children	Children attending child care	Children attending child care
	(1 000)		(%)
<b>&lt; 3 years</b>	278.3	183.9	66.1
<b>3 years</b>	95.4	39.8	41.7
<b>4 years</b>	94.0	64.4	68.5
<b>5 years</b>	92.8	76.6	82.5
<b>6 years</b>	84.0	15	17.9
<b>7 - 9 years</b>	285.4	200.5	70.3
<b>10 – 14 years</b>	475.9	391.4	82.2
<b>TOTAL</b>	<b>1 405.8</b>	<b>1 330.3</b>	<b>69.1</b>

Source: Soziale Fragen – Statistische Nachrichten 3/1997 (Microzensus September 1995 data)

**TAB.2 – Percentage of children by child care facilities and age groups, 1995**

	Public kindergärten	Private kindergärten	After-school facility	Partly full days care	Full days care	Other facilities	TOTAL
	(%)						
<b>&lt; 3 years</b>	42.0	21.9	-	-	-	36.1	100.0
<b>3 years</b>	77.3	20.3	-	-	-	2.5	100.0
<b>4 years</b>	86.8	12.2	-	-	-	1.0	100.0
<b>5 years</b>	80.8	15.1	-	-	-	4.1	100.0
<b>6 years</b>	35.6	5.3	16.4	2.3	17.1	23.2	100.0
<b>7 - 9 years</b>	-	-	35.2	12.5	36.0	16.3	100.0
<b>10 – 14 years</b>	-	-	9.5	18.6	44.7	27.2	100.0
<b>TOTAL</b>	<b>49.0</b>	<b>9.6</b>	<b>7.7</b>	<b>5.7</b>	<b>15.4</b>	<b>12.7</b>	<b>100.0</b>

Source: Soziale Fragen – Statistische Nachrichten 3/1997 (Microzensus September 1995 data)

**TAB.3 – Households' reasons for non using child care facilities by age groups of child, 1995<sup>(1)</sup>**

	Too far	No place	Inadequate hours	Too expensive	Other
	(%)				
<b>&lt; 3 years</b>	28.0	18.2	0.6	6.3	57.6
<b>3 years</b>	15.8	30.4	3.7	10.6	45.9
<b>4 years</b>	17.8	37.4	3.0	18.6	30.8
<b>5 years</b>	10.8	33.2	3.1	19.3	41.8
<b>6 years</b>	35.7	13.6	3.3	21.3	34.1
<b>7 - 9 years</b>	43.7	6.1	2.3	23.8	30.5
<b>10 – 14 years</b>	43.2	4.6	3.2	25.5	32.3
<b>TOTAL</b>	<b>36.4</b>	<b>11.8</b>	<b>2.7</b>	<b>20.3</b>	<b>36.9</b>

<sup>(1)</sup> More answers possible

Source: Soziale Fragen – Statistische Nachrichten 3/1997 (Microzensus September 1995 data)

**TAB.4 – Households' usage of timing of child care facilities, 1995**

Until	11:30	12:00	12:30	13:00	14:00	16:00	17:00	18:30	TOTAL
<b>From</b>	(1 000)								
<b>&lt; 8:00</b>		0.3	0.5	3.6	9.0	10.6	7.2	4.4	35.6
<b>8:00 – 9:30</b>	15.1	71.5	73.7	4.1	8.9	61.0	48.9	8.5	291.7
<b>10:00 – 12:00</b>					0.6	2.1	1.4	2.1	6.2
<b>&gt; 12:00</b>					4.0	5.4	0.7	1.4	11.4
<b>TOTAL</b>	<b>15.1</b>	<b>71.8</b>	<b>74.2</b>	<b>7.7</b>	<b>22.5</b>	<b>79.1</b>	<b>58.1</b>	<b>16.3</b>	<b>344.8</b>

Source: Soziale Fragen – Statistische Nachrichten 3/1997 (Microzensus September 1995 data)

**TAB.5 – Percentage of households that would use child care facilities by age groups of child, 1995**

	%
< 3 years	6.8
3 years	27.0
4 years	18.1
5 years	27.3
6 years	13.6
7 - 9 years	14.1
10 – 14 years	13.9
<b>TOTAL</b>	<b>13.2</b>

Source: Soziale Fragen – Statistische Nachrichten 3/1997 (Microzensus September 1995 data)

**TAB.6 – Households' preferences on type of child care facilities by age groups of child, 1995**

	Public kinder- gärten	After- school facility	Partly full days care	Full days care	Other facilities
	(%)				
< 3 years	55.4	-	-	-	44.6
3 years	77.3	-	-	-	22.7
4 years	94.9	-	-	-	5.1
5 years	70.8	-	-	-	29.2
6 years	35.1	18.7	7.0	23.5	15.8
7 - 9 years	-	48.1	19.4	22.6	9.8
10 – 14 years	-	35.5	31.4	15.0	18.1
<b>TOTAL</b>	<b>22.6</b>	<b>27.1</b>	<b>17.8</b>	<b>12.9</b>	<b>19.7</b>

Source: Soziale Fragen – Statistische Nachrichten 3/1997 (Microzensus September 1995 data)

**TAB.7 – Household's preferences on timing of child care facilities, 1995**

	<b>TOTAL</b>	<b>YES</b>	<b>NO</b>
	(1 000)	(%)	
<b>All day</b>	128.5	53.8	46.2
<b>Morning only</b>	168.8	47.6	52.4
<b>Afternoon only</b>	11.4	82.7	17.3
<b>At hours</b>	36.2	44.3	55.7
<b>TOTAL</b>	<b>344.8</b>	<b>50.7</b>	<b>49.3</b>

Source: Soziale Fragen – Statistische Nachrichten 3/1997 (Microzensus September 1995 data)

**TAB.8 – Households' preferences on timing of child care facilities by age groups of child, 1995**

	<b>Early in the morning</b>	<b>Open in the afternoon</b>	<b>Closed later</b>	<b>Lunch at school</b>	<b>Opened on Saturday morning</b>	<b>Shorter holiday closure</b>	<b>Other</b>
	(%)						
<b>&lt; 3 years</b>	18.4	9.0	33.3	5.0	1.8	76.1	2.7
<b>3 years</b>	18.5	13.0	34.4	8.0	10.2	64.5	0.9
<b>4 years</b>	17.7	13.4	24.8	13.4	7.5	54.9	7.1
<b>5 years</b>	14.6	12.9	11.8	8.6	4.5	66.5	8.4
<b>6 years</b>	8.9	18.5	10.8	4.5	2.8	67.9	14.0
<b>7 - 9 years</b>	14.2	14.3	10.8	1.3	0.5	63.4	6.6
<b>10 – 14 years</b>	4.1	22.0	8.5	0.0	0.0	58.8	13.5
<b>TOTAL</b>	<b>14.2</b>	<b>14.5</b>	<b>18.0</b>	<b>7.2</b>	<b>4.4</b>	<b>62.7</b>	<b>7.8</b>

Source: Soziale Fragen – Statistische Nachrichten 3/1997 (Microzensus September 1995 data)



**TAB.9 – Households' preferences on lunch at school by age groups of child, 1995**

	<b>TOTAL</b>	<b>YES</b>	<b>NO</b>
	(1 000)	(%)	
<b>&lt; 3 years</b>	15.7	64.3	35.7
<b>3 years</b>	42.4	49.7	50.3
<b>4 years</b>	66.2	39.3	60.7
<b>5 years</b>	77.7	41.0	59.0
<b>6 years</b>	26.0	47.6	52.4
<b>7 - 9 years</b>	43.2	60.2	39.8
<b>10 – 14 years</b>	73.6	64.3	35.7
<b>TOTAL</b>	<b>344.8</b>	<b>50.7</b>	<b>49.3</b>

Source: Soziale Fragen – Statistische Nachrichten 3/1997 (Microzensus September 1995 data)

**TAB.10 – Level of usage of child care facilities on holiday time by age groups of child, 1995**

	<b>Child-care facilities</b>	<b>Other structures</b>	<b>Parents or other people</b>
	(%)		
<b>&lt; 3 years</b>	10.9	1.7	87.4
<b>3 years</b>	3.3	1.4	95.3
<b>4 years</b>	3.5	2.0	94.5
<b>5 years</b>	1.4	1.2	97.4
<b>6 years</b>	2.7	1.3	96.0
<b>7 - 9 years</b>	4.0	0.0	96.0
<b>10 – 14 years</b>	0.8	0.8	98.4
<b>TOTAL</b>	<b>2.8</b>	<b>1.2</b>	<b>96.1</b>

Source: Soziale Fragen – Statistische Nachrichten 3/1997 (Microzensus September 1995 data)

**TAB.11 – Monthly cost per child by age groups, 1995**

	<b>With lunch</b>	<b>Without lunch</b>
	<b>ATS</b>	
<b>&lt; 3 years</b>	2 200	900
<b>3 years</b>	1 600	600
<b>4 years</b>	1 300	600
<b>5 years</b>	1 300	600
<b>6 years</b>	1 400	500
<b>7 - 9 years</b>	1 500	600
<b>10 – 14 years</b>	1 500	500
<b>TOTAL</b>	<b>1 500</b>	<b>600</b>

Source: Soziale Fragen – Statistische Nachrichten 3/1997 (Microzensus September 1995 data)

**TAB.1 - Percentage of children by child care facilities and age groups, 1997**

	<b>0-6 years</b>	<b>6-12 years</b>
	(%)	
<b>Grandparents</b>	55.2	68.3
<b>Child-minder</b>	0.0	1.8
<b>Organised child-minding</b>	18.1	16.2
<b>Grandparents and member of household/family</b>	8.4	4.1
<b>Grandparents and child-minder</b>	0.0	1.3
<b>Grandparents and organised child-minding</b>	14.7	1.4
<b>Organised child-minding and child-minder</b>	2.4	4.5
<b>Grandparents, member of household/family and organised child-minding</b>	1.3	2.4
<b>TOTAL</b>	<b>100.0</b>	<b>100.0</b>

Source: Panel Study of Belgian Households. Processed on behalf of Child and Family

**TAB.2 – Percentage of children aged 3 months-3 years by child care facilities, Belgium Flanders, 1995 and 1997**

	1995	1997
	(%)	
<b>Grandparents</b>	40.1	38.0
<b>Family member</b>	3.3	2.3
<b>Third parties outside family, at home</b>	1.4	1.5
<b>Third parties outside family, outside the home</b>	2.3	1.7
<b>Child minding family affiliated to a service (subsidised by Child and Family)</b>	20.7	21.9
<b>Day nursery (subsidised by Child and Family)</b>	15.8	15.3
<b>Private child-minding family registered with or supervised by Child and Family</b>	10.0	12.0
<b>Private child-minding centre registered with or supervised by Child and Family</b>	4.0	5.1
<b>Child care and family support centre</b>	0.1	0.3
<b>Out-of-school care</b>	1.8	1.5
<b>Other</b>	0.5	0.4
<b>TOTAL</b>	<b>100.0</b>	<b>100.0</b>

Source: Child and Family – Survey on the use of child-minding facilities for children aged under 3 (1997)

**TAB.3 – Level of usage of child care facilities on weekdays between 07.00 and 19.00, Belgium Flanders, 1999<sup>(1)</sup>**

	Kind en Gezin 1997	HIVA survey 1999
	(%)	
<b><i>INFORMAL CHILD-MINDING</i></b>	<b>40.9</b>	<b>32.1</b>
-Grandparents	37.0	27.3
-Other family members, friends, neighbours, etc	3.9	4.8
<b><i>FORMAL CHILD-MINDING</i></b>	<b>56.9</b>	<b>67.2</b>
-Child-minding family affiliated to a service (subsidised by kind en Gezin)	22.7	30.0
-Day nursery (subsidised by kind en Gezin)	16.6	22.5
-Private Child-minding family registered with or supervised by kind en Gezin	12.3	8.2
-Private Day nursery registered with or supervised by kind en Gezin	5.4	6.5
<b><i>OTHER</i></b>	<b>2.0</b>	<b>0.7</b>
-Domestic staff	1.3	0.7
-Other (Childcare and Family Support Centre, local employment agency (PWA), au pair, etc..)	0.7	0.0

<sup>(1)</sup> Calculation based on weighted figures

Source: Child Care in Flanders 2001

**TAB.4 – Level of usage of child care facilities by age groups of child, Belgium Flanders, 1999<sup>(1)</sup>**

	2½ - 3 years		3 - 6 years	6 - 12 years
	attending school part time n=34	attending school full time n=42	n=587	n=222
	(%)			
<b>INFORMAL CHILD-MINDING</b>				
- Grandparents on the mother's side	35.9	50.5	52.7	48.8
- Grandparents on the father's side	18.3	23.6	34.3	46.5
- Other family, friends, etc.	19.7	7.6	11.8	14.0
<b>FORMAL CHILD-MINDING</b>				
- Outside home/school care (IBO)	4.2	4.7	14.1	9.3
- Child-minding by and in school	15.5	33.5	38.5	48.8
- Child-minding family affiliated to a service	21.8	25.1	8.4	4.7
- Private child-minding family	16.2	3.5	6.4	0.0
- Subsidised day nursery	4.2	5.8	0.9	2.3
- Private day nursery	9.9	1.7	1.2	0.0
<b>OTHER</b>				
- Local employment agency (PWA)	0.0	0.0	0.0	0.0
- Au-pair	0.0	0.0	0.2	0.0
- Domestic staff	0.0	1.2	2.0	4.7
- Other	8.4	2.9	5.4	4.7

<sup>(1)</sup> Calculation based on weighted figures

Source: Child Care in Flanders 2001

**TAB.5 – Number of hours of child care facilities used in a week, Belgium Flanders, 1999**

	(%)
<b>5-19 hours</b>	15.6
<b>20-29 hours</b>	22.3
<b>30-39 hours</b>	25.9
<b>40-49 hours</b>	27.8
<b>50-60 hours</b>	10.8

Source: Child Care in Flanders 2001

**TAB.6 - Number of hours of outside home/school care facilities used in a week by age groups of child, Belgium Flanders, 1999**

	2½ 3 years		3 - 6 years	6 - 12 years
	attending school part time n=32	attending school full time n=100	n=587	n=222
	(%)			
<b>½ hour</b>	0.0	8.0	18.7	6.5
<b>5 hours</b>	12.5	10.0	16.5	11.4
<b>10 hours</b>	12.5	12.0	10.5	8.4
<b>&gt;15 hours</b>	71.9	8.0	3.7	2.3
<b>0 hour</b>	3.1	62.0	50.6	71.4

Source: Child Care in Flanders 2001

**TAB.7 – Level of usage of child care facilities, Belgium Flanders, 1999**

	<b>Kind en Gezin 1993 n=2662</b>	<b>Kind en Gezin 1995 n=2490</b>	<b>Kind en Gezin 1997 n=2752</b>	<b>HIVA survey 1999 n=656</b>
	(%)			
<b>Full time</b>	<b>37.3</b>	<b>34.1</b>	<b>29.3</b>	<b>33.7</b>
<b>Part time</b>	<b>61.3</b>	<b>64.8</b>	<b>69.1</b>	<b>66.3</b>
Only full days	29.2	29.2	33.6	25.1
Part days for 5 days a week	13.0	14.7	12.9	4.7
Part days for less than 5 days a week	9.9	12.3	12.9	6.2
Partly full days / partly half days	9.1	8.6	9.7	30.3
<b>Day and night/night/weekend</b>	<b>1.5</b>	<b>1.2</b>	<b>1.6</b>	<b>-</b>

Source: Child Care in Flanders 2001



**TAB.8 – Level of usage of child care facilities for the standard group<sup>(1)</sup> of children, including ethnic minority children, aged 3 months-2½ years, Belgium Flanders, 1999<sup>(2)</sup>**

	Kind en Gezin 1993	Kind en Gezin 1995	Kind en Gezin 1997	HIVA survey 1999
	(%)			
<b>Regular</b>	53.3	53.7	57.2	61.6
<b>Very occasional or never</b>	46.7	46.3	42.8	38.4

<sup>(1)</sup> Parents with children in pre-school or school age

<sup>(2)</sup> Calculation based on the distribution of the responses by province

Source: Child Care in Flanders 2001

**TAB.9 - Level of usage of child care facilities for the standard group<sup>(1)</sup> of children aged 2½-12 years, Belgium Flanders, 1999<sup>(2)</sup>**

	2½-6 years general	2½-3 years attending school part time n=32	3-6 years attending school full time n=100	6-12 years n=587
	(%)			
<b>Regular</b>	48.6	96.9	38.0	49.4
<b>Very occasional or never</b>	51.4	3.1	62.0	50.6

<sup>(1)</sup> Parents with children in pre-school or school age

<sup>(2)</sup> Calculation based on the distribution of the responses by province

Source: Child Care in Flanders 2001

**TAB.11 – Payments for formal child care facilities by selected criteria, Belgium Flanders, 1999<sup>(1)</sup>**

	Outside home/school care facility (IBO)		School		Day nursery	Child-minding family
	2½ - 6 years n=38	6 - 12 years n=12	2½ - 6 years n=136	6 - 12 years n=30	2½ - 6 years n=23	2½ - 6 years n=75
	(%)					
<b>Fixed charge based on income</b>	20.8	41.7	14.0	18.5	59.1	62.2
<b>Charge agreed with facility</b>	20.8	0.0	7.5	11.1	9.1	29.7
<b>Charge set by local authority</b>	33.3	16.7	-	-	-	-
<b>Charge set by school</b>	-	-	46.2	33.3	-	-
<b>Fixed charge, the same for everyone</b>	25.0	41.7	32.3	37.0	31.8	4.1

<sup>(1)</sup> Multiple answers possible

Source: Child Care in Flanders 2001

**TAB.1a – Number of children by child care facilities and selected age groups, April 1999**

	0-2 years			3-5 years <sup>(2)</sup>			6-9 years			
	0	1	2	3	4	5	6	7	8	9
<b>Child-minder arrangement</b>	69 961			12 506			60			
	7 777	30 159	32 025	11 458	865	183	42	6	9	3
<b>Crèche</b>	17 826			2 170			1			
	949	7 666	9 211	2 136	31	3	1	0	0	0
<b>Kindergarten</b>	1 679			107 536			17 110			
	13	142	1 524	27 178	41 183	39 175	16 581	440	43	46
<b>After-school centre</b>	0			393			31 664			
	0	0	0	38	25	330	5 953	9 077	8 918	7 716
<b>Age integrated facility</b>	21 137			66 269			29 865			
	1 077	8 144	11 916	20 262	23 522	22 485	12 782	6 877	5 900	4 306
<b>SFO facility</b>	0			2 781			130 674			
	0	0	0	-	-	-	25 554	39 297	36 464	29 359
<b>Special day care facility</b>	137			645			364			
	5	29	103	159	237	249	-	-	-	-
<b>Club <sup>(1)</sup></b>	0			229			5 477			
	0	0	0	-	-	-	-	-	-	-
<b>TOTAL</b>	110 740			192 529			215 215			
	9 821	46 140	54 779	-	-	-	-	-	-	-

<sup>(1)</sup> After-school centres, youth clubs and open educational facilities

<sup>(2)</sup> Children under the age of 6 enrolled in SFO facilities or in clubs are included in the number of enrolled children aged 3-5

Source: Social Resource Statistics

**TAB.1b – Number of children in school based leisure time facilities (SFO), 1993-1998**

	1993-94	1994-95	1995-96	1996-97	1997-98
<b>Pre-school children</b>	415	438	145	154	535
<b>Pre-school class</b>	21 370	21 847	26 281	28 915	30 539
<b>First form</b>	21 634	22 425	25 444	27 733	29 638
<b>Second form</b>	18 848	20 275	22 755	24 438	26 169
<b>Third form</b>	13 711	15 586	17 749	19 337	20 648
<b>Fourth form</b>	4 341	4 530	4 981	5 303	5 194
<b>Fifth form</b>	1 504	2	2 023	2 232	2 436
<b>Sixth form</b>	676	814	912	963	904
<b>Seventh form</b>	429	396	531	527	525
<b>Eight form and above</b>	97	18	27	5	11
<b>TOTAL</b>	83 025	88 124	100 848	109 607	116 599

Source: The Folkeskole in figures 1997/98. Ministry of Education, 1999

**TAB.2a – Percentage of children by child care facilities and selected age groups, April 1999**

	1/2 - 2 years	3 - 5 years <sup>(2)</sup>	6 - 9 years	1/2 - 9 years
	(%)			
<b>Child-minder arrangement</b>	41.0	6.0	0.0	13.0
<b>Crèche</b>	10.0	1.0	0.0	3.0
<b>Kindergarten</b>	1.0	51.0	6.0	19.0
<b>After-school centre</b>	0.0	0.0	12.0	5.0
<b>Age integrated facility</b>	12.0	31.0	11.0	18.0
<b>SFO facility</b>	0.0	1.0	49.0	21.0
<b>Special day care facility</b>	0.0	0.0	0.0	0.0
<b>Club <sup>(1)</sup></b>	0.0	0.0	2.0	1.0
<b>TOTAL</b>	<b>64.0</b>	<b>91.0</b>	<b>81.0</b>	<b>80.0</b>

<sup>(1)</sup> After-school centres, youth clubs and open educational facilities

<sup>(2)</sup> Children under the age of 6 enrolled in SFO facilities or in clubs are included in the number of enrolled children aged 3-5

Source: Social Resource Statistics

**TAB.2b – Percentage of children attending child care facilities by age groups, 1999**

	0 - 2 years	3 - 5 years	6 - 9 years	10 - 13 years	TOTAL
	(%)				
<b>Day-care</b>	34.5	5.9	0.0	0.0	<b>9.0</b>
<b>Crèche</b>	8.8	1.0	0.0	0.0	<b>2.2</b>
<b>Kindergarten</b>	0.8	51.0	6.5	0.0	<b>13.8</b>
<b>Recreation centre</b>	0.0	0.2	12.0	2.2	<b>4.1</b>
<b>Age-integrated facility</b>	10.4	31.4	11.3	1.0	<b>13.1</b>
<b>Outside school hours care</b>	0.0	1.3	49.3	8.9	<b>16.9</b>
<b>TOTAL</b>	<b>54.6</b>	<b>90.8</b>	<b>79.0</b>	<b>12.1</b>	<b>59.1</b>

Source: Statistical Book 2000

**TAB.5 – Number of local authorities providing guaranteed places by age groups of child**

	1997	1998	1999	2000
<b>0 - 9 years</b>	179	185	169	196
<b>1 - 9 years</b>	2	5	5	4
<b>3 - 9 years</b>	1	0	2	0
<b>0 - 5 years</b>	9	10	6	12
<b>1 - 5 years</b>	0	0	3	1
<b>0 - 2 years</b>	3	2	5	2
<b>3 - 5 years</b>	0	0	1	0
<b>1 - 2 years</b>	0	0	0	0
<b>6 - 9 years</b>	23	23	34	24
<b>0 - 2 years and -9 years</b>	1	2	1	0
<b>No guaranteed places</b>	57	48	49	36
<b>Guaranteed places in various forms</b>	218	227	226	239
<b>0 - 5 years</b>	188	195	175	208

Source: Waiting list studies carried out by the National Association of Local Authorities in Denmark

**TAB.6 – Waiting lists for places in day care facilities in which attendance is checked (excluding private arrangements)**

	1994	1995	1996	1997	1998	1999	2000
<b>1/2 – 2 years</b>	10 775	6 721	9 340	10 033	8 116	5 442	4 037
<b>3 – 5 years</b>	5 440	4 295	5 003	4 224	2 626	2 360	1 223
<b>6 – 9 years</b>	1 781	1 343	1 432	1 518	872	926	223
<b>TOTAL</b>	<b>17 996</b>	<b>12 359</b>	<b>15 775</b>	<b>15 775</b>	<b>11 614</b>	<b>8 728</b>	<b>5 483</b>

Source: Waiting list studies carried out by the National Association of Local Authorities in Denmark

**TAB.7 – Percentage of children in child care facilities per full-time employee, April 1999**

	Qualified staff	Temporary staff and non-qualified staff <sup>(1)</sup>	Staff working with children
	(%)		
<b>Child-minding facility<sup>(2)</sup></b>	-	-	3.5
<b>Crèche</b>	5.7	7.5	3.2
<b>Kindergarten</b>	9.9	17.9	6.4
<b>After-school centre</b>	14.4	26.2	9.3
<b>Age integrated facility</b>	9.4	14.9	5.8
<b>Special day care facility</b>	-	-	1.4
<b>Club <sup>(3)</sup></b>	26.2	62.4	18.4

<sup>(1)</sup> Including temporary staff working in vacant positions, non-qualified staff and trainee staff

<sup>(2)</sup> Childminders are listed as full-time employees

<sup>(3)</sup> After-school centres, youth clubs and open educational facilities

Source: Social Resource Statistics

**TAB.8 – Share of payments for child care facilities between parents and local authorities, 1991,1994 and 1999**

	1991		1994		1999	
	(%)					
	Forældre	Kommune	Forældre	Kommune	Forældre	Kommune
<b>Child minder</b>	30	70	23	77	25	75
<b>Crèche</b>	20	80	19	81	21	79
<b>Kindergarten</b>	27	73	22	78	20	80
<b>Age integrated facility</b>	25	75	21	79	20	80
<b>After-school facility</b>	22	78	20	80	16	84
<b>SFO facility</b>	30	70	27	73	24	76

Source: Legislative model

**TAB.1 – Level of usage of day care facilities places for selected years**

	1985	1990	1994	1997
	(%)			
<b>Full time care</b>				
< 3 years	-	33.6	27.4	25.2
3 – 6 years	-	66.4	72.6	74.8
<b>Part time care</b>				
0 - 6 years	-	65.1	69.2	80.0
Schoolchildren	-	34.9	30.8	20.0
<b>Total day-care</b>				
Full time care	72.5	76.7	81.7	78.9
Part time care	27.5	23.3	18.3	21.1

Sources: Stakes (1985–1994 data); Ministry of Social Affairs and Health (1997 data)

**TAB.2 – Number/Percentage of children in municipal day care facilities by level of usage of care and age groups, 31<sup>st</sup> January 1999**

	TOTAL	Day-care centre	Family day-care	% of related age group
<b>Full time care</b>				
< 3 years	39.6	18.6	20.9	22.4
3 – 6 years	141.0	96.4	44.7	54.2
<b>TOTAL</b>	<b>180.6</b>	<b>115.0</b>	<b>65.6</b>	<b>41.3</b>
of whom 6 year olds	35.3	29.4	5.9	52.9
<b>Part time care</b>				
< 3 years	2.2	0.8	1.3	1.2
3 - 6 years	30.2	23.9	6.3	11.6
Schoolchildren	7.0	3.9	3.1	-
<b>TOTAL</b>	<b>39.4</b>	<b>28.7</b>	<b>10.7</b>	<b>-</b>
of whom 6 year olds	15.6	13.3	2.3	23.4
<b>All</b>				
0 - 6 years	213.0	139.8	73.2	48.8
Schoolchildren	7.0	3.9	3.1	-
<b>TOTAL</b>	<b>220.0</b>	<b>143.7</b>	<b>76.3</b>	<b>-</b>
of whom 6 year olds	50.9	42.7	8.2	76.4

Sources: Stakes (1985–1994); Ministry of Social Affairs and Health (1997)

**TAB.1 – Number/Percentage of children in *école préélémentaire* by age groups, 1998<sup>(1)</sup>**

	Total children in préélémentaire (1 000)	% of related age group	% children in préélémentaire
2 years	254.6	10.7	35.2
3 years	719.2	30.2	99.9
4 years	707.8	29.7	100.0
5 years	701.7	29.4	99.4
2 - 5 years	2 383.4	100.0	83.6
Total in préélémentaire <sup>(2)</sup>	2 393.1		

<sup>(1)</sup> Data refers to France métropolitaine

<sup>(2)</sup> Including children aged 6 years and over

Source: Ministère de l'éducation nationale, DPD

**TAB.2 – Percentage of children in public and private *école préélémentaire* (including *école spéciale* since 1985-86) by age groups for selected years<sup>(1)</sup>**

	2 years	3 years	4 years	5 years	2-5 years
	(%)				
1960-61	9.9	36.0	62.6	91.4	50.0
1970-71	17.9	61.1	87.3	100.0	65.4
1980-81	35.7	89.9	100.0	100.0	82.1
1985-86	31.9	93.3	100.0	99.7	82.6
1988-89	35.6	96.6	100.0	99.7	83.0
1989-90	35.3	97.2	100.0	99.5	83.4
1990-91	35.2	98.1	100.0	99.2	83.5
1991-92	34.4	98.8	100.0	99.8	83.8
1992-93	34.8	99.0	100.0	99.7	83.9
1993-94	35.2	99.1	100.0	100.0	84.1
1994-95	35.4	99.6	100.0	100.0	84.4
1997-98	34.7	100.0	100.0	99.4	83.7
1998-99	35.2	99.9	100.0	99.4	83.5

<sup>(1)</sup> Data refers to France métropolitaine

Source: Ministère de l'éducation nationale, DPD



**TAB.3 – Average number of children per class by public/private école maternelle for selected years<sup>(1)</sup>**

	Public	Private
<b>1960-61</b>	42.9	37.6
<b>1970-71</b>	40.3	38.1
<b>1980-81</b>	30.0	29.9
<b>1990-91</b>	27.9	27.2
<b>1991-92</b>	27.7	27.5
<b>1992-93</b>	27.5	27.3
<b>1993-94</b>	27.4	27.0
<b>1994-95</b>	27.1	26.7
<b>1995-96</b>	-	26.3
<b>1996-97</b>	-	25.8
<b>1997-98</b>	25.7	25.7
<b>1998-99</b>	25.5	25.6

<sup>(1)</sup> Data refers to France métropolitaine

Source: Ministère de l'éducation nationale, DPD

**TAB.4 – Level of usage of child care facilities by age groups of child, 1996 and 1999<sup>(1)</sup>**

	Households with at least a child aged less than 6 years		Households with at least a child aged less than 3 years	
	1996	1999	1996	1999
<b>Number of concerned households</b>	<b>3 330.0</b>	<b>3 290.0</b>	<b>2 050.0</b>	<b>2 100.0</b>
<b>of which</b>				
<b>with at least formal/informal child care facility</b>	<b>49.0%</b>	<b>57.0%</b>	<b>51.0%</b>	<b>57.0%</b>
<b>with at least a paid care</b>	32.0%	41.0%	35.0%	43.0%
<b>with care facility at home</b>	5.0%	5.0%	5.0%	5.0%
<b>nurse arrangement</b>	15.0%	22.0%	17.0%	26.0%
<b>crèche, halte-garderie</b>	8.0%	10.0%	12.0%	14.0%
<b>other</b>	10.0%	16.0%	7.0%	12.0%
<b>with at least an informal care facility</b>	26.0%	27.0%	25.0%	23.0%
<b>with no care facility</b>	<b>51.0%</b>	<b>43.0%</b>	<b>49.0%</b>	<b>43.0%</b>

<sup>(1)</sup> Estimate based on weighted figures, median values of range

Source: Insee, Enquêtes Services de proximité 1996 et 1999

**TAB.5 – People' evaluation on child care facilities, 1997**

	<b>The most appreciate care facility</b>	<b>The most appropriate care facility for child</b>	<b>The least expensive care facility</b>	<b>The least sure care facility</b>
<b>Crèche collective</b>	22.2	28.9	51.8	32.9
<b>Grandparents</b>	24.4	28.6	-	20.4
<b>Registered nurse</b>	31.7	25.4	16.5	4.1
<b>Paid child minder at home</b>	11.6	14.4	9.5	11.5
<b>Not registered nurse</b>	3.3	2.2	19.7	29.1

<sup>(1)</sup> Estimate based on weighted figures, median values of range

Source: Insee, Enquêtes Services de proximité 1996 et 1999

**TAB.1 – Percentage of children in *Krinderkrippen* and *Kindergarten* by age groups, 1991-2000**

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
< 3 years	14.5	12.3	9.9	7.8	7.7	7.5	7.3	7.4	8.5	9.5
3 – 8 years	73.7	72.5	71.9	72.2	69.9	71.8	75.2	78	78.9	78.5
3 – 4 years	46.6	44	42.1	38.9	36.3	40.2	45.7	50.8	54.3	56.3
4 – 5 years	75.1	73.7	73.3	72.1	64.8	74.1	78.1	82.8	83.5	82.9
5 – 6 years	89.8	89.5	89.1	92.1	92.8	86.1	87.8	89.6	90.7	89.8
6 – 8 years	88.7	89	88.5	91.1	91.6	87	88.7	89.1	89.3	88.6
< 8 years	47.1	45.7	45.6	45.8	43.8	45.6	46.7	46.8	47.6	47.5

Source: Statistisches Bundesamt

**TAB.1 – Teaching staff and children by public/private nursery school, 1995-1999**

	Public nursery school				Private nursery school			
	Units	Staff	% female staff	Staff/ children	Units	Staff	% female staff	Staff/ children
<b>1995-96</b>	5 414	8 492	99.7	14.5	129	241	99.6	19.6
<b>1996-97</b>	5 433	8 688	99.3	14.7	125	233	100.0	19.2
<b>1997-98</b>	5 574	8 550	97.9	15.8	126	235	99.6	19.8
<b>1998-99</b>	5 460	8 374	99.6	16.4	116	233	98.3	19.9

Source: National Statistical Service of Greece

**TAB.1 – Percentage of children in paid child care facilities by age groups, 1999<sup>(1)</sup>**

	0-4 years	5-9 years	Total
<b>% children</b>	38	18	32

<sup>(1)</sup> Survey did not distinguish between pre-school and full day care

Source: derived from ESRI Survey

**TAB.2 – Level of usage of paid child care facilities by mother's status**

	Mothers with youngest child aged 0-4 years n=663	Mothers with youngest child aged 5-9 years n=495
	(%)	
<b>No paid child care</b>	62	91
<b>Crèche, nursery, kindergarten, other pre-school facility</b>	17	-
<b>Minder in minder's home</b>	14	3
<b>Minder in child's home</b>	4	5
<b>Paid relative</b>	3	1
<b>Total</b>	<b>100</b>	<b>100</b>

Source: 1997 Survey of Child-care Arrangements (ESRI)

**TAB.1 – Number/Percentage of children aged 0-2 years by public/private day care facilities (*nido*) for selected years**

	Total		Public <i>nido</i>		Private <i>nido</i>	
		(%)		(%)		(%)
<b>1988-89</b> <sup>(1)</sup>	-	6.3	-	4.3	-	2.0
<b>1990</b> <sup>(2)</sup>	104 088	6.4	101 318	6.2	2 770	0.2
<b>1992</b> <sup>(3)</sup>	97 564	6.4	92 624	6.1	4 940	0.3
<b>1996</b> <sup>(4)</sup>	78 341	8.8	-	-	-	-
<b>1998</b> <sup>(5)</sup>	140 000	4.3 / 14.3	-	-	-	-

<sup>(1)</sup> Data is from 1988-89 Multiscopo Survey

<sup>(2)</sup> Data is from Musatti, 2000

<sup>(3)</sup> Data is from Istat - Statistiche della Previdenza, Sanità e Assistenza Sociale

<sup>(4)</sup> Data refers only to North and Central Italy (12 regions in total)

<sup>(5)</sup> Provisional data is from 1998 Multiscopo Survey, percentages refer respectively to housewife and working women

**TAB.2 – Number/Percentage of children aged 3-5 years by public/private day care facilities(*scuola materna*), 1986-1999**

	Total children aged 3-5 years			Public <i>scuola materna</i>				Private <i>scuola materna</i>	
	Total	attending <i>scuola materna</i>	% school attendance	State	Municipality	Other public	as %	Religious	Other private
<b>1986-87</b>	-	1 632.3	-	809.4	235.9	72.4	68.5	339.7	174.9
<b>1987-88</b>	-	1 586.9	-	804.9	-	-	-	-	-
<b>1988-89</b>	-	1 579.5	-	805.1	-	-	-	-	-
<b>1989-90</b>	-	1 590.4	-	822.6	222.8	76.6	70.6	308.4	160.0
<b>1990-91</b>	-	1 575.2	-	824.0	218.0	73.3	70.8	299.6	160.3
<b>1991-92</b>	1 647.9	1 572.7	95.4	837.2	214.7	70.5	71.4	296.1	154.2
<b>1992-93</b>	1 659.4	1 585.0	95.5	840.4	215.1	68.1	70.9	298.4	163.0
<b>1993-94</b>	1 672.1	1 578.4	94.4	852.3	-	-	-	-	-
<b>1994-95</b>	1 667.8	1 582.3	94.9	881.1	204.6	38.6	71.1	292.8	165.3
<b>1995-96</b>	1 687.0	1 582.6	93.8	891.4	201.1	38.0	71.4	293.1	159.0
<b>1996-97</b>	1 687.6	1 577.5	93.5	809.4	235.9	72.4	-	339.7	175.0
<b>1997-98</b>	1 674.0	1 588.0	94.9	804.9	-	-	-	-	-
<b>1998-99</b>	1 612.5	1 577.7	97.8	805.1	-	-	-	-	-

Source: Istat - Statistiche della Scuola materna ed elementare (ex Statistiche dell'Istruzione)

**TAB.3 – Number/Percentage of children aged 6 years and over by public/private scuola elementare, 1986-1999**

	TOTAL	Public <i>scuola elementare</i>				Private <i>scuola elementare</i>	
		State	Municipality	Other public	% public	Religious	Other private
1986-87	3518.3	3246.9	9.4	5.0	92.7	214.2	42.9
1987-88	3370.7	3107.0					
1988-89	3241.8	2984.2					
1989-90	3164.2	2918.4	13.1	6.4	92.9	182.2	44.0
1990-91	3069.8	2830.2	9.3	5.5	92.7	181.1	43.6
1991-92	3005.0	2771.7	7.9	5.0	92.7	177.9	42.6
1992-93	2938.7	2703.3	9.3	4.9	92.5	176.6	44.5
1993-94	2863.3	2632.2					
1994-95	2815.6	2596.8					
1995-96	2816.1	2604.1					
1996-97	2810.0						
1997-98	2820.9						
1998-99	2859.4						

Source: Istat Statistiche della Scuola materna ed elementare (ex Statistiche dell'Istruzione)

**TAB.4 – Number/Percentage of children aged 3-5 years by daily school hours, 1986-1993**

	Until 5 hours	5-8 hours	Over 8 hours <sup>(1)</sup>		% until 5 hours	% 5-8 hours
			a)	b)		
1986-87 <sup>(2)</sup>	21.3	480.3	1130.7	941.8	1.3	29.4
1987-88					-	-
1988-89					-	-
1989-90	154.6	1144.5	291.2	163.8	9.7	72.0
1990-91	166.1	1130.9	278.2	156.3	10.5	71.8
1991-92	178.0	1124.8	269.8	150.6	11.3	71.5
1992-93	161.4	1147.9	275.7	147.5	10.2	72.4

<sup>(1)</sup> The column a) reports the number of children attending classes "over 8 hours", the column b) the number of children really staying more than 8 hours

<sup>(2)</sup> Corresponding categories are "until 4", "4-7", "over 7"

Source: Istat Statistiche della Scuola materna ed elementare (ex Statistiche dell'Istruzione)

**TAB.5 – Number of full-time/part-time sections in state/non-state *scuola materna*, 1993-1996**

	State school				Non-state school			
	total	full-time	part-time	% full-time	total	full-time	part-time	% full-time
<b>1993-94</b>	36.6	33.4	3.3	91.1	-	-	-	-
<b>1994-95</b>	38.2	34.1	4.1	89.2	29.4	23.8	5.6	29.4
<b>1995-96</b>	38.1	33.9	4.1	89.1	29.0	23.5	5.5	29.0

Source: Istat Statistiche della Scuola materna ed elementare (ex Statistiche dell'Istruzione)

**TAB.6 – Percentage of sections in *scuola materna* by number of days operating per week, 1994-1996**

	5 days	6 days
	(%)	
<b>1994-95</b>	74.8	25.2
<b>1995-96</b>	74.3	25.7

Source: Istat - Statistiche della Scuola materna ed elementare (ex Statistiche dell'Istruzione)

**TAB.7 – Percentage of classes in *scuola elementare* by number of days operating per week, 1993-1996**

	State school				Non-state school		TOTAL	
	modular		full-time					
	5 days	6 days	5 days	6 days	5 days	6 days	5 days	6 days
	(%)							
<b>1993-94</b>	9.0	91.0						
<b>1994-95</b>	9.9	90.1	90.9	9.1	31.3	68.7	22.4	77.6
<b>1995-96</b>	11.4	88.6			33.0	67.0		

Source: Istat - Statistiche della Scuola materna ed elementare (ex Statistiche dell'Istruzione)



**TAB.8 – Number/Percentage of children in *scuola materna* taking meals and school-bus (only state-school) for selected years**

	Meal	School-bus	Meal	School-bus
	(1 000)		(%)	
<b>1986-87</b> <sup>(1)</sup>	1 411.7	-	-	-
<b>1988-89</b>	-	-	58.6 <sup>(2)</sup>	-
<b>1994-95</b>	585.4	135.3	66.4	15.4
<b>1995-96</b>	647.1	145.1	72.6	16.3

<sup>(1)</sup> State and non-state school

<sup>(2)</sup> Data from 1988-89 Multiscopo Survey

Source: Istat Statistiche della Scuola materna ed elementare (ex Statistiche dell'Istruzione)

**TAB.9 – Number/Percentage of children in *scuola elementare* taking meals, school-bus service and pre-school service (only state-school), 1988-1996**

	State school					
	Meal <sup>(1)</sup>	School-bus	Pre-school	Meal <sup>(1)</sup>	School-bus	Pre-school
	(1 000)			(%)		
<b>1988-89</b>	435.8	-	-	-	-	-
<b>1989-90</b>	403.5	-	-	-	-	-
<b>1990-91</b>	397.5	-	-	-	-	-
<b>1991-92</b>	387.8	-	-	-	-	-
<b>1994-95</b>	722.3	382.2	58.5	27.8	14.7	2.3
<b>1995-96</b>	806.9	396.1	63.7	31.0	15.0	2.4

<sup>(1)</sup> For 1988-1992 only pupils attending full-time classes

Source: Istat - Statistiche della Scuola materna ed elementare (ex Statistiche dell'Istruzione)

**TAB.1 – Number of children in child care facilities, 1990-1996**

	1990	1991	1992	1993	1994	1995	1996
	(1 000)						
<b>day care</b>	38.4	49.1	56.7	70.3	83.0	92.4	100.8
<b>part time care</b>	2.5	3.5	3.6	3.9	4.2	4.0	4.1
<b>childcare at the office</b> <sup>(1)</sup>	4.6	3.5	4.6	4.8	5.1	4.8	-
<b>after school</b>	5.0	7.0	10.5	13.6	15.2	18.9	25.2
<b>other parents</b> <sup>(2)</sup>	2.4	4.9	9.3	11.4	12.2	13.9	15.8

<sup>(1)</sup> From 1996 on included in day care

<sup>(2)</sup> Estimate for 1990 and 1991

Source: CBS - Statistiek Kindercentra

**TAB.2 - Number of children in child care facilities and waiting lists by age groups, 1989 -1997**

	1989	1993	1995	1996	1997
<b>Number of children in child care facilities</b>					
<b>0 - 3 years</b>	34 783	87 955	106 378	115 336	125 699 (17.0 <sup>(1)</sup> )
<b>4 - 7 years</b>	9 858	13 579	17 051	20 690	26 517 (3.4 <sup>(1)</sup> )
<b>Number of children on a waiting list for child care</b>					
<b>0 - 3 years</b>	45 852	51 896	46 776	44 320	32 237
<b>4 - 7 years</b>	8 466	5 966	5 825	6 392	5 562

<sup>(1)</sup> Percentage of all children of that age group

Source: SGBO monitor 1997 (1999) for a) and b); Early Childhood Education and Care – OECD – 2000 for c)

**TAB.3 – Level of usage of child care facilities for the first child aged less than 4 years**

	period of birth first child		
	<1980	1980-1986	1987-1993
<b>% of first children that used child care before reaching age 4 years</b>	<b>47</b>	<b>65</b>	<b>80</b>
<b>type of child care</b>			
day care	9	13	25
company care	2	2	4
kindergarten	76	76	71
at her parents	2	4	9
babysitting	15	18	22
parental leaves	1	2	13
unpaid care by exchange (of child care)	9	9	4
unpaid babysit	31	37	41
care by partner	17	24	31

Source: CBS, Onderzoek Gezinsvorming 1998

**TAB.4 – Number of places in child care facilities, 1990-1996**

	1990	1991	1992	1993	1994	1995	1996
	(1 000)						
<b>day care</b>	21.4	28.8	34.6	41.7	45.4	48.1	54.1
<b>part time care</b>	1.5	2.0	2.3	2.8	3.1	2.3	2.4
<b>childcare at the office</b> <sup>(1)</sup>	2.8	2.1	2.7	3.0	3.3	2.8	-
<b>after school</b>	3.4	4.9	7.5	10.8	10.9	12.0	13.8
<b>other parents</b> <sup>(2)</sup>	2.1	4.3	8.1	10.6	10.8	12.9	14.6

<sup>(1)</sup> From 1996 on included in day care<sup>(2)</sup> Estimate for 1990 and 1991

Source: CBS - Statistiek Kindercentra

**TAB.5 - Family income of clients in child-care**

	USE
	(%)
<i>Lower income</i>	
< NLG 1 500	1.0
NLG 1 500 - 1 600	4.0
NLG 1 600 - 2 600	10.0
<i>Middle income</i>	
NLG 2 600 - 3 600	21.0
NLG 3 600 - 4 600	29.0
NLG 4 600 - 5 000	11.0
<i>Higher income</i> <sup>(1)</sup>	
NLG 5 000 - 6 000	14.0
NLG 6 000 - 7 000	6.0
NLG 7 000 - 8 000	3.0
> NLG 8 000	3.0

<sup>(1)</sup> Including double-income families

Source: Research voor Beleid, Leiden 1995

**TAB.1 – Children aged 0–3 years by child care facilities, 1996**

	Number of units	Children aged 3 years	%
Crèche	1 343	33 788	11.10
AMA	604	2 315	0.80
Mini-crèche	9	141	0.05
Crèche familiar	74	2 118	0.70

Source: Estatísticas da Segurança Social, Instituição de Gestão Financeira Social

**TAB.2 – Share of payments for child care facilities between the State and the families according to their income, 1999**

Income	Average annual fees	State	Families
		PTE	
<i>Very low</i>	320 000	166 400	153 600
<b>Low</b>	320 000	112 000	208 000
<b>Average/Low</b>	320 000	8 000	240 000
<b>Average</b>	320 000	64 000	256 000

Source: Departamento de Gestão Financeira, Ministério da Educação, 1999

**TAB.3 – Expenditure distribution in pre-school education, 1999**

	Public network	Private network	
		Solidarity	Private and Coop.
		(%)	
<i>Public administration</i>	100.0	62.0	5.0
<b>Families</b>		38.0	95.0
<b>Total</b>	100.0	100.0	100.0

Source: Departamento de Gestão Financeira, Ministério da Educação, 1999

**TAB.1 – Percentage of children attending *escuela infantil* by age groups, 1990-2000**

	<1 year	1 year	2 years	3 years	4 years	5 years	4-5 years	3-5 years
	(%)							
<b>1990-91</b>	-	-	-	27.2	-	-	96.2	75.9
<b>1991-92</b>	-	-	-	-	-	-	-	80.0
<b>1992-93</b>	-	-	-	-	-	-	-	83.3
<b>1993-94</b>	-	-	-	-	-	-	-	86.3
<b>1994-95</b>	-	-	-	-	-	-	-	87.2
<b>1995-96</b>	-	-	-	60.9	-	-	99.3	87.7
<b>1996-97</b>	-	-	-	-	-	-	-	89.3
<b>1997-98</b>	-	-	-	-	-	-	-	91.0
<b>1998-99</b>	1.3	5.7	13.7	75.3	98.0	100.0	99.0	91.5
<b>1999-00</b>	-	-	-	86.7	-	-	100.0	91.0

Source Ministerio de Educación, Cultura y Deporte

**TAB.2 – Number of children in *escuela infantil* and *escuela primaria* and share of public education by age groups, 1990-2000**

	Escuela infantil (0 - 5 years)		Escuela primaria (6 - 12 years)	
	TOTAL (1 000)	public (%)	TOTAL (1 000)	public (%)
<b>1990-1991</b>	1 004.5	61.4	4 885.0	65.0
<b>1991-1992</b>	1 027.6	61.8	4 649.4	64.8
<b>1992-1993</b>	1 052.5	63.7	4 468.8	65.0
<b>1993-1994</b>	1 083.3	64.9	4 280.9	65.5
<b>1994-1995</b>	1 093.3	66.0	4 063.9	66.0
<b>1995-1996</b>	1 096.7	67.2	3 850.0	66.3
<b>1996-1997</b>	1 115.2	65.4	3 137.3	66.0
<b>1997-1998</b>	1 122.7	67.6	2 615.5	66.3
<b>1998-1999</b>	1 128.9	67.7	2 562.8	66.6
<b>1999-2000</b>	1 131.0	67.2	2 526.6	66.7

Source: Ministerio de Educación, Cultura y Deporte

**TAB.1 – Number of children by type of pre-school and school care and selected age groups, 1999**

	1 - 5 years	6 - 9 years	10 - 12 years
	(1 000)		
<b>Total number</b>	<b>464</b>	<b>492</b>	<b>349</b>
	(%)		
<b>Municipal pre-school/after-school centres</b>	57	60	7
<b>Private pre-school/after-school centres</b>	9	3	1
<b>Municipal family day nursery</b>	10	3	1
<b>Open after school centre</b>	-	1	5
<b>Private childminder</b>	1	0	0
<b>Relative, neighbour, etc..</b>	2	4	3
<b>Parent of child at home</b>	20	21	28
<b>Child can look after her/himself</b>	-	6	53
<b>Other</b>	0	1	3
<b>Total</b>	100	100	100

Source: National Agency for Education

**TAB.2 – Number of children in municipal day care by selected age groups for selected years**

	1972		1980		1990		1999	
	(1 000)	(%)	(1 000)	(%)	(1 000)	(%)	(1 000)	(%)
<b>1 - 6 years</b>	689	12	604	36	294	57	611	74
<b>7 - 9 years</b>	360	6	338	22	289	50	378	63
<b>10 - 12 years</b>	316	1	332	3	641	7	349	7

Source: Child care statistics, 1972-93 SCB, 1994-96 National Board of Health and Welfare, 1997 National Agency for Education

**TAB 3 – Number of children by pre-school care and selected age groups, 1997-1999**

	1997 <sup>(1)</sup>		1998 <sup>(2)</sup>		1999 <sup>(2)</sup>	
	(1 000)	as %	(1 000)	as %	(1 000)	as %
<b>Pre-school</b>						
<b>1 – 5 years</b>	324	59	318	61	314	64
<b>6 years</b>	35	28	18	14	14	3
<b>Family day nursery</b>						
<b>1 – 5 years</b>	72	13	61	12	53	11
<b>6 years</b>	9	7	7	6	5	4
<b>Before- and after school centre</b>						
<b>6 years</b>	52	41	66	54	80	68
<b>Total</b>						
<b>1 – 5 years</b>	396	72	380	73	369	75
<b>6 years</b>	96	76	91	74	89	76
<b>Pre-school class</b>						
<b>6 years</b>	-	-	111	91	110	93

<sup>(1)</sup> 31 December of the year

<sup>(2)</sup> 15 October of the year

Source: Education in Sweden 2000



**TAB 4 – Number of children enrolled in Swedish early childhood education and care, 1970-1998**

	Pre-school	Family day-care home	Leisure-time centre	Total	Part-time group <sup>(1)</sup>
<b>1970</b>	33 000	32 000	6 500	71 500	86 000
<b>1980</b>	135 000	125 500	43 000	303 500	104 500
<b>1990</b>	267 500	156 000	108 500	532 000	63 000
<b>1995</b>	360 000	123 500	210 000	694 000	67 000
<b>1996</b>	366 000	110 000	239 500	715 500	75 000
<b>1997</b>	363 000	96 000	264 000	723 000	84 500
<b>1998 <sup>(2)</sup></b>	338 000	82 000	300 000	720 000	-

<sup>(1)</sup> refers to the total number of children enrolled i.e. also includes children enrolled in other pre-school activities

<sup>(2)</sup> in 1998 the terms "day care centre" and "part-time group" were replaced by "pre-school". Six year-olds, who earlier took part-time groups now attend the pre-school class

Source: "Early Childhood Education and Care Policy in Sweden" OECD 1999

**TAB 5 – Percentage of children in pre-school care, 1994-1998**

	1994	1996	1998
	(%)		
<b>Day-care centres</b>			
<b>1 year</b>	25	34	34
<b>2 years</b>	45	54	60
<b>3 years</b>	51	59	64
<b>4 years</b>	57	63	69
<b>5 years</b>	59	65	73
<b>Leisure-time centres</b>			
<b>6 years</b>	22	36	54
<b>7 years</b>	51	60	66
<b>8 years</b>	46	53	60
<b>9 years</b>	32	39	44
<b>10 years</b>	9	11	12
<b>11 years</b>	3	4	5
<b>12 years</b>	1	2	2

Source: "Early Childhood Education and Care Policy in Sweden" OECD 1999

TAB.6 - Children in child care in percentage of all children of the whole population by age, 1999

	TOTAL	<1 year	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years	10 years	11 years	12 years	>12 years
<b>CHILD CARE</b>	51.1	0.1	42.9	76.2	79.7	84.3	86.6	75.7	74.2	66.1	48.9	13.3	4.9	2.3
<b>public</b>	45.9	0.0	37.3	66.0	68.7	73	75.6	70.4	69.3	61.9	45.5	12.3	4.4	1.9
<b>private</b>	5.2	0.0	5.6	10.1	11.1	11.3	11.0	5.3	4.8	4.3	3.4	1.0	0.4	0.4
<b>of which</b>														
<b>pre-school</b>	46.1	0.1	42.9	76.2	79.7	84.3	85.5	3.3	0.3	-	-	-	-	-
<b>public</b>	39.9	0.0	37.3	66.0	68.7	73.0	74.6	2.4	0.2	-	-	-	-	-
<b>private</b>	6.2	0.0	5.6	10.1	11.1	11.3	10.9	0.9	0.1	-	-	-	-	-
<b>of which</b>														
<b>school</b>	41.3	-	-	-	-	-	1.1	72.4	73.8	66.1	48.9	13.3	4.9	2.3
<b>public</b>	38.5	-	-	-	-	-	1.0	68	69.1	61.9	45.5	12.3	4.4	1.9
<b>private</b>	2.7	-	-	-	-	-	0.1	4.4	4.8	4.3	3.4	1.0	0.4	0.4
<b>PRE-SCHOOL SERVICE</b>														
<b>pre-school</b>	39.5	0.1	35.7	63.9	68	72.7	74.3	3.3	0.3	-	-	-	-	-
<b>public</b>	33.7	0.0	30.5	54.5	57.5	62	64	2.4	0.2	-	-	-	-	-
<b>private</b>	5.8	0.0	5.2	9.4	10.4	10.8	10.3	0.9	0.1	-	-	-	-	-
<b>family day care</b>	7.8	0.0	7.2	12.2	11.8	11.6	11.2	-	-	-	-	-	-	-
<b>private</b>	7.4	0.0	6.8	11.5	11.1	11	10.6	-	-	-	-	-	-	-
<b>public</b>	0.4	0.0	0.4	0.7	0.6	0.6	0.5	-	-	-	-	-	-	-
<b>SCHOOL CHILDREN SERVICES</b>														
<b>leisure time centre</b>	39.4	-	-	-	-	-	1.1	68.1	70.5	63.6	47.2	12.6	4.6	2.2
<b>private</b>	36.7	-	-	-	-	-	1	63.8	65.9	59.4	43.9	11.6	4.2	1.8
<b>public</b>	2.7	-	-	-	-	-	0.1	4.2	4.6	4.2	3.4	1.0	0.4	0.3
<b>family day centre</b>	1.7	-	-	-	-	-	-	4.4	3.3	2.6	1.7	0.7	0.3	0.1
<b>private</b>	1.6	-	-	-	-	-	-	4.2	3.2	2.5	1.6	0.7	0.3	0.1
<b>public</b>	0.1	-	-	-	-	-	-	0.2	0.1	0.1	0.1	0.7	0.3	0.1

Source: "Child care and school statistics 2000", Skolverkets report nr. 185

**TAB.1 – Number of children aged under 5 years<sup>(1,2)</sup> in maintained schools in England, January 1996-2000**

		1996	1997	1998	1999	2000
<b>Total nursery and primary schools<sup>(3)</sup></b>						
number of pupils	aged 3 and under	210.100	214.200	222.000	225.700	229.900
	aged 4	498.400	499.300	498.500	496.400	483.800
	total under 5	708.500	713.500	720.500	722.000	713.700
% of population at 31 December <sup>(4)</sup>	aged 3 and under	32	34	35	37	38
	aged 4	76	77	79	79	79
	total under 5	54	56	57	58	58
<b>Nursery schools and nursery classes in primary schools</b>						
number of pupils	aged 3 and under	209.300	213.200	220.900	224.500	228.400
	aged 4	155.000	154.200	147.500	142.400	134.400
	total under 5	364.300	367.400	368.400	366.900	362.800
% of population at 31 December <sup>(4)</sup>	aged 3 and under	32	34	35	37	37
	aged 4	24	24	23	23	22
	total under 5	28	29	29	30	30
<b>Infant classes in primary schools<sup>(3)</sup></b>						
number of pupils	aged 3 and under	800	900	1.200	1.100	1.600
	aged 4	343.400	345.200	351.000	353.900	349.400
	total under 5	344.200	346.100	352.100	355.100	351.000
% of population at 31 December <sup>(4)</sup>	aged 3 and under	-	-	-	-	57
	aged 4	52	53	55	56	57
	total under 5	26	27	28	29	29

<sup>(1)</sup> Ages at previous 31 December

<sup>(2)</sup> Includes full and part-time pupils. number rounded to the nearest 100

<sup>(3)</sup> Includes reception and other (non-nursery classes) within primary schools

<sup>(4)</sup> Participation rate - the number of full-time and part time pupils expressed as a proportion of the estimated child population at 31 December

Source: "Provision for children under five years of age in private, voluntary, independent and maintained sectors in England: January 2000"; Dfee. Statistical first release. 17 may 2000

**TAB.2 - Children aged four<sup>(1)</sup> in early years provision in England, January 2000**

	2000		Founded places 2000	
	Children aged 4 years <sup>(2)</sup>	% of population <sup>(3)</sup>	Children aged 4 years <sup>(2)</sup>	% of population <sup>(3)</sup>
<b>Nursery schools and nursery classes in primary schools</b>	134 400	22	134 400	22
<b>Infant classes in primary schools <sup>(6)</sup></b>	352 100	57	352 100	57
<b>Private and voluntary <sup>(5)</sup></b>	98 400	16	93 100	15

<sup>(1)</sup> Includes full and part-time children. aged 4 year olds at previous 31 December

<sup>(2)</sup> Number of four year olds have been rounded to the nearest 100. There may be double counting of some children who attend part-time with more than one provider

<sup>(3)</sup> Participation rate - the number of full-time and part-time children (based on provision) expressed as a proportion of the estimated 4 year old population at previous 31 December

<sup>(4)</sup> Figures for private and voluntary providers and independent schools are based on number of four year olds receiving grants as reported by providers

<sup>(5)</sup> Excludes providers not registered to receive Nursery Education Grants

<sup>(6)</sup> Includes reception and other non-nursery classes within primary schools and all classes in maintained and non-maintained special and general hospital schools but excludes children registered elsewhere

Source: "Provision for children under five years of age in private. voluntary. independent and maintained sectors in England: January 2000"; Dfee. Statistical first release. 17 may 2000

**TAB.3 - Children aged three<sup>(1)</sup> in early years provision in England, January 2000**

	In all LEA		In all LEAs for which funding was available in January 2000			
	Children aged 3 years <sup>(2)</sup>	% of population <sup>(3)</sup>	Children aged 3 years <sup>(2)</sup>	% of population <sup>(4)</sup>	Founded year olds <sup>(7)</sup>	% of population <sup>(4)</sup>
<b>Nursery schools and nursery classes in primary schools</b>	228 400	37	131 400	58	131 400	56
<b>Infant classes in primary schools<sup>(6)</sup></b>	3 800	1	1 400	1	1 400	1
<b>Private and voluntary<sup>(5)</sup></b>	266 000	43	52 800	23	37 500	17

<sup>(1)</sup> Includes full and part-time children, aged 3 years old as at 31 December 1999

<sup>(2)</sup> Number of three year olds have been rounded to the nearest 100. There may be double counting of some children who attend part-time with more than one provider

<sup>(3)</sup> Participation rate - the number of full-time and part-time children (based on provision) expressed as a proportion of the estimated 3 year old population at previous 31 December 1999

<sup>(4)</sup> Based on the population of 65 LEAs eligible to provide funding for three year olds via EYDO

<sup>(5)</sup> Excludes providers not registered to receive Nursery Education Grants

<sup>(6)</sup> Includes reception and other non-nursery classes within primary schools and all classes in maintained and non-maintained special and general hospital schools but excludes children registered elsewhere

<sup>(7)</sup> The numbers include children reported by the providers to be in receipt of a Nursery Education Grants

Source: "Provision for children under five years of age in private, voluntary, independent and maintained sectors in England: January 2000"; Dfee. Statistical first release. 17 may 2000

**TAB.4 - Number<sup>(1)</sup> of day nurseries, childminders and playgroups or pre-schools for children aged under 8 years, 1990-2000**

Years as at 31 march	Day Nurseries				Registered Childminders			Playgroups and pre-schools			
	Total	LA Provided <sup>(2)</sup>	Registered	Non- registered	Total	LA Provided	Other registered person	Total	LA Run <sup>(2)</sup>	Registered	Non- registered
<b>1990</b>	2 900	700	2 200	60	93 100	1 000	92 100	17 800	100	17 500	240
<b>1991</b>	3 600	670	2 900	80	106 000	1 100	104 900	18 000	90	17 600	290
<b>1992</b>	4 100	580	3 400	50	109 200	1 100	108 100	17 500	80	17 200	180
<b>1993</b>	4 500	530	3 900	60	87 200	1 500	85 700	17 200	80	17 000	50
<b>1994</b>	5 000	560	4 400	40	96 000	910	95 100	17 300	90	17 100	90
<b>1995</b>	5 400	540	4 800	50	97 100	1 100	96 000	16 900	80	16 700	110
<b>1996</b>	5 700	510	5 200	70	102 600	1 300	101 300	16 500	70	16 400	120
<b>1997</b>	6 100	530	5 500	70	98 500	1 400	97 100	15 800	70	15 600	70
<b>1998</b>	6 700	500	6 100	60	94 700	1 400	93 300	15 700	50	15 600	80
<b>1999</b>	7 000	400	6 400	200 <sup>(3)</sup>	82 200	2 300	80 000	15 000	110	14 700	130
<b>2000</b>	7 500	400	7 100	90	75 600	800	74 800	14 300	90	14 100	140

<sup>(1)</sup> Prior to 1992 data was collected for children aged under five only. These figures have been rounded to the nearest 10 or 100 as appropriate. Figures may not add to totals because of rounding

<sup>(2)</sup> Includes facilities provided by voluntary organisations under agency arrangements, under section 22 of the nation Health Act.1946

<sup>(3)</sup> Data collection guidance changed in 1999 this may be reflected in the figures

Source: "Statistics of Education: Children's Day Care Facilities at 31 March 2000, England"; Dfee, 2000

**TAB.5 - Places<sup>(1)</sup> in day nurseries, with childminders and in playgroups or pre-schools for children aged under 8 years, 1990-2000**

Years as at 31 march	Places in Day Nurseries				Places with Childminders			Places in Playgroups and pre-schools			
	Total	LA Provided <sup>(2)</sup>	Registered	Non- registered	Total	LA Provided	Other registered person	Total	LA Run <sup>(2)</sup>	Registered	Non- registered
<b>1990</b>	87 500	28 000	57 700	1 800	205 600	1 900	203 700	416 400	2 000	409 600	4 800
<b>1991</b>	106 100	27 000	77 100	1 900	233 300	1 800	231 400	428 400	1 900	420 500	6 000
<b>1992</b>	116 800	23 800	91 600	1 300	254 300	2 200	252 100	414 500	1 400	409 800	3 300
<b>1993</b>	133 800	21 400	111 000	1 400	300 700	4 700	296 900	396 900	1 500	394 400	1 000
<b>1994</b>	147 600	22 300	124 000	1 300	357 500	2 100	355 400	411 300	1 600	407 600	2 100
<b>1995</b>	161 500	20 900	139 300	1 400	373 600	1 900	371 700	410 600	1 700	406 200	2 700
<b>1996</b>	178 300	19 900	156 600	1 800	376 200	2 300	373 900	397 700	1 200	394 000	2 600
<b>1997</b>	193 800	20 200	172 000	1 700	365 200	3 500	361 700	383 700	1 300	380 900	1 500
<b>1998</b>	223 000	18 670	203 000	1 200	370 700	4 200	366 600	383 600	1 200	381 200	1 200
<b>1999</b>	247 700	15 500	220 200	11 900 <sup>(3)</sup>	336 600	8 900	328 200	347 200	2 100	342 200	2 900
<b>2000</b>	264 200	17 200	245 100	2 000	320 400	3 200	308 500	353 100	1 600	350 200	1 300

<sup>(1)</sup> Prior to 1992 data was collected for children aged under five only. These figures have been rounded to the nearest 10 or 100 as appropriate. Figures may not add to totals because of rounding

<sup>(2)</sup> Includes facilities provided by voluntary organisations under agency arrangements, under section 22 of the nation Health Act.1946

<sup>(3)</sup> Data collection guidance changed in 1999 this may be reflected in the figures

Source: "Statistics of Education: Children's Day Care Facilities at 31 March 2000, England"; Dfee, 2000

**TAB.6 - Playgroups or pre-schools and places at playgroups or pre-schools, summary statistics based on sessions operated, 1996-2000**

Years as at 31 March	Total sessions per week			Average number of sessions per week			
	Places per Playgroup	Playgroups	Session places	Playgroups	Session places	Playgroups sessions each week per 10000 aged 2-4	Session places available each week per child aged 2-4
<b>1996</b>	24.0	82 000	2 014 300	4.9	5.0	420	1,0
<b>1997</b>	24.3	79 000	1 977 600	5.1	5.2	410	1,0
<b>1998</b>	24.4	79 400	2 039 200	5.1	5.3	430	1,1
<b>1999</b>	23.2	77 900	1 829 900	5.2	5.3	423	1,0
<b>2000</b>	24.7	75 300	1 958 500	5.3	5.5	412	1,1

Source: "Statistics of Education: Children's Day care Facilities at 31 March 2000, England"; Dfee, 2000



**TAB.7 - Number<sup>(1)</sup> of out of school clubs and holiday schemes for children aged 5 to 7 years, 1992-2000**

Years as at 31 March	Out of school Clubs				Holiday Schemes <sup>(2)</sup>			
	Total	LA Provided	Registered	Non- Registered	Total	LA Provided	Registered	Non- Registered
<b>1992</b>	350	200	130	20	1 100	220	750	40
<b>1993</b>	950	250	450	250	1 700	250	1 300	90
<b>1994</b>	990	250	710	30	2 700	430	2 000	240
<b>1995</b>	1 600	310	1 300	50	4 200	800	2 900	470
<b>1996</b>	2 500	350	2 100	50	4 800	940	3 500	390
<b>1997</b>	2 600	290	2 300	60	5 300	670	4 400	230
<b>1998</b>	3 100	380	2 600	100	6 200	880	5 000	330
<b>1999</b>	3 800	260	3 200	300	10 200 <sup>(3)</sup>	1 600	8 400	260
<b>2000</b>	4 400	490	3 660	300	11 700	2 000	9 300	350

<sup>(1)</sup> All figures are estimates and have been rounded to nearest 10 or 100 as appropriate. Figures may not add totals because of rounding

<sup>(2)</sup> Holiday schemes are counted once for each holiday period in which they operate

<sup>(3)</sup> Some of the difference between 1998 and 1999 may be result of the additional guidelines given to providers in 1999

Source: "Statistics of Education: Children's Day Care Facilities at 31 March 2000, England"; Dfee, 2000

**TAB.8 - Number<sup>(1)</sup> of out of school clubs and holiday schemes for children aged 5 to 7 years, 1992-2000**

Years as at 31 March	Out of school Clubs				Children on registers of clubs provide by LA's <sup>(2)</sup>	Holiday Schemes <sup>(2)</sup>			
	Total	LA Provided	Registered	Non- Registered		Total	LA Provided	Registered	Non- Registered
<b>1992</b>	11 900	8 600	3 100	200	9 200	47 500	13 100	29 100	5 200
<b>1993</b>	24 600	9 600	14 000	1 000	11 700	80 500	15 000	59 100	6 500
<b>1994</b>	30 000	9 100	20 400	610	12 500	102 600	18 900	75 200	8 500
<b>1995</b>	44 600	9 600	33 900	1 100	22 400	192 100	45 300	122 500	24 300
<b>1996</b>	70 000	11 600	57 300	1 000	13 800	205 900	36 100	151 700	18 100
<b>1997</b>	78 700	10 800	66 700	1 200	11 400	209 000	24 400	170 900	13 700
<b>1998</b>	92 300	15 800	74 400	2 100	14 400	256 500	31 400	211 600	13 500
<b>1999</b>	113 800	8 800	90 400	14 600	-	435 300	71 600	345 200	18 400
<b>2000</b>	141 100	19 400	109 300	12 400	-	490 000	92 500	388 600	9 300

<sup>(1)</sup> All figures are estimates and have been rounded to nearest 10 or 100 as appropriate. Figures may not add totals because of rounding

<sup>(2)</sup> Holiday schemes are counted once for each holiday period in which they operate

Source: "Statistics of Education: Children's Day Care Facilities at 31 March 2000, England"; Dfee, 2000

**TAB.9 - Type of provision in the last week by age of child and by weather child has special needs, 1999**

	0-2 years	3-4 years	5-7 years	8-11 years	12-14 years	child has special needs	child has no special needs	Total
	(%)							
None	53	24	59	59	71	59	55	55
Formal only	15	42	10	7	3	9	13	13
Formal and informal	10	23	6	5	1	6	8	8
Informal only	22	10	26	29	25	26	24	24
<i>Base (unweighted, all children)</i>	<i>1575</i>	<i>1071</i>	<i>1729</i>	<i>2220</i>	<i>1539</i>	<i>699</i>	<i>7425</i>	<i>8134</i>

Source: Parent's Demand for Childcare, 2000

**TAB.10 - Number of hours of childcare used in the last week, 1999**

	Total
None	44
Up to 10 hours	23
11-20 hours	11
21-30 hours	8
31-40 hours	5
41-50 hours	4
more than 50 hours	5
mean number of hours	11.4
<i>Base (weighted, all households)</i>	<i>5152</i>

Source: Parent's Demand for Childcare, 2000

**TAB.11 - Number of sessions in the past week by age of child, 1999**

N° of sessions	0-2 years	3-4 years	5-7 years	8-11 years	12-14 years	Total
	(%)					
<b>None</b>	53	24	59	59	71	55
<b>1</b>	10	4	10	11	8	9
<b>2</b>	9	6	8	9	7	8
<b>3</b>	8	10	5	6	4	6
<b>4</b>	6	8	4	4	3	5
<b>5</b>	8	24	7	5	5	8
<b>6</b>	3	7	3	2	1	3
<b>7</b>	1	4	1	1	*	1
<b>8</b>	1	3	1	1	*	1
<b>9</b>	*	2	*	*	*	*
<b>10</b>	*	3	1	1	*	1
<b>11 or more</b>	*	5	1	1	*	1
<b>Mean</b>	3.4	5.3	3.4	3.4	3.0	3.9
<i>Base (weighted, all children)</i>	1575	1071	1729	2220	1539	8134

Source: Parent's Demand for Childcare, 2000

**TAB.12 - Time of day sessions by age of child, 1999**

<i>Time of session</i>	0-2 years	3-4 years	5-7 years	8-11 years	12-14 years
	(%)				
<b>early morning</b>	17	20	11	9	5
<b>daytime</b>	29	62	17	12	4
<b>late afternoon</b>	3	6	14	18	14
<b>evening</b>	5	5	7	10	9
<b>weekend</b>	12	13	15	15	11
<i>Base (weighted, all children)</i>	1575	1071	1729	2220	1539

Source: Parent's Demand for Childcare, 2000

**TAB.13 - Out of school activities in the past week by age of child, 1999**

N° of hours	3-4 years	5-7 years	8-11 years	12-14 years	Total
	(%)				
none	85	54	39	44	61
1-5 years	14	37	42	33	28
6-10 years	1	7	13	12	8
11-15 years		1	3	6	2
16-20 years			1	2	1
more than 20 years	0		1	3	1
<i>Base (children aged 3-14 years)</i>	<i>1071</i>	<i>1729</i>	<i>2220</i>	<i>1539</i>	<i>6559</i>

Source: Parent's Demand for Childcare, 2000

**TAB.14 - Why current provision was non ideal by age of child, 1999**

	-2 years	-4 years	-7 years	-11 years	-14 years	
-	35	37		28	19	
-	11	18		20	20	
- <b>right hours</b>	5		5	4		4
- <b>Employer does not provide</b>	9	9				3
- <b>They are not able to look after</b>	4	2		2	1	
-	1	1		1	1	
- <b>me</b>		1		1	1	
- <b>after him/her</b>	1					
- <b>Other</b>	5		4	4		4
<i>Base(children who do not arrangements)</i>		<i>336</i>	<i>845</i>		<i>922</i>	<i>3900</i>

**TAB.15 - Level of usage by age of child and by whether child has special needs, 1999**

	0-2 years	3-4 years	5-7 years	8-11 years	12-14 years	child has special needs	child has no special needs	Total
	(%)							
<b>Last year</b>	88	95	86	83	73	83	85	84
<i>Bas (all children)</i>	1575	1071	1729	2220	1539	699	7425	8134

Source: Parent's Demand for Childcare, 2000

**- Payment for providers<sup>(1)</sup>, 1999**

	no payment	fees/ wages	refreshments/ meals	other	Base
	(%)				
<b>Chilminder registered</b>	6	95	12	7	249
<b>Nanny/au pair</b>	(4)	(97)	(27)	(58)	55
<b>Babysitter</b>	21	79	3	4	142
<b>LA creche/nursery</b>	44	25	33	5	123
<b>Private creche/nursery</b>	2	96	30	15	299
<b>LA playgroup</b>	(35)	(60)	(13)	(5)	98
<b>Private playgroup</b>	16	81	21	14	177
<b>Voluntary playgroup</b>	(22)	(74)	(17)	(18)	94
<b>Nursery/reception class</b>	50	6	40	7	265
<b>Out of school club</b>	29	60	19	16	203
<b>Grandparents</b>	93	3	2	2	1250
<b>Other relatives</b>	87	8	3	5	413
<b>Friends</b>	84	11	4	4	305
<b>Total</b>					3783

<sup>(1)</sup> Respondents can select more than one category

Source: Parent's Demand for Childcare, 2000

**TAB.17 - Assessment of quality of childcare by household structure, 1999**

	<b>two parent family</b>	<b>one parent family</b>
	(%)	
<b>Very good</b>	24	21
<b>Fairly good</b>	57	50
<b>Fairly poor</b>	13	19
<b>Very poor</b>	5	10
<i>Base (all households with children 2-5 who used nursery education in the last year*</i>	3367	1086

Source: Parent's Demand for Childcare, 2000

**TAB.18 – Percentage of mothers' attitudes, 1999**

<b>Employers should make special arrangements to help mothers with young children</b>	93
<b>The government should provide more money for childcare to help parents who want to work</b>	90
<b>Employers should make special arrangements to help fathers with young children</b>	82
<b>Fathers should take more responsibility for looking after their children</b>	73
<b>Fathers cannot look after children as well as mothers do</b>	23
<b>Bringing up children is as fulfilling as having a paid job</b>	73
<b>Mothers of young children should stay at home</b>	34
<b>Pre-school child likely to suffer if both parents work</b>	53
<b>Primary school child likely to suffer if both parents work</b>	35
<i>Base</i>	1945

Source: Parent's Demand for Childcare, 2000

**TAB.19 - Payments for child care by households<sup>(1)</sup>, 1999**

	% of money payed by household
Childcare fees/wages	70
Education fees/wages	18
Refreshements/meals	34
Use of equipment	8
Travel costs	5
Outings	4
Other	4
<i>Base (all households who paid for childcare in the past week)</i>	<i>1309</i>

<sup>(1)</sup> Respondents can select more than one category

Source: Parent's Demand for Childcare, 2000

**TAB. 20 - Ideal provider type by age of child, 1999**

	0-2	3-4	5-7	8-11	12-14	Total
Would not use a provider	1	*	1	*	2	1
Child minder	4	4	3	3	1	3
Daily nanny	5	4	6	3	2	4
Live-in nanny	1	1	1	2	1	1
Babysitter	1	1	1	1	1	1
Creche/nursery	15	11	1	-	-	5
Playgroup	3	2	*	-	-	1
Nurse/reception class	1	5	*	-	-	1
Family centre	*	*	*	*	*	*
Out of school club	*	1	6	7	5	4
Current partner	29	28	26	30	32	29
Ex-partner	1	1	1	1	1	1
Grandparent	21	13	16	15	13	16
Older sibling	*	*	1	2	4	2
Other friend/relative	5	6	5	7	8	6
Care for him/herself	1	1	*	1	3	1
Work school hours/term	4	15	25	23	19	18
Other friend/relative	*	*	*	*	*	*
<i>Base (all children)</i>	<i>1570</i>	<i>1068</i>	<i>1729</i>	<i>2218</i>	<i>1535</i>	<i>8134</i>

Source: Parent's Demand for Childcare, 2000



**TAB. 21 – Level of usage of child care facilities in the last week and last year, 1999**

	Usage in last week	Usage in last year
	(%)	
<b>None</b>	43	14
<i>Formal providers</i>		
<b>Childminder</b>	6	9
<b>Daily nanny</b>	3	2
<b>Live-in nanny</b>	1	1
<b>Babysitter</b>	4	14
<b>Crèche/nursery</b>	9	14
<b>Playgroup</b>	7	13
<b>Nursery/reception class</b>	6	9
<b>Family centre</b>	1	*
<b>Out of school club</b>	4	10
<i>Informal providers</i>		
<b>Ex-partner</b>	4	8
<b>Grandparent</b>	23	57
<b>Older sibling</b>	4	11
<b>Other friend/relative</b>	10	39
<b>Other</b>	10	2
<i>base (all households)</i>	5152	5152

Source: Parent's Demand for Childcare, 2000

**TAB. 22 - Times of sessions used by household for any child in the last week by ages of children in the household, 1999**

	Pre-school age only	Pre-school and school age	School age only	Total
	(%)			
Early morning	28	19	10	16
Daytime	53	46	14	30
Late afternoon	5	18	21	16
Evening	7	9	11	9
Night	1	1	1	1
Weekend	18	18	17	17
<b>Base (all households)</b>	<i>1258</i>	<i>1085</i>	<i>2809</i>	<i>5152</i>

Source: Parent's Demand for Childcare, 2000

**TAB. 23 - Types of providers by age, last year, 1999**

	0-2 years	3-4 years	5-7 years	8-11 years	12-14 years
	(%)				
Childminder	11	13	10	7	2
Daily nanny	2	2	2	1	1
Live-in nanny	1	1	1	1	1
Babysitter	13	15	18	17	12
Creche/nursery	26	38	7	1	
Playgroup	20	44	5	1	
Nursery/reception class	10	30	12		
Family centre	1	-	-	-	-
Out of school club	4	6	14	16	6
Ex-partner	5	5	8	9	8
Grandparents	64	57	60	57	43
Older sibling	2	3	6	11	20
Other relative or friends	37	36	40	44	31
Other	1	1	2	2	1
<b>Base</b>	<i>1575</i>	<i>1071</i>	<i>1729</i>	<i>2220</i>	<i>1539</i>

Source: Parent's Demand for Childcare, 2000

**TAB. 24 – Reasons for unmet demand (%), 1999**

My usual arrangements have not always been available to me	45
Could not find anyone suitable to do it/anyone I can trust	41
My child was ill	33
I cannot afford it	26
There are not enough childcare places	8
Transport difficulties	8
My child is too old for the available child care	7
My child is young for the available child care	6
Other reason	1
<i>Base (all who reported unmet demand for childcare in the last year)</i>	<i>1372</i>

Source: Parent's Demand for Childcare, 2000

**TAB. 25 – Reasons for stop using a provider (%), 1999**

Child grew too old	41
Provider no longer available	16
Opened only during school holidays	5
Too expensive/found cheaper alternative	4
Moved house	4
Not available for the hours needed	3
Not appropriate for all my child(ren)	2
Too far away	2
Not reliable	2
No educational element	2
Child did not mix well with other children	2
Child did not get enough individual attention	1
Not sure provider could be trusted	1
Not flexible enough	1
Provider did not bring up child as I would	1
Person/staff not formally trained	*
Worried child would get too attached to the provider	*
<i>Base (all providers used in the past year but no longer used)</i>	<i>1940</i>

Source: Parent's Demand for Childcare, 2000