

## 3. RECONCILIATION OF WORK AND FAMILY LIFE

### 3.4. Service Provision

#### Child care services

Austria	
Crèches	Below the age of 3 children can be looked after in crèches. These institutions are primarily in the cities, almost half of them (46.5%) in Vienna. Because these services are provided for working parents they are mostly offering all day care. Most of the children in day nurseries are between 2 and 3 years old, because in Austria parents can make use of maternity leave till children reach the age of 2.
Pre-school	Kindergarten On reaching the age of 3 children can be looked after in this institution until they leave for attending school. Task of education in kindergartens is the promoting of physical, mental and psychological development of children.
Extended school services/clubs	Not mentioned.
Main types of providers (private profit making, private non-profit, etc.)	The federal provinces in Austria are responsible for legal regulation and financial support. Child care centres are primarily provided by municipalities but also by parishes, non profit making organisations or private persons.  Over the last years the availability of institutional childcare – especially for children under 3 years – is an important issue for politicians as well as for scientists. As institutional childcare is decentralised – i.e. it is regulated by the provinces – it is rather difficult to ascertain the demand for childcare as well as the availability of care facilities. This contributes to controversy on the appropriateness of the childcare system, a debate that is always closely linked to the question of whether it is important for the child's wellbeing that the mother is the main caregiver during the first years.
Typical service provision and number of hours provided	Nine of ten "Kindertagesheimen" are run the whole day. 98% of these are opened at noon. Facilities which are closed at noon are in the west of Austria (Tirol, Vorarlberg). There are loose facilities which are opened on Saturday and Sunday (40 in Austria). 26% of these facilities are open 50-52 weeks per year. 8 are placed in Vienna. Kindergarten: 91.4% of them are looking after children all the day (about 7-11 hours), 8.5% are closing at noon and 0.1% are caring for the children until afternoon except one or two hours at noon.
Any recent changes in	Between 2008 and 2010 the federal government will invest € 15 mio per year to improve the

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policy or provision affecting each form	number of day care centre and child minders especially for children under the age of 3.
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Azerbaijan	
Crèches	There exist paid private and state crèches where children are taken care of during a day starting from 1 years old to 3.
Pre-school	After crèches children may be given to nursery schools (from 3 to 6 years old).
Extended school services/clubs	Some private schools provide these services.
Main types of providers (private profit making, private non-profit, etc.)	At the moment in Azerbaijan exist both state regulated and privately owned child care institutions and schools. State regulated ones are under the supervision of the Ministry of Education.
Typical service provision and number of hours provided	Children in crèches and nursery schools get three time meals and place to sleep in the afternoon. They typically work from 8 to 6 o'clock (hours vary depending upon institution).
Any recent changes in policy or provision affecting each form	The new draft of the Law on Education stipulates some changes mainly concerning pre-school preparation services of these institutions.

Belgium	
Crèches	<p>Communauté française.</p> <p>Milieu d'accueil classique pour les enfants de 0 à 3 ans :</p> <ul style="list-style-type: none"> <li>- Crèches, Maisons communales d'accueil de l'enfant : structures en collectivité, subventionnées par l'ONE, accueillant de enfants de 0 à 3 ans ; participation financière des parents selon les revenus</li> <li>- Prégardiennats : structures en collectivité, subventionnées par l'ONE, accueillant de enfants de 18 mois à 3 ans ; participation financière des parents selon les revenus</li> <li>- Accueillantes et co-accueillantes conventionnées : accueil de type familial, subventionné par l'ONE, accueillant de enfants de 0 à 6 ans ; participation financière des parents selon les revenus</li> </ul>

	<p>- Maisons d'enfants : structure indépendant en collectivité, non subventionnées par l'ONE, accueillant de enfants de 0 à 3 ans ; participation financière des parents libre</p> <p>- Accueillantes et co-accueillantes autonomes : accueil de type familial, non-subventionné par l'ONE, accueillant de enfants de 0 à 6 ans ; participation financière des parents libre</p> <p>Communauté germanophone CG : 1 crèche de 24 places</p> <p>Communauté flamande The Flemish Community has an extensive network of childcare provisions. There is a distinction between informal care and formal care. Different types of provisions provide formal care for children from the age of 0 until they attend nursery school. There is also out of school care for children who attend nursery and primary school.</p> <p>Accredited crèches are fully subsidized by the Flemish governmental agency Kind en Gezin (Child and Family) and offer care in-group for children from the age of 0 until they attend nursery school. Some of these crèches also offer out of school care for children who attend nursery and primary school. They have a minimum capacity of 23 places. In 2007 there were 343 accredited crèches in the Flemish Community, with a total capacity of 15.438 places. 35 of these provisions also offered out of school care in accredited crèches, with a total capacity of 1.057 places in the Flemish Community.</p> <p>Independent/private crèches offer care in-group for children from the age of 0 until they attend nursery school. Some of these crèches also offer out of school care for children who attend nursery and primary school. Most of them have a certificate of supervision from Kind en Gezin (Child and Family). There are independent crèches with a capacity between 8 and 22 places (mini-crèches) and independent crèches with a minimum capacity of 23 places. In 2007 there were 979 mini-crèches and 180 independent crèches in the Flemish Community, with a total capacity of 24.137 places (15.959 places in mini-crèches and 8.178 places in independent crèches).</p> <p>Accredited services for family day-care are fully subsidized by Kind en Gezin (Child and Family) and offer care in a family setting for children from the age of 0 until they attend nursery school. Some of these services also offer out of school care for children who attend nursery and primary school. The services for family day-care have a minimum capacity of 50 places. They select and guide family day-carers and bring them into contact with parents. A family day-carer may take care of a maximum of 8 children at the same time (own children until they attend nursery school included). In 2007 there were 194 subsidized services with 7.481 affiliated family day-carers in the Flemish Community, with a total capacity of 30.713 places</p> <p>Independent/ private family day-care providers offer care in a family setting for children from the age of 0 until they attend nursery school. Some of them also organize out of school care for children who attend nursery and primary school. The maximum capacity is 7 children at the same time (own children until they attend nursery school included). In 2007 there were 1.178 private family day-care providers in the Flemish Community, with a total capacity of 7.068 places.</p>
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<p>Pre-school</p>	<p>Communauté française Ecoles maternelles : accueil des enfants de 2,5 ans à 6 ans dans la structure scolaire. Fréquentation par plus de 90% des enfants de cette tranche d'âge. Communauté germanophone 1 service d'accueillantes avec 85 accueillantes encadrées 20 accueillantes autonomes</p> <p>Baby- Stop : 2 petites initiatives en CG pour l'accueil occasionnel</p> <p>Communauté flamande In the Flemish Community children can attend school as soon as they are two and a half years old. Approximately 8 out of 10 children between two and a half and three years old go to school. As mentioned above, formal care for preschoolers is provided by crèches (accredited and independent/private) and family day-carers (affiliated or independent/private family day-carers.</p>
<p>Extended school services/clubs</p>	<p>(14) Communauté française En Communauté française, 196 programmes CLE (coordination locale pour l'enfance) et 603 opérateurs de l'accueil extrascolaire sont agréés par l'ONE au 31/12/2007. 325 site d'écoles de devoir ont été reconnu par l'ONE et 252 sont subsidiés.</p> <p>Les écoles peuvent organiser à leur convenance l'accueil des élèves avant les cours et après les cours. L'accueil après les cours peut être une simple garderie ou être une étude dirigée par des enseignants. Pour la surveillance du temps de midi proprement dite, la garde du dîner, une participation aux frais peut également être réclamée s'il n'y a pas d'obligation pour les élèves de rester durant le temps de midi à l'école et pour faire face aux frais relatifs à cette surveillance quand ils dépassent l'intervention de la Communauté française.</p> <p>Communauté germanophone Organisé de manière centralisée dans 8 des 9 communes de la CG.</p> <p>Communauté flamande Accredited initiatives for out of school care offer care for children who attend nursery or primary school before and after school, on Wednesday afternoons, during school holidays and in one or more holiday periods. The minimum capacity is 21 places. Most of them are at least partly subsidized by Kind en Gezin (Child and Family), but they can also get subsidies from other authorities. In 2007 there were 246 initiatives for out of school care in the Flemish Community, with a total capacity of 25.804 places.</p> <p>Most schools also organize out of school care. There is a great diversity in how this type of child care is organized. Out of school care in schools is only registered by Kind en Gezin (Child and Family).</p>
<p>Main types of providers (private profit making, private non-profit, etc.)</p>	<p>Communauté française Office de la Naissance et de l'Enfance : organisme para-communautaire de type B, d'intérêt public de la Communauté française ayant dans ses missions l'accueil de la petite enfance.</p> <p>Communauté germanophone Regionalzentrum für Kleinkindbetreuung</p> <p>Communauté flamande In formal child care in Flanders there is a distinction between accredited (and subsidized) provisions and independent/private provisions. In 2007 approximately 70% of the places in formal child care were provided in provisions (local authorities or private non-profit) accredited (and subsidized) by Kind en Gezin (Child and Family), versus approximately 30% of the places in formal</p>

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	child care in independent/private (profit or non-profit) child care initiatives.
Typical service provision and number of hours provided	<p>Communauté française. Un milieu d'accueil doit être accessible 10h/jour. Les enfants sont accueillis à temps plein suivant les structures disponibles et à temps partiels et fréquentation de plusieurs type de structure d'accueil de l'enfant (notamment mixte entre l'accueil structurel et l'accueil familial).</p> <p>Communauté germanophone Crèche: Service d'accueillantes Accueillantes autonomes Accueil extrascolaire</p> <p>A partir de septembre 2008 : accueil pour enfants malades de 6 mois à 10 ans.</p> <p>Communauté flamande Accredited crèches and accredited services for family day-care must be open for at least 220 days per year. Care must be provided for at least 11 hours between 6.30 and 18.30. A number of these provisions also offer care before 6.30 and after 18.30.</p> <p>Independent/private crèches and independent/private family day-care providers can determine their own opening days and hours.</p> <p>Initiatives for out of school care are open before and after school time, at the latest at 7.00 in the morning and until at least 18.00 in the evening. On Wednesday afternoon the facilities open at the end of school time (around noon).</p>
Any recent changes in policy or provision affecting each form	<p>Communauté française. Plan Cigogne en Communauté française qui prévoit l'augmentation des places d'accueil pour les 0-3 ans (plus de 8000 places entre 2004 et 2009). Plan Sema qui prévoit une synergie avec les entreprises pour l'augmentation des places d'accueil. Mise en place de co-accueillantes : deux accueillantes qui partagent un même lieu.</p> <p>Communauté germanophone Augmentation continuel du budget pour le RZKB dans les dernières années en fonction de l'augmentation des présences. Il y a une volonté politique de soutenir le secteur d'accueil de l'enfance afin d'atteindre les critères de Lisbonne de 33%. Le taux de couverture est en 2007 .....</p> <p>Communauté flamande</p> <ul style="list-style-type: none"> <li>• In 2006 an action-plan for flexible and occasional child care was approved by the Flemish government. This action-plan was officially launched in 2007 and consisted of 8 different actions, such as service cheques (vouchers) for child care, flexible child care in mini-crèches and independent/private crèches, flexible hours and occasional care in accredited crèches and initiatives for out of school care, local services for neighbourhood child care, ... The action plan wants to respond to some deficits in the existing child care services: it is not flexible enough and it is not sufficiently accessible by particular target groups (disadvantaged families, immigrants, job-seekers, ...).</li> <li>• In 2008 the Flemish government provided 13.6 million Euros to create new places in formal child care (accredited crèches and accredited services for family day-care).</li> <li>• In accredited child care services the parents pay a contribution in relation to their family income (accredited crèches and accredited services for family day-care) or there are regulations that determine the minimum and maximum fees (initiatives for out of school care). The independent/private sector can determine its own prices. Starting in 2009, the Flemish</li> </ul>

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	<p>government wants to widen the system of income related contributions to the independent/private child care provisions.</p> <ul style="list-style-type: none"> <li>• We are going in the direction of proved competences. Not only qualifications are needed and less-educated child carers can strengthen their competences through a shortened learning pathway.</li> <li>• In 2005 a conceptual frame for a new organisation of the Flemish child care was developed. The core of this renewal is: <ul style="list-style-type: none"> <li>- the local and/or regional collaboration of child care provisions to child care that is accessible to all families and that fulfils the three social functions of child care. This is now tested in pilot projects called Centrum voor Kinderopvang (CKO) (Integrated Centres for Childcare),</li> <li>- the development of a unified licence frame.</li> </ul> </li> </ul>
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Bosnia and Herzegovina	
Crèches	BD: 1-3
Pre-school	BD: 3-6
Extended school services/clubs	No
Main types of providers (private profit making, private non-profit, etc.)	BD: Three facilities-public institutions. One facility of private and profit character
Typical service provision and number of hours provided	BD: Upbringing activities, learning and play Services are provided from 07-17 hours on a working day
Any recent changes in policy or provision affecting each form	Not mentioned

Bulgaria	
Crèches	The country has 630 crèches with some 21 000 children under the age of 3 in them. Nationwide, for now these satisfy the needs of the population for such services but over the last two or three years there is a trend in large cities of insufficiency in those. (According to observations and

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	surveys of the Ministry of Health, media publications and other sources)
Pre-school	In kindergartens for children between the ages of 3 and 7 years, parents pay fees defined by the municipal councils according to the Local Taxes and Fees Act which do not cover the total cost of the childcare. Part of that is covered by the municipal budgets. For the education of children in a preparatory group (1 year before starting first grade in school) free school aids are provided. If the form of education in the preparatory group is semi-day parents are freed from paying a fee. Over the last years, there is a significant insufficiency of places in pre-school establishments for children between the ages of 3 and 7 years.
Extended school services/clubs	Kindergartens and schools can also offer other services outside the state requirements and those should be paid for by parents. Activities are organised according to the interests and capabilities of children outside school hours. Fees are defined under an agreement between the provider, kindergarten or school and the parents.
Main types of providers (private profit making, private non-profit, etc.)	Service providers in kindergartens and schools can be natural and legal persons. Legal persons must be registered under the Legal Persons with Non-for-Profit Goals Act or under the Trade Act. In the field of services for children's spare time there are also the so called private study-halls registered under the Trade Act. They do not have educational functions and are not regulated by the education legislation.
Typical service provision and number of hours provided	The number of types in which children are included, as well as the number of hours for every type, are defined in accordance with the interests of the children and their age peculiarities. Schools may also develop types aimed at overcoming certain educational needs of the children. No fees are paid in this case. Ensuring opportunities for providing additional services, above the state education requirements, is totally within the powers of kindergartens and schools.
Any recent changes in policy or provision affecting each form	Starting in 2007, for the development of spare time activities for the children, the state budget is providing additional funding in the form of programme financing and under the operation carried out under the EU Structural Funds – the Human Resources Development Operative Programme. Financing in both cases is implemented on the project principle. Leading organisations could be schools, out-of-school pedagogical establishments, municipalities and non-for-profit organisations.

## Croatia

Crèches	<p>Preschool education is a subsystem of education system. Preschool education and care programs intended for preschool children are implemented in nursery (for children of six months of age up to the three years of age) and kindergarten (3 years of age until school age) groups, irrespective of the founder.</p> <p>Kindergartens are public institutions that provide preschool education as a public service. The Republic of Croatia and local government units (state-owned kindergarten), religious communities (kindergartens established by religious communities) and other domestic legal entities and natural persons (private kindergartens) can establish them.</p> <p>Programs organized in kindergartens can be classified as follows: regular programs for children</p>
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	<p>who do not attend preschool programs, from three to ten hours a day; preschool programs for children aged 6 and prior to enrolling the primary school, from one to three hours a day, are classified as follows: regular programs, preschool program (for children aged 6 who don't attend a regular preschool education program) and shorter programs (one to three hours a week) – there are also programs (269 of them) in the areas of special state care and with the support of the World Bank aimed at their equipment: organized for different fields (like fine arts, music, drama art, dance, folklore, sports, religious, early adoption of foreign languages and programs for children with developmental difficulties and other shorter programs).</p>
Pre-school	<p>Preschool education programs can be realized in kindergartens or in other legal entities (in primary schools, in health institutions caring for children with developmental difficulties, in social institutions caring for children with developmental difficulties; as playrooms in libraries, shorter programs in cultural institutions and shorter programs in different organizations). All preschool education programs must be verified by the Ministry of Science, Education and Sports and fulfil all conditions required for work with preschool children.</p>
Extended school services/clubs	No
Main types of providers (private profit making, private non-profit, etc.)	<p>In 2008, the total number of kindergartens amounts to 645 (51 kindergartens more than in 2007). There are 219 private kindergartens (169 established by legal entities and 50 of them established by religious communities) or 33.95%, while there are 426 city/municipal/county kindergartens, or 66.05%.</p>
Typical service provision and number of hours provided	<p>In 2008, the total number of children in preschool education amounts to 149,300 or 56.64% (total amount of children aged from 6 months to 6 years old in Croatia is 263.300 according to Population Prospects of the Republic of Croatia from 2004 to 2051, that is there are 3.708 more children than in 2007).</p> <p>Private kindergartens accommodate 19,358 children or 12.97%, while city/municipal/county kindergartens accommodate 129,942 children or 87.03%.</p> <p>The total number of children covered by any preschool education and care programs at the beginning of 2006/2007 school year was 109,508. There were 95,372 children covered by a regular program, 13,496 by a preschool program and 640 by a shorter program.</p> <p>Programs are provided as follows: regular programs (4-10 hours per day), preschool program (250 hours per year), shorter programs (one to three hours per day or per week)</p> <p>Hours provided at the beginning of the 2006/2007 school year:</p> <ul style="list-style-type: none"> <li>• up to four hours per day – 15.5% children</li> <li>• 6-8 hours per day – 18.4%</li> <li>• more than 8 hours per day – 66.2% children</li> </ul>
Any recent changes in policy or provision affecting each form	No

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Cyprus	
Crèches	<p>Child care services include:</p> <ul style="list-style-type: none"> <li>- State pre-school classes operated by the Ministry of Education and Culture (231),</li> <li>- State day-care centres run by the Social Welfare Services (11),</li> <li>- Day care centres and nurseries operated by the non-governmental voluntary sector (65),</li> <li>- Private (profit-making) day care centres and nurseries (136),</li> <li>- Child minders (46).</li> </ul>
Pre-school	<p>Pre school classes and nurseries are regulated by legislation administered by the Ministry of Education and Culture.</p> <p>Day care centres and child minders are regulated by legislation administered by the Social Welfare Services.</p> <p>There is no statistical distinction between crèches and pre-school child care services. Data refer to care services for children aged 0-6 years.</p>
Extended school services/clubs	<p>After school services for the protection and care of children while their parents are at work are regulated by legislation. There are 28 such services, of which 22 are operated by the non-governmental voluntary sector and 6 are private.</p> <p>In addition, the Ministry of Education and Culture provides extended school services in All Day Schools (described in our response to question 3.4. ii).</p>
Main types of providers (private profit making, private non-profit, etc.)	<p>The main provider of pre-school services is the State, followed by the private sector then the non-governmental voluntary sector.</p> <p>As regards after school services, the main provider is the non-governmental voluntary sector, though the Ministry of Education and Culture provides extended services to children attending All Day Schools (described in our response to question 3.4. ii) below).</p>
Typical service provision and number of hours provided	<p>Service provision includes care and learning experiences in a social context through programmes of both planned and spontaneous activities, in accordance with the child's age and level of development, aiming to help the child to develop a positive self-image as well as concepts, knowledge, understanding, behaviour and skills.</p> <ul style="list-style-type: none"> <li>- Day care centres for pre-school children operate from Monday to Friday (rarely on Saturday) both in the morning and afternoon.</li> <li>- Pre-school classes run by the Ministry of Education and Culture operate in the mornings from Monday to Friday.</li> <li>- As regards school-aged children, services provided by the non-governmental voluntary and private sector operate in the afternoon from Monday to Friday (rarely on Saturday). During school holidays, they operate both in the morning and afternoon.</li> </ul>
Any recent changes in policy or provision affecting each form	<p>Changes in policy relate to the promotion of measures for the expansion of provision, as described in our response to question 3.5 "Other measures geared at reconciling family and work roles".</p>

Czech Republic	
Crèches	<p>At the end of 2007 there were 49 crèches, in the Czech Republic (note: hereinafter the "crèches") with 1587 places. Between 1990 and 2005 the number of these facilities decreased by more than 94% partly because of a decline in a birth rate and partly because of changes in parental leave schemes. These facilities are also mostly converged in the big cities and thus the residents of smaller towns and villages do not really have a possibility to make use of these services. The law does not specify what a crèche should look like thus, analogically, the rules for operation and organization of pre-school education in kindergartens is being followed. Other rules of operations are specified in a methodical instructions of a Ministry of Health. The amounts (payments) depend on decisions of the founders. The founder has also the right to decide on reducing monthly payments for specific groups of parents – like unemployed, students and lone parents. The cost of daily care for children with permanent stay in the given district is about 1500 Czech crowns per month, for children who do not live in the given district it is about 5000 Czech crowns per month.</p> <p>In case of private crèche the fee depends on the period that a child spends there daily and weekly. The amount is more than 100 Czech crowns (€ 4) per hour or 7000 – 18000 (in case of international facility with teaching of foreign language) Czech crowns (€ 280 – 720) per month extent of the qualified license "Day care for children under three years".</p>
Pre-school	<p>Pre-school care facilities are divided into public and private. Among public facilities there are crèches for children up to 3 years of age and kindergartens for children from 3 to 6 years of age. There are special kindergartens for physically and mentally handicapped children. Founders of public pre-school care facilities are mostly municipalities (95%) and churches.</p>
Extended school services/clubs	<p>There were 3946 after-school centres, 355 school clubs and 119 after-school centres with school clubs in the Czech Republic in 2005, which were mostly run by municipalities, regions, private sector and church respectively.</p>
Main types of providers (private profit making, private non-profit, etc.)	<p>Pre-school care facilities are divided into public and private. Among public facilities there are crèches for children up to 3 years of age and kindergartens for children from 3 to 6 years of age. There are special kindergartens for physically and mentally handicapped children. Founders of public pre-school care facilities are mostly municipalities (95%) and churches. Components of private facilities are running business "securing childcare for children up to 3 years of age" and "parent centres" (citizen associations or public benefit associations) that are attended by small children with their parents. The highest percentage of children is in the last year of kindergarten which is, in fact, preparation for basic school. Crèches are classified as healthcare facilities falling under the competence of the Ministry of Health (currently, their transfer under the Ministry of Education, Youth and Physical Education is being considered) and their task is to ensure an universal development of the children under three years of age, and to tie in with the family care. At present time all these facilities are non-state (mostly private, exceptionally municipal).</p> <p>"Baby-sitting"</p> <p>Services like "baby-sitting" are a by law on trade licensing classified (under the age of three years) as a qualified trade "Day care for children under three years" or as a "free" trade "provision of services for family and household":</p> <p>The instances covered by the qualified trade include individual educational care of the entrusted children under three years of age in a daily or weekly regime which focuses on reasoning and speech abilities, kinetic, occupational, musical and artistic abilities and cultural and hygienic habits corresponding to the age of the child. It also presumes ensuring of the security and health of the child, their stay outside, sleep in correspondingly healthy environment and personal</p>

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	<p>hygiene of the child, provision of first aid where necessary.</p> <p>In terms of the free trade these activities include running of the household, individual care for children above 3 years in the family, occasional short-term looking after the children, care for persons requiring special care, shopping and other activities connected with the running of the household and other provision of services; this trade does not include that care for children under three years of age provided in a day regime!</p> <p>The fees for these services are set forth commercially by its provider. The free trade "provision of services for family and household "may be provided/operated only in the family (household) of the child.</p> <p>An amendment of the Trade Licensing Act extends the professional qualification of the entrepreneur, respectively of the responsible person and the children taking care of the children within the extent of the qualified license "Day care for children under three years".</p>
Typical service provision and number of hours provided	Crèches are established providing daily, exceptionally weekly care. Kindergartens are established providing a half-daily, daily and residential care. Opening hours vary from 7 a.m. to 5 p.m. In general, private facilities operate on more flexible opening hours.
Any recent changes in policy or provision affecting each form	Amendment of the trade Licensing Act which regulates the qualified trade involving the care for the child under 3 years of age. This qualified trade includes individual educational care for entrusted children under three years of age on a day-care regime or weekly regime. The upper age limit will not be reduced to 2 years, but will remain at three years. The specific requirements for qualification were extended to qualification of medical assistants, rescue squad workers, midwives, [medical] attendants, social workers and workers in social services). There is a plan to revise operating conditions in case of care provided to a limited number of children (maximum of 4). The new law should come into effect from 2009.

Denmark	
Crèches	Crèches, municipal day-care in private homes and private day-care (child-minding) are usually offered for children between 0-2 years old.
Pre-school	Pre-school are usually offered for children between 3-6 years old.
Extended school services/clubs	<p>The local authority also has the responsibility to make sure that there exists the necessary after-school centres, clubs and other social-educational offers for older children and young people in the municipality.</p> <p>Concerning clubs the municipality can take on this responsibility either by establishing clubs driven by the municipality, by cooperating with private associations or by letting private actors establish clubs with grants from the municipality. The municipality can establish after-school centres as municipal institutions, as independent/self-governing institutions or as private institutions.</p>
Main types of providers	The local authorities have the responsibility for day-care, after-school centres and clubs for

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<p>(private profit making, private non-profit, etc.)</p>	<p>children and young people and are obliged to supervise all the different facilities.</p> <p>The local authorities are also obliged to provide day-care, after-school centres and clubs for children and young people.</p> <p>Concerning day-care the municipality are obliged to provide day-care to children from age 0 until the child begins in school (approximately age 6).</p> <p>Day care facilities can be established in several ways; either as municipal day-care in private homes, municipal day-care institutions (crèches and/or pre-school), independent/self-governing institutions, private day-care (child-minding), or as authorized private institutions.</p> <p><b>Municipal day-care in private homes</b> Municipal day-care in a private home is an offer, where the children are taken care of in the private home of an adult. The municipality has the responsibility to supervise children to the single adult. The single day-care facility can take up to 5 children.</p> <p><b>Municipal day-care centres</b> Municipal day-care centres are institutions that are owned by the municipality as for example crèches, pre-school and age-integrated institutions. The day-care institutions are for children between 0-schoolage.</p> <p><b>Independent/self-governing institutions</b> Independent/self-governing institutions are institutions that are driven by private actors and who has made an agreement with the municipality about driving the day-care. The municipality is obliged to supervise the independent/self-governing institutions and the independent/self-governing institution receives a grant from the municipality to cover the expenses of the institution.</p> <p><b>Private day-care (child-minding)</b> Private day-care/child-minding is a day-care offer from private actors, which is based on an agreement between the arrangement and the municipality about the day-care. The municipality is obliged to supervise the arrangement and the arrangement receives a grant from the municipality pr. child in the arrangement.</p> <p><b>Authorized private institutions</b> Authorized private institutions are owned and driven by private actors. The municipality authorizes the private institution. The private institution decides which children that are admitted to the institution. The private institution receives a grant from the municipality pr. child that are admitted into the institution.</p>
<p>Typical service provision and number of hours provided</p>	<p>Typically the municipality provides day-care from seven am till five pm on a daily basis (not in weekends). Nearly all children are in day-care.</p>
<p>Any recent changes in policy or provision affecting each form</p>	<p>No information</p>

Estonia	
Crèches	<p>Crèches are for children up to 3 years of age.</p> <p>The number of children registered in a crèche is 14, but on the proposal of the board of trustees of a child care institution and if the conditions necessary for the development of children exist, a local government has the right to increase the number of children in crèche by 2 children, up to total 16 children in a crèche group.</p> <p>According to Statistics Estonia in 2007:</p> <ul style="list-style-type: none"> <li>- 10,5% of 1 year old</li> <li>- 58,4% of 2 years old and</li> <li>- 85,3% of 3 years old children were in municipal crèches</li> </ul>
Pre-school	<p>Pre-schools (nursery schools) are for children up to 7 years of age. Nursery school groups are divided into:</p> <ol style="list-style-type: none"> <li>1) groups for children between 3 and 5 years of age;</li> <li>2) groups for children between 5 and 6 years of age;</li> <li>3) groups for children between 6 and 7 years of age;</li> <li>4) mixed groups for children between 2 and 7 years of age.</li> </ol> <p>The number of children registered in a nursery school group is 20, but on the proposal of the board of trustees of a child care institution and if the conditions necessary for the development of children exist, a local government has the right to increase the number of children in nursery school by 4 children, up to total 24 children in a nursery school group.</p> <p>The number of children registered in a nursery school mixed group is 18, but on the conditions described for other nursery school groups, the number of children in a mixed group may be increased by 2 children, up to total 20 children in a nursery school mixed group.</p> <p>The local governments may form:</p> <ul style="list-style-type: none"> <li>- child care institution integration groups which include children with special needs together with other children. Maximum permitted number of children in an integration group is smaller than in other child care institution groups, considering that one child with special needs fills three places;</li> <li>- groups for children with special needs which include only children with special needs. Maximum permitted number of children in a group for only children with special needs is: <ul style="list-style-type: none"> <li>- up to 12 children in a group for children with physical disabilities;</li> <li>- up to 12 children in a remedial group for children with specific development disorders</li> <li>- up to 7 children in a development group for children with mental disabilities;</li> <li>- up to 10 children in a group for children with sensory disabilities;</li> <li>- up to 4 children in a group for children with multiple disabilities.</li> </ul> </li> </ul> <p>According to Statistics Estonia in 2007:</p> <ul style="list-style-type: none"> <li>- 91,2% of 4 year old</li> <li>- 90,4% of 5 years old</li> <li>- 90% of 6 years old and</li> <li>- 19,6% of 7 years old children were in pre-schools</li> </ul> <p>A pre-school child care institution is an educational institution providing care and pre-school education for pre-school children, supporting families and promoting the growth and development of children and their individuality</p>
Extended school services/clubs	<p>Long day groups, hobby groups, activity classes and other forms of extracurricular activities may be established at a school. The purpose of the activities is to support students to spend their extracurricular time, to prepare homework and to guide their interests. One long day group in</p>

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	<p>school years 1-4 may include up to 25 students.</p>
<p>Main types of providers (private profit making, private non-profit, etc.)</p>	<p>Most commonly child care institutions are owned by municipalities.</p> <p>The legalisation of child care service as a social welfare service (please see section "any recent changes in policy or provision affecting each form" of the current question) and the emerging need for child care service due to the increased number of children and internal migration has emerged the establishment of private child care institutions.</p> <p>There are also some non-profit organisations active in the field.</p>
<p>Typical service provision and number of hours provided</p>	<p>The local government has the right to decide the operating time (permanently or seasonally) and opening hours of the child care institutions. Normally the child care institutions are opened seasonally from Monday to Friday from 7-19 (most commonly 8-18) o'clock.</p> <p>* The types of child care institutions are:</p> <ul style="list-style-type: none"> <li>- crèches – for children of up to 3 years of age;</li> <li>- nursery schools – for children of up to 7 years of age</li> <li>- nursery schools for children with special needs – for children with special needs who are of up to 7 years of age.</li> </ul> <p>A nursery school may be combined with a primary school (nursery-primary school) or a basic school (nursery-basic school).</p>
<p>Any recent changes in policy or provision affecting each form</p>	<p>The responsibility for child care is on local government in Estonia. In recent years big discrepancies in service need/supply have appeared due to different sizes of age cohorts and domestic migration from cities to suburban areas. In case the child care service is financed from local government budget, the persons entitled to receive childcare service, the volume of financing of childcare service and the conditions and procedure for the provision childcare service are established by the local government council. As the local government has the responsibility to provide all children in the governance area with the opportunity to attend a child care institution, but the institutions are frequently overbooked, the possibility to finance the child care service from the local budget eases to meet the abovementioned requirement.</p> <p>Parents or caregivers of a child with severe or profound disability are entitled to state financed child care service in case the need for service is foreseen in the child's rehabilitation plan.</p> <p>Investment programme titled "Nursery school available to each and every child!". For the purpose of increasing the number of nursery school student places and contribution to payment of a minimum salary to nursery school teachers, which is equal to that of basic school teachers, the government coalition creates a national investment programme titled "Nursery school available to each and every child!" in the annual volume of 400 million Estonian kroons and initiates amendments to legislation, which help to reduce the deficit of nursery school student places. The programme is in the stage of process.</p> <p>In 2007 the child care service as a social service was introduced by the amendments in Social Welfare Act. The purpose of the child care service is to support parents (or caregivers) to cope, to study or to work.</p> <p>Child carer cares for and develops a child and ensures a child's safety during the provision of the childcare service. In order to act as a child carer, a person has to hold a child carer's professional certificate.</p> <p>Upon providing childcare services a child carer may care for:</p> <ul style="list-style-type: none"> <li>- up to 5 children at a time in the dwelling of the child</li> <li>- up to 10 children at a time outside the dwelling of the child under childcare service</li> </ul>

# Council of Europe Family Policy Database

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	<p>- if childcare service is provided for more than 5 children at a time, each child with a severe or profound disability and a child under 3 years of age are considered as two children.</p> <p>The child care service may be financed from local government budget or state budget.</p>
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Finland	
Crèches	All children (aged 10 months – 6 years) have a subjective right to day care arranged by municipalities arranged either in day care centres or family day care. The services combine the day care needs of parents and goal-oriented early education for children. Families who care for their children at home or arrange the care privately are entitled to cash benefits.
Pre-school	Free pre-school education for 6-year-old children for 700 hours that is app. 4 hours daily during one year before compulsory school starts. Pre-school education is voluntary for children but nearly all 6-year-old children attend.
Extended school services/clubs	Morning and afternoon activities for children on 1 and 2 grade of primary school (aged 7-8 years) and for children with special needs.
Main types of providers (private profit making, private non-profit, etc.)	<p>The most of day care services are provided by municipalities, thus public services. Municipalities can also provide services for families by buying from private providers (outsourcing services). Private profit making services bought directly by families (using private care allowance) covers about 7% of all day care services. Preschool services are provided by municipalities.</p> <p>Morning and afternoon activities are provided by municipalities but some of them by services from NGOs, parishes and other private sector actors.</p>
Typical service provision and number of hours provided	<p>Typical:</p> <p>Day care open 7 am – 17 pm; families are entitled full-time day care (full-time is max 10 hours per day and part-time is max 5 hours per day)</p>
Any recent changes in policy or provision affecting each form	No

France	
Crèches	<p>In France, the breakdown is as follows for approximately 2 273 000 children under 3 years of age:</p> <ul style="list-style-type: none"> <li>- Cared for by one parent (care of 617 200 aided by the "supplement for freely chosen occupational activity", a PAJE (qv) related benefit: 1 000 000 (44%)</li> </ul>

# Council of Europe Family Policy Database

[www.coe.int/familypolicy/database](http://www.coe.int/familypolicy/database)



	<ul style="list-style-type: none"> <li>- Mother's helps: 457 200 (20%)</li> <li>- School enrolment (nursery school): 256 000 (11%) incl. 180 000 children aged 2-3 years.</li> <li>- Crèches (family, community, parental): 243 600 (11%)</li> <li>- Cared for at home: 30 600 (1.4%)</li> <li>- Other arrangements (family solidarity, undeclared child-minding...): 300 000 (13%)</li> </ul> <p>Nursery school enrolment is of course not compulsory but it is found that as from age 3 virtually all children are enrolled.</p>
Pre-school	<p>Provision for young children is central to policy on early childhood. It concerns children under 6 years of age, as this is the compulsory school age, but in practice the under-three age band is the one targeted. In France in fact, virtually all children over 3 are enrolled in nursery school, despite which they may meet with problems over their supervision outside school hours.</p> <p>Collective care facilities represent approximately one-third of the types of provision. They comprise crèches (community, family, parental), short-stay nurseries, kindergartens and multi-care structures offering different types of provision at one location. There are also individual care arrangements: minding by a mother's help at home, or having the child especially cared for at home, which is made possible by the existence of official support. Care at home by parents is also made possible by the existence of parental leave, for which partial compensation is paid.</p> <p>These care facilities and centres are sited in most parts of the national territory, though often very unevenly distributed.</p>
Extended school services/clubs	<p>School support is a school-related service offered to families, aimed in particular at helping with homework, minding children whose parents work late, and occupying them with activities of educational value. It may be located at the school or in special-purpose facilities (non-residential leisure centres - CLSH), and the support team may be either teaching staff or made up of community workers handling socio-cultural activities.</p> <p>Activities can thus be offered to in the school support periods: mornings before school, evenings afterwards, and during lunch breaks.</p> <p>The timetables and contents of these activities are determined in each school by staff and pupils' parents in liaison with the department's Directorate of Youth and Sport and associations. Some activities, both recreational and educational, are jointly financed by the family benefits funds.</p> <p>Through the leisure activities offered in this way, school support performs a role as a safeguard for the children involved.</p>
Main types of providers (private profit making, private non-profit, etc.)	<p>School support today is provided mainly by non-profit associations pursuing an overall policy of education for the people. Names that may be mentioned are "Ligue de l'enseignement" and "Foeven" (Fédération des œuvres éducatives et de vacances de l'éducation nationale) which run training activities and organise holidays.</p> <p>The Cemea (Centres d'entraînement aux méthodes de l'éducation active- which teach active education methods) run activities geared more to the training of community workers, like the Francas, focused on leisure centre management. The Pep (Pupilles de l'enseignement public) offer children and families active holidays. The UCPA (Union des centres de plein air) has built a reputation for sports-minded holidays.</p> <p>The JPA (Jeunesse au plein air) has a special place: it is a confederation of associations, driving a movement on behalf of young people with a broader scope than holidays, and is singled out by its</p>

# Council of Europe Family Policy Database

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	<p>annual collection devoted to solidarity.</p> <p>At present a number of profit-making bodies are taking up positions in the school support sector.</p>
<p>Typical service provision and number of hours provided</p>	<p>The working time of primary school teachers) was hitherto fixed by Decree no. 91-41 of 14 January 1991 on the weekly service of primary teaching staff.</p> <p>Henceforth the time schedules for teaching and personalised tutoring of pupils have been altered by Decree no. 2008-775 of 30 July 2008 on service requirements for primary teaching staff (published in the Official Gazette of 3 August 2008). According to this instrument, primary teaching staff devote 24 hours per week to teaching all pupils, adding 3 hours per week out of an annually calculated number of hours to personalised help or work in small groups with pupils meeting difficulties, to team teaching, to relations with parents, to devising and following up personalised schemes of education for pupils with disabilities, to teacher leadership and training activities, and to participation in school councils.</p>
<p>Any recent changes in policy or provision affecting each form</p>	<p>Moreover, the Minister for National Education decided to abolish Saturday morning lessons for all primary pupils with effect from the start of the 2008 school year. The decision was taken to end the inconsistencies due to which the measure was already being applied in some regions and not in others, and also because French pupils have far more hours of lessons than their European neighbours.</p> <p>The lesson hours thereby released will be useful to the pupils in greatest difficulty, through personalised tutoring at other times in the week.</p> <p>This measure also seeks to ensure that no-one enters junior secondary school without proper knowledge of reading, writing and arithmetic.</p>

## Germany

<p>Crèches</p>	<p>Day care and related services are offered on a lawful basis by local youth agencies, mostly funded by public means. Parents are asked to contribute according to their situation. Currently, the federal government in cooperation with the Länder and local authorities fosters the expansion of day care for children until age three as well as the improvement of quality.</p> <p>According to the Children's Advancement Act, which entered into force on 16th December 2009, day care for children until age three should be extended by 2013 in such a manner as to meet the actual needs of parents and their children. By 2013, every third child under the age of three should be provided with day care facilities. Thirty percent of the new day care places will be provided at day mothers and fathers.</p> <p>At the same time, a legal claim to day care facilities will be introduced.</p>
<p>Pre-school</p>	
<p>Extended school services/clubs</p>	
<p>Main types of providers (private profit making, private non-profit, etc.)</p>	

# Council of Europe Family Policy Database

[www.coe.int/familypolicy/database](http://www.coe.int/familypolicy/database)



Typical service provision and number of hours provided	
Any recent changes in policy or provision affecting each form	

Greece	
Crèches	Public Day Care and Nursery Stations care for children age 2 ½ up to Primary School, and Kindergartens care for children age 8 months up to Primary School. Kindergartens are designed for the convenience of working parents and financially poor families, and give precedence to children who need special social care, due to social reasons (e.g. orphan children, single mothers children, children of divorced or separated parents, families with many children, children of disabled parents etc).
Pre-school	
Extended school services/clubs	Not mentioned
Main types of providers (private profit making, private non-profit, etc.)	Public child care in Greece exists in several forms. Public Day Care and Nursery Stations care for children age 2½ up to Primary School, and Kindergartens care for children age 8 months up to Primary School. Kindergartens are designed for the convenience of working parents and financially poor families, and give precedence to children who need special social care, due to social reasons (e.g. orphan children, single mothers children, children of divorced or separated parents, families with many children, children of disabled parents etc). These centres are for the most part administered at the local level, following guidelines provided by the national government. There also exist private centres, which are subject to similar rules and regulations as the public centres. Day care and Nursery stations of the Workers' Social Benefits Organisation The Workers' Social Benefits Organisation supports actively the family and children in two levels: firstly, by the foundation and operation of Day care and nursery stations all around the country and secondly, by the grant of its benefits to the beneficiary families. As far as it concerns the Day care and Nursery stations, the Workers' social Benefits Organization has initiated from 1984 an ambitious program of foundation, organization and operation of Day care and Nursery stations. Today, there are 24 model Day care and Nursery stations, 9 in the prefecture of Attica and 15 in regional level where are hosted every school year about 1500 infants. The Day care and Nursery stations satisfy all the modern safety.
Typical service provision and number of hours provided	Not mentioned.

# Council of Europe Family Policy Database

[www.coe.int/familypolicy/database](http://www.coe.int/familypolicy/database)



<p>Any recent changes in policy or provision affecting each form</p>	<p>In the National Reform Program for Growth and Employment 2005-2008 are mentioned actions aiming at the support of the families through the extension of the infrastructures and the social care services: Day care and Nursery stations, Kindergartens, Creative Entertainment Centres for Children, Social Care Centres, Day Care Centres for Elderly etc.</p> <p>Furthermore, in the context of the Operational Program "Employment and Vocational Training" approved in the framework of 3rd Community Support Framework, were included actions concerning the operation of infrastructures such as Day care and Nursery stations, Creative Entertainment Centres for Children and Day Care Centres for Elderly. In 2007, in the framework of this Program operated 369 infrastructures with 1907 employees and offered their services to 50.000 persons (children, elderly people, disabled persons).</p>
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Hungary	
<p>Crèches</p>	<p>(6) Signed in 1-11 months old: 131 Signed in 12-23 months old: 3602 Signed in 24-35 months old: 16924 Signed in 36 months or older: 11370</p> <p>Total amount of nursery: 561 Total amount of carrying places: 25154 Institutional effectiveness: 128.4%</p>
<p>Pre-school</p>	<p>(7) Total amount of pre- schools: 4386 Total number of children being cared: 323958</p>
<p>Extended school services/clubs</p>	<p>(6) Out of school care and child minding Number of children of who care in out of school care (country total): 1448 Number of children of who care in child minding: 162</p>
<p>Main types of providers (private profit making, private non-profit, etc.)</p>	<p>(6) Local government infant nurseries (this category also contains the data of nurseries of association of local governments): 521 Infant nurseries of non-profit organisations (including data of faith-based infant nurseries: 24 Other infant nurseries: 11</p>
<p>Typical service provision and number of hours provided</p>	<p>(6) The typical providing hours are fitting to the daily work hours. And it's available around 252 days/year.</p>
<p>Any recent changes in policy or provision</p>	<p>There is a development action plan, which aims that between 2009-2013 15 000 number of new places will be developed.</p>

# Council of Europe Family Policy Database

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Iceland	
Crèches	(9) There are no crèches (vöggustofa), however, very few pre-schools accept children under the age of one year old, and the youngest children are usually two years of age.
Pre-school	(9) Municipalities are responsible for the volume and organisation of day-care. They shall supervise the building and running of pre-schools and bear the expenses involved, each in its own local government area. Local authorities may determine fee collection for a child's preschool attendance, but the fee collected for each child may not exceed the average real cost incurred by each child's attendance in preschools operated by the municipality.  (10) In 2007 40,3% of children aged 0-2 where registered in pre-schools (33,8% in public ones). 94,5% children aged 3-5 where registered in pre-schools (84,3 in public ones).
Extended school services/clubs	(11) Before 1996 the elementary schools were run by the state, but when the municipalities assumed that responsibility, there was a rapid increase in after-school care run by the schools themselves. There is presently a lack of comprehensive public statistics on the number of children enrolled in after-school care.
Main types of providers (private profit making, private non-profit, etc.)	(10) In 2007, there were 270 day care institutions; 234 run by municipalities and 36 run by other organisations.
Typical service provision and number of hours provided	(10,12) Municipalities normally provide care for between 4 to 10 hours per day. The most typical length of provision is 8 hours or more per day, 78% of children in pre-school are at least 8 hours per day.
Any recent changes in policy or provision affecting each form	(12) There was an increase in the volume of day-care and after school care between 1997 and 2007.

Ireland	
Crèches	Government regulations are in place for pre-schools, playgroups, crèches, day nurseries, Montessori Pre-schools, national, and notifiable childminders.  These regulations cover all children of the ages 0-6 yrs. There are currently no regulations for

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	after-school facilities that care for children older than 6 yrs of age.
Pre-school	See previous answer
Extended school services/clubs	Such facilities would include after-schools clubs, homework clubs and breakfast clubs.
Main types of providers (private profit making, private non-profit, etc.)	Service provision in Ireland is delivered by both Private Providers and Community/Not for Profit Providers.
Typical service provision and number of hours provided	In the main the provision of childcare services in Ireland would be typically sessional in nature i.e. approximately up to 3hrs 30. The latest figures available to the OMC show that 2,489 of the total 4,528 services notified to the Health Service Executive were of a sessional nature.
Any recent changes in policy or provision affecting each form	A new Community Childcare Subvention Scheme (CCSS) has been introduced in 2008 for Community/Not for Profit providers. Community Childcare Services are grant aided to provide childcare to children from all social backgrounds by charging reduced fees to parents based on their ability to pay. The CCSS will provide an effective framework for the continued targeting of additional resources towards disadvantaged parents and their children while continuing to support community childcare services generally.

Italy	
Crèches	0-3
Pre-school	3-6/6-10
Extended school services/clubs	3-6/6-10
Main types of providers (private profit making, private non-profit, etc.)	Services for children aged 0-3 are mostly private (20.1% in 2000, 39.9% in 2005), whereas most services for children aged 3-6 are public.

# Council of Europe Family Policy Database

[www.coe.int/familypolicy/database](http://www.coe.int/familypolicy/database)



private non-profit, etc.)	
Typical service provision and number of hours provided	In general, pre-schools are open until 2 pm and/or until 4:30 pm, whereas the working hours of other services vary considerably.
Any recent changes in policy or provision affecting each form	Not mentioned

## Latvia

Crèches	None
Pre-school	1037 institutions, who implement pre-school education programs (537- municipality pre-school institutions; 48 - private pre-school institutions; 452- schools who realize pre-school education programs) (for 1 - 7(8) years).
Extended school services/clubs	There are 2086 extended groups with 47089 children (for 7 - 10 years) in Latvia.
Main types of providers (private profit making, private non-profit, etc.)	Provided by the state and municipalities (local governments).
Typical service provision and number of hours provided	Not mentioned.
Any recent changes in policy or provision affecting each form	In the Programme for Implementation of Gender Equality several activities aimed at improving the child care system: 1) to develop infrastructure of pre-school educational institutions in development centres of national and regional significance; 2) to develop availability of alternative care services in development centres of county significance; 3) to implement a pilot project for establishment of babysitter service in local government; To implement pilot project - professional training with assurance of childcare.

# Council of Europe Family Policy Database

[www.coe.int/familypolicy/database](http://www.coe.int/familypolicy/database)



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	Also the Ministry for Children and Family Affairs since the year 2004 provides financial support for local governments for the establishment of centres of play and development of children and day care centres for primary school children. Until the end of the year 2007 with financial support from the state 44 such centres have been established thus promoting the possibility to provide supervision of preschool and primary school children in development conducive conditions and qualitative spending of leisure hours when it is not possible for the parents to be together with their children.
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Lithuania	
Crèches	Day care services for the children from 1 to 3 years old; the programme of an early upbringing is in place here. Following the Governmental Resolution on the reduction on Costs for the Child Maintenance in Pre-school Institutions, the costs of child maintenance can be reduced by 50% for single-parent families, for families with 3 and more children, conscript families, teenage parent families, student families.
Pre-school	Day care services for children aged from 3 to 5/6 years; here, the programmes based on the parental wishes are implemented and extra upbringing or social services are provided (artistic education, choreography, languages, swimming instruction, massage, etc.). Day care services in the pre-school groups for 5/6-6/7 year old children; here, a pre-school education programme is carried out, which helps the children to get ready for school. Children from low income families can get free meals at pre-school institutions
Extended school services/clubs	According the Law on Education, if the incomes of families are low, payment costs for the children's clubs and other after-school can be reduced. Children from low income families get financial assistance to go for the summer camps
Main types of providers (private profit making, private non-profit, etc.)	The Law on Education of the Republic of Lithuania defined that childcare is provided to children from the age of 1 to 5(or 6). Childcare system is a part of the Education System. Childcare institutions are subsidized from the municipality. A part of monthly tax is payable by parents.
Typical service provision and number of hours provided	From 2003 up to present the following forms of childcare and upbringing services are being expanded: - Day care services for the children from 1 to 3 years old; the programme of an early upbringing is in place here. - Day care services for children aged from 3 to 5/6 years; here, the programmes based on the parental wishes are implemented and extra upbringing or social services are provided (artistic education, choreography, languages, swimming instruction, massage, etc.). - Day care services in the pre-school groups for 5/6-6/7 year old children; here, a pre-school education programme is carried out, which helps the children to get ready for school. - Day care services for the children with disorders: from birth to age three the services are provided in the rehabilitation centres and the primary health care institutions; here, services of corrective upbringing and early rehabilitation are provided. - Day care services for the children with special upbringing needs: from 3 to 6/7 years; services are provided in special pre-school care institutions. At the end of 2005 there were 622 preschool establishments working 5 days a week and 34 -

# Council of Europe Family Policy Database

[www.coe.int/familypolicy/database](http://www.coe.int/familypolicy/database)



	whole week. 54,7% of these preschool establishments worked 9-10 h, 29% - 12 h, 7.9% - 9-12 and 24h, 5,8% - 9-10 and 24h*, 1.7% - 5-6h and 0.3% - 3-4 h.
Any recent changes in policy or provision affecting each form	Not mentioned.

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Crèches	Voir ci-après.																																																																																															
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	A ces services d'accueil il convient d'ajouter les maisons relais pour enfants (voir ci-après) et qui sont plus flexibles que les crèches, garderies et foyers d'accueil.
Typical service provision and number of hours provided	Les places indiquées sur le tableau ci-avant sont des places effectivement occupées voire dépassent ce nombre. En effet, il ressort d'ailleurs que sur 100 chaises conventionnées 107 enfants occupent en moyenne effectivement ces places.
Any recent changes in policy or provision affecting each form	<p>106 communes ont une maison relais (MRE). Etant donné que plusieurs communes se sont organisées en syndicats intercommunaux, il y a en total 94 MRE, qui sont organisées autour de 232 antennes ou unités avec une capacité totale de 15 751 places.</p> <ul style="list-style-type: none"> <li>- Les 10 communes restantes ont toutes un projet de Maison relais</li> <li>- Plusieurs MRE existantes ont des projets d'extension</li> </ul> <p>Le nombre de places projetées actuellement est évalué à 7 983. Ce chiffre comprend aussi bien la création de nouvelles mesures que l'extension des mesures existantes. Parmi ces 94 MRE, 15 accueillent des enfants non scolarisés (âgés de 3 mois à 3 ans) pour un total de 1 115 places. En ce qui concerne les différents modes de gestion, la répartition actuelle dans les 106 communes est la suivante :</p> <ul style="list-style-type: none"> <li>- 20 MRE sont gérées par des associations sans but lucratif qui assurent également l'encadrement des enfants ;</li> <li>- 7 MRE sont gérées par des syndicats intercommunaux, dont 3 assurent eux-mêmes l'encadrement des enfants ;</li> <li>- 79 MRE sont gérées par des administrations communales, dont 48 sont elles-mêmes prestataires et 26 confient l'encadrement des enfants à des associations diverses.</li> </ul> <p>En ce qui concerne la restauration, il y a lieu de noter que parmi les 106 communes disposant de MRE, 98 offrent un service de restauration.</p> <p>Il y a 83 641 enfants de 0-14 ans et on estime le taux de couverture de 20% de tous les enfants.</p>

Malta	
Crèches	Not mentioned
Pre-school	Government has a pre-school in every town and city in Malta. There are also various privately owned pre-schools
Extended school services/clubs	Smartkids, religious organisations also offer a daily meeting for children preparing for the holy communion and holy confirmation.
Main types of providers (private profit making, private non-profit, etc.)	Smartkids, religious organisations also offer a daily meeting for children preparing for the holy communion and holy confirmation.

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Typical service provision and number of hours provided	5 hours daily
Any recent changes in policy or provision affecting each form	No

<b>Moldova</b>	
Crèches	Not mentioned
Pre-school	
Extended school services/clubs	
Main types of providers (private profit making, private non-profit, etc.)	
Typical service provision and number of hours provided	
Any recent changes in policy or provision affecting each form	

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Monaco	
Crèches	Les crèches accueillent les enfants de 3 mois à 3 ans dont les deux parents travaillent. Les horaires d'accueil vont de 7h30 à 18h30.
Pre-school	Oui
Extended school services/clubs	Oui
Main types of providers (private profit making, private non-profit, etc.)	Croix-Rouge Monégasque
Typical service provision and number of hours provided	Not mentioned
Any recent changes in policy or provision affecting each form	Not mentioned

Netherlands	
Crèches	<p>Children aged 0-4 can attend day-care centres fulltime, or between one and five days a week (Mon-Fri) before they start preschool at the age of four. Opening hours tend to be from 7.30 a.m. until 6.30 p.m.</p> <p>There has been a notable increase in the uptake of day-care facilities as of 1998 due to:</p> <ul style="list-style-type: none"> <li>- the improvement in the economic situation, which has led to more women joining the labour force.</li> <li>- the decrease in the cost of childcare for parents since the government and employers started to contribute a larger proportion of the cost.</li> <li>- greater social acceptance of the use of day-care services.</li> </ul> <p>Some 230,000 children aged 0-4 attended a day-care centre in 2006, slightly fewer than in previous years. There was an increase in 2007 to 270,000 children, over one third of all children in this age group.</p> <p>Data about service provision (2006):</p> <p>There were 212,097 childcare places for children aged 0-4 in 2006. Because most children only attend a day-care centre part-time, the number of children using this service exceeds the number of places. There were 3,232 day-care centres (some of which also offered after-school services),</p>

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	<p>1,831 providers of day-care and/or after-school and/or host family services; 1,430 providers of day-care and/or after-school services only, and 401 providers who offered host family care only (up from 277 in 2003).</p>
Pre-school	<p>There are two types of pre-school services: play groups (peuterspeelzalen) and reception classes. Children who are 2.5 to 4 years of age can attend a play group 2.5 hours a day before they start primary school.</p> <p>Three and four-year-olds can attend preschools (voorscholen) three hours a day before they start primary school. Preschools are effectively a specific type of play group. They work closely with the first two years of primary schools, which are the reception classes for four and five-year-olds.</p>
Extended school services/clubs	<p>This category comprises out-of-school care, extended schools, lunch clubs and host family care. Out-of-school care for children in primary school (aged 4-12) is care before and after school, during holidays and on work days when school staff is on leave. It is compulsory for primary schools to arrange this type of care if parents so wish. Children can attend out-of-school services one to five days a week.</p> <p>Extended schools are a network of services for children, parents and the community, with the school at its core. Extended schools offer, for instance, after-school activities to children in primary school up to three times a week and out-of school care.</p> <p>Lunch clubs offer children in primary school (aged 4-12) the opportunity to have their lunch and relax at school at lunch times. It is compulsory for primary schools to offer lunch clubs if parents so wish. The lunch break is on average one hour and 15 minutes.</p> <p>Host family care is discussed under day-care centres above.</p> <p>Data</p> <p>Out-of school care</p> <p>Some 215,000 children attended out-of-school care in 2006; the majority are 4-8 years of age. Uptake has grown substantially since it became compulsory for schools (in 2007) to offer out-of-school care.</p> <p>There were 94,656 child places for children aged 4-12 in 2007, provided on 3,022 sites. This number of sites includes day-care centres that also offer out-of-school care.</p> <p>Extended schools (2007)</p> <p>There are 969 extended schools at the primary school level (for children 4-12 years of age) and 350 extended secondary schools (young people aged 12-18). There are 6,929 primary schools in total.</p> <p>Lunch clubs (data 2004)</p> <p>Almost all schools (95%) organise lunch clubs, which are attended by half of the children in primary school (851,000 children aged 4-12). They attend up to five days a week.</p>
Main types of providers (private profit making, private non-profit, etc.)	<p>The majority of childcare services are provided by agencies that operate on several sites (although some agencies work on one site only). The agencies tend to operate at local level. Some agencies, however, work nation-wide. The agencies can be not-for-profit foundations (stichtingen), holding companies, or limited companies. Because of the way they are funded, it is possible for these agencies to make a profit or, alternatively, go bankrupt. Parents pay for childcare, but can receive financial support for this from their employer and/or national government. There is no grant system in place for childcare services.</p> <p>Generally, the agencies provide more than one type of childcare: day-care centres, out-of-school care and host family care.</p> <p>Out-of-school care can also be provided by the schools themselves. In these cases a separate foundation is established by the school, so that education funding and care funding are separate. Foundations provide play group and pre-school services on a not-for-profit basis. They tend to operate at local level (within one local authority). They receive financial support from the local authority. In addition, parents pay a contribution for this service. Preschools and play groups in disadvantaged communities tend to receive more financial support from local government, which</p>

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	reduces the parental contribution.
Typical service provision and number of hours provided	Day-care centres: On average, young Dutch children attend a day-care centre 2.5 days a week. It is common for a child to attend a day-care centre two days a week and be cared for one day a week by its mother, father and grandparents. For other services: see previous answers.
Any recent changes in policy or provision affecting each form	<p>Childcare Act (2005)</p> <p>This first Childcare Act regulates funding and quality control in particular. The Act includes day-care centres (children 0-4 years of age), host family care (0-12 years), and out-of-school care (4-12 years). Play groups, preschools, lunch clubs and extended school activities are not covered by the Act. Day-care is funded by the national government (income-dependent tax rebates), employers (who contribute to a day-care fund) and parents (parental contribution). Parents receive day-care invoices monthly. The tax authorities reimburse a proportion of this amount through a monthly childcare benefit. The higher the family income, the lower the amount. This arrangement only holds for parents in employment and for some specific groups of families, such as families where a parent has a chronic illness or a child has high social-medical needs. The Act states that day-care should contribute to every child's health and well-being, in a safe and healthy environment. Day-care has four educational aims: offering safety, making a contribution to children's personal and social competences, and teaching them values and standards. Specific practices related to quality, such as the maximum group size, adult to child ratio in the group, and the amount of space available to the children etc., are agreed annually between a group of representatives of day-care providers and the parents (represented by a national parents union). This agreement is subsequently recorded in an Appendix to the Act. Local authorities commission inspections. If the quality is not satisfactory, the local authority can impose sanctions, such as shutting down a facility.</p> <p>Since 2007, the Ministry of Education, Culture and Science has been responsible for day-care. Previously it was the responsibility of the Ministry of Social Affairs &amp; Employment.</p> <p>The Van Aartsen/Bos motion</p> <p>Parliament passed a motion in 2005, proposed by the MPs Van Aartsen and Bos, which made it compulsory for schools to arrange out-of-school care. This came into force in 2007, when it became part of the Primary Education Act. As a result, schools have signed contracts on a massive scale with out-of-school agencies in their vicinity to provide their out-of-school care. Schools provide out-of-school care themselves to a lesser degree.</p> <p>The effects of this policy are that parents have become more familiar with the idea of out-of-school care, there is more out-of-school care being offered on school premises, and there is more extensive out-of-school care provision.</p> <p>Harmonisation policy</p> <p>The State Secretary of Education, Culture and Science, Ms Dijkma, announced in 2007 that she aimed to bring play groups, preschools and day-care centres into line. This means that quality regulations and funding will be the same, and collaboration and integrated working will be promoted. A key point of this policy is that all early years services are to provide specific educational programmes to children whose language development lags behind.</p> <p>Harmonisation should be completed by 2012, which means that it is too early to establish the effect of this policy at this stage.</p> <p>Extended school policy</p> <p>There is no extended school policy at national level, since the government prefers to give a free rein to local initiatives and decision-making. National regulation does not fit into this picture. However, there are policies at national level which influence the development of extended schools and their funding: youth policy, education policy, policies specific to the major cities, policies on combining work and family life, and sports and culture policy.</p> <p>With respect to the latter, the Ministry of Health, Welfare &amp; Sport and the Ministry of Education, Culture &amp; Science made additional funds available in October 2007 to further the connection between extended schools, sports and culture. The funds amount to €16.9 million for 2008, and</p>

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	will increase to €47.1 million in 2011. The money is distributed through local authorities.
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Norway	
Crèches	See table in the beginning of this questionnaire. * Children 1-3 years old (parental leave till 1 year old) at full time 60,4% (2007); part time (1-32 h) 25,6%
Pre-school	See table in the beginning of this questionnaire. * Children 3-5 years old at full time: 93%; part time 19.9% (2006)
Extended school services/clubs	There is what we call "skolefritidsordninger" (school/leisure) for children 6-10 located at the schools. Parents pay ca NOK 1000 (127 EUR) per month for short hours, ca NOK 1800 (229 EUR) to cover a full day. About 60% of the children 6 to 10 attend, a higher share of the youngest, very few of the oldest.
Main types of providers (private profit making, private non-profit, etc.)	Public institutions for 54% for of the children, private 46%. We do not have data profit/non-profit, but we know that Christian organisations, parent's organisations, some working places as well as firms on a profit base are drifters of day care institutions.
Typical service provision and number of hours provided	Most day care opens at 7.30 or 8 hrs in the morning and close at 17 hrs five days a week. Approximately 25% of the children (1-6) attend day care with more restricted opening hours – four to five hours daily.
Any recent changes in policy or provision affecting each form	Norway has had a severe shortage of day care from the seventies and up until today. An agreement between the majority of the political parties on the Storting in 2003 led to a major increase in the states subsidies to the municipalities (with the responsibility for public day care) and the private drifter of day care as well, to ensure that every family who wanted day care for their children should get it to a reasonable price. In the recent years this has resulted in new institutions for between 10 000 to 12 000 children per year. The estimate is now that only approximately around 5 000 children are without a place. The maximum price per month is now (2008) 2 330 NOK. There are regulations that gives reduced prices for families with low income and families with more than one child in day care.

Poland	
Crèches	Nurseries are for taking care of children under 3 years old, nursery schools for children between 3 and 6 years old. Attending nursery schools (pre-primary education) is obligatory for 6-year-old

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Pre-school	<p>children. Compulsory schooling starts at age of 7. Generally, in the case of nursery schools, local governments cover the cost of 5 hours of childcare a day (without board), for more hours and board partners have to pay on their own. The fees are established by local governments. Childcare costs in nurseries is fully covered by parents. All of this concerns only public institutions. In case of non-public institution, parents need to cover childcare for whole day. The fees are established by organizations that run childcare.</p> <p>* In 2005 only two per cent of children under 3 years of age attended crèches (nurseries), and 41 percent of children aged 3 to 5 years attended kindergartens (nursery schools).</p>
Extended school services/clubs	Not mentioned.
Main types of providers (private profit making, private non-profit, etc.)	
Typical service provision and number of hours provided	
Any recent changes in policy or provision affecting each form	

Portugal	
Crèches	<p>Government policy toward child care and the development of child care services may be examined according to four broad phases.</p> <p>a) Before 1974 During the Salazar regime, educational provision in the form of 3-year (then 4-year) primary schooling for children aged seven was the only publicly-provided form of institutional child education and care. The childcare commitments of working women were not even addressed, as mothers and their families were seen to have full responsibility for nursing and caring for babies and young children. Nevertheless, as women moved into the labour market in the 1960s, the private and voluntary sectors began to provide some services, few and far between, for preschool children (Wall, São José and Correia, 2001).</p> <p>b) The 1970s and early '80s. The second phase entailed a radical change in attitude but a certain difficulty in expanding collective childcare institutions. Public policies after the 1974 revolution addressed the childcare commitments of employed mothers in two ways: through entitlements to leaves of absence, in particular paid maternity leave (for 3 months, introduced in 1976), and through formal recognition of the state's duty to develop a national network of child care assistance (Art. 67 of the 1976 Constitution). But although attitudes changed radically, the expansion process of collective child-care institutions didn't develop as rapidly. A general consensus existed in the early 80s on the necessity to create and develop alternative sources of support and care for small children, above all in more economically and socially</p>
Pre-school	
Extended school services/clubs	
Main types of providers (private profit making, private non-profit, etc.)	



	<p>depressed areas. It allowed for an initial development of nursery schools, of schools for disabled children as well as of courses for educators (Bairrão et al., 1997). Most of these developments emerged from initiatives of work-place communities, grassroots movements, and voluntary organizations and therefore they didn't promote the expected increase in provisions for early-childhood education. Thus in the mid eighties, when the first reports on childcare in Portugal came out, early childhood education was found to be incipient and poorly developed: only 29% of the 3-5 age group were in institutional childcare compared to almost all children in France, Belgium or the Nordic countries.</p> <p>This slow expansion of services during the first ten years after the revolution was, nevertheless, accompanied by some important policy measures. Two main coordinating bodies were established for early childhood education and care: the Ministry of Education (ME) was put in charge of nursery schools for the three-to-five age group in educational establishments belonging to the ME and in private schools; the Ministry of Employment and Social Security (now the Ministry for Labour and Solidarity (MLS)) was put in charge of crèches and nursery schools belonging to the MLS and to private non-profit voluntary organizations.</p> <p>c) Mid '80s- mid1990s The third phase in work/family policy for families with young children represents a major turning-point not only from the point of view of the policy agenda but also in terms of the expansion in services to support dual earner families with children. As mentioned above, during the seventies and early eighties the focus was mainly on working mothers and on the protection of women in the labour market and in the workplace. It is only in the mid-eighties that an additional focus on working "parents" and their conciliation problems emerged more clearly in the policy agenda. In fact, we may say that it was during this period that the issue of work/family balance was introduced as a major policy driver, alongside the already existing policy drivers linked to women's emancipation, the family and child development.</p> <p>The first landmark in this process was the 1984 law on "maternity and paternity". As mentioned above, the law established new leave arrangements for parents, explicitly emphasizing the need for "parental" and not only maternity provisions. It entitled wage-earners (either parent) to miss work up to 30 days per year (unpaid) to care for a sick child over 10 years (or 15 days to care for a sick child over ten, a spouse or a relative in ascending line). It introduced the "breastfeeding leave" for mothers, based on a reduction of two working hours per day during the first 12 months after birth, and established the father's right to take up maternity leave in cases of mother's death, psychological or physical incapability or when mothers are in educational or professional training. Lastly, it also established that wage-earners (either parent) with children under 12 years of age were entitled to part-time work or flexible working hours and, subsequent to maternity leave, to a special leave (unpaid) to care for children below age 3; this latter leave was granted for 6 months and could be extended for two years. In 1995, replacement pay (65% of average earnings) was introduced for workers caring for sick children below age 10, leading to a strong increase in the take-up of this right to miss work.</p> <p>The other major trend during this period is related to the expansion and diversification in service provision for young children. A law on crèches and childminders (No. 158/84, 17 May, Ministry of Employment and Social Security) established a new form of child care called "family crèches": childminders who provide care in their own homes for a small number of children; they are registered, sponsored and monitored by a public or publicly-sponsored establishment. However, the main impetus for the expansion of services during this period came from the new legal framework set out during the 1980s and establishing the public subsidizing of non-profit institutions (IPSSs). Child care and schooling for the 3 to 6 age group is a good example of the welfare mix that developed at that time, seeking to bring together local authorities, families, private institutions, the voluntary sector and the state in the running and funding of preschools. Expansion was slow but steady, with the increase in provision emerging more clearly in the 90s. The coverage rate for children aged 3-6 increased to 55% by 1994/95 (up from 29% in 1985/86) and to roughly 12% for children aged 0-3 years. Even so, provision remained too low and unevenly distributed, with many low income dual earner families and those in rural areas or large urban peripheral suburbs often finding it difficult to have access to the low cost services provided by IPSSs (Private Institutions of Social Solidarity).</p> <p>Nevertheless, the development of child care facilities during this period did have a strong impact on families' strategies for the care of young children. Data from a national survey on families with children in Portugal showed that childcare arrangements for babies aged 1-2 in the seventies were very different from those existing in the 1990s (Wall, 2005). Care of babies born in the 70s was predominantly mother-at-home based. Nearly half of all mothers (44%) stayed at home with</p>
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	<p>the baby. Leaving the baby with close kin (34%) was the next most important child care solution whereas childminders (11%) and formal day care (7%) were clearly minority solutions. In the 90s, on the other hand, care solutions for this age group became more pluralistic: only one in four mothers stayed at home, the formal day care solution increased to 18% and the kinship (36%) and the childminder (12%) arrangements maintained their relative importance.</p> <p>d) During the last decade</p> <p>A new shift in policy took place from the mid-nineties onward, mainly in the context of the Socialist party's emphasis on the promotion of work/family balance, of early childhood education and of gender equality. Drawing on the "familistic" turn of the 1980s, but also on the articulation between conciliation and gender equality policies, work/family policy over the last decade has developed along five major lines: building up maternity leave; building up leave for fathers; promoting the gender sharing of leave; building up the protection of mothers in the labour market; expanding service provision (crèches, pre-schools, after-school care for primary school children) for dual earner families with young children.</p> <p>The expansion of service provision was carried out mainly during the two periods in which the Socialist party was in government (1995-2002; 2005-until now). The first period gave priority to the expansion of pre-school education (with coverage rates increasing to 77% of children aged 3 to 5 by 2002), while the second period has given priority to the expansion of services (crèches) for children between age five months and three years, in order to bring the present coverage rate of 23% up to the Barcelona target of 33% by 2009. Expansion of services for the 3-6 age group (up to 90% by 2009, with 100% coverage rate for five year olds) and for the 6-10 age group are also high on the policy agenda. Until 2005, primary school children needing care after school hours (after 15.30 or in the morning if the school had two "shifts") had to use leisure time centres (ATLs - Ateliers de Tempos Livres) provided by local authorities or profit or non-profit organizations. Many children, in particular children from disadvantaged families, did not have access to any ATL (coverage rates are not available but it is estimated that about 25% of children were integrated in after-school clubs). The new law (Law 12591/2006) on primary school education introduced compulsory after-school activities until 17.30 (from 15.30 to 17.30) in all primary schools and a 8-hour opening day; it also encourages schools, through agreements with non-profit organizations, to provide "support for families" (apoio à família) before and after opening hours in order to help families reconcile work and care. The idea was to provide universal coverage of out of school care for this age group. Reports on the implementation of the new law in 2006/2007 show that over 90% of children were already integrated in after school care (Wall and Azevedo, 2007).</p> <p>The development of services for young children have therefore been a major policy issue in Portugal over the last twenty years They emerge as an important element of 3 main policies: of work/family policy (to support working families with children and to ensure that children are cared for), of educational policy (to improve school achievement and the integration of all children in the education system) and of social policy (providing affordable, low cost services for low income families and promoting the social inclusion of children in disadvantaged areas).</p> <p>Existing services and main service providers</p> <p>Services for young children are varied and can be organized into three categories according to the age of children (below age 3, between 3 and 5 and over 6 years old).</p> <p>For children below 3 years old, there are three main options in terms of paid childcare. The first one is the crèches which are usually open 5 days a week and all day long. They are run either by the private sector, the public sector or by not-for-profit social organizations. The crèches run by non-profit institutions, open for 10 to 12 hours a day (from 7am to 7pm) and with means-tested payments, are the most prevalent form of formal childcare arrangement for this age group (they cover 80% of all users of crèches).</p> <p>The second option is registered childminders and family crèches. The 1st are women who offer paid care for one or more children (Decree-Law n°158/84, 17 of May). And the latter are a group of childminders (between 12 and 20), from the same geographical area, who are linked to a public or publicly-subsidized crèche. They are technically and financially supervised by the local centres of the social security (Centros regionais de segurança social), Santa Casa de Misericórdia of Lisbon or by Projects for social private initiative (IPSS: Instituições particulares de solidariedade social) (Decree-Law 158/84, 17 of May).</p> <p>The third, and less formal option, is to turn to unlicensed childminders. They continue to be an</p>
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	<p>important option for workers with very long or irregular working hours.</p> <p>For children from 3 to 5 years old the offer is much more important</p> <p>Preschool facilities increased steadily during the 1990s: by 1998/99, 65% of the 3 to 5 age group was in preschool education (55% in 1994/5). If we look at this by age group, the coverage rate in 1998/99 was 53% for 3 year olds (42% in 1994), 65% for four year olds (55% in 1994) and 78% for children aged five (63% in 1994) (Wall, 2001).</p> <p>Pre-school education for the three to five age groups is defined by the law on pre-school education as the 1st stage of basic education but it is not obligatory (Wall, 1998).</p> <p>The responsibility for preschool establishments is shared between the Ministry of Education and the Ministry of Labour and Solidarity. The first is responsible for the educational component (curriculum activities) of all state-funded preschools (public, private non-profit and others). And this educational component is "free of charge" for all the state or state-funded non-profit establishments. The latter has the responsibility for the "social" component, which means extended day cover while parents are working, meals as well as extra-curriculum activities. Although this is subsidised by the State, families may contribute according to income. At present, the private sector (including profit and non profit establishments) represents just over half (54%) of all pre-schools, even if more than two-thirds (63%) of these private establishments belong to the non-profit-making sector.</p> <p>According to the law on pre-school education, the State assumes four roles: the first is to promote, fund and supervise a public network of preschool education; the 2nd is to promote, support and supervise the preschool establishments run by other entities (private establishments, non-profit-making social solidarity institutions, other non-profit institutions). Third, the State defines the general norms of preschool education and, fourth, it must give special support to the regions of the country which are more vulnerable in educational and cultural terms.</p> <p>The law on pre-school education (law n° 5, 10 February 1997) has also had some influence during the last ten years on the care model of state-run preschool institutions, by establishing that "the timetable should be adapted to the possibility of giving children meals" and by taking into account not only time for educational activities, but also the needs of families (article 12). This development of the "social" component is a major change, since up till the mid-nineties two different models of nurseries existed: the ones run by private (profit as well as non-profit institutions) and open for longer hours (10 or 12 hours), which served or heated up meals and provided activities or supervision after nursery school and state nurseries which used to have shorter hours (5 hours of preschool activities), didn't offer meals and also closed for two hours during the lunch hour, making it very difficult for parents to reconcile work and child care facilities.</p> <p>For children over age 6: school facilities</p> <p>Full-time compulsory education officially starts at age 6 in Portugal. The nine years of universal and free school are divided into 3 "cycles": primary school (four years), the preparatory cycle (two years) and the third cycle (three years). Until 2005, school hours in primary schools were from 8.30 to 15.30. However, due to the large number of pupils in some areas, it sometimes happened that children only had primary school either in the morning or in the afternoon. This didn't happen with private schools which have always offered a full timetable as well as activities after school.</p> <p>At present (since 2008) public primary schools have an 8-hour school timetable, offer lunch and are open until 17.30. Some families still prefer to use private after-school clubs, but the majority of children are integrated in the regular school.</p> <p>In the 2nd and 3rd cycles, there are often "gaps" in the children's time schedule, which is always difficult to handle for families. At present, the non-profit sector is giving more attention to the needs of this age group (10-12 years old). The Ministry of Education also announced recently that it might introduce changes similar to the ones introduced in primary schools (open full-time).</p> <p>In the Programme of the XVII Government (2005-2009), emphasis is put on the development of the education for children under 3 and for basic and secondary education (Educação de infância, ensino básico e ensino secundário). The aim is to adjust the organization of pre-school and basic school education according to the needs of families. According to this, schools should be open full-time and also propose leisure-time activities/activities apart from the school curriculum.</p>
<p>Any recent changes in</p>	<p>In the 2nd and 3rd cycles, there are often "gaps" in the children's time schedule, which is always</p>

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policy or provision affecting each form	difficult to handle for families. At present, the non-profit sector is giving more attention to the needs of this age group (10-12 years old). The Ministry of Education also announced recently that it might introduce changes similar to the ones introduced in primary schools (open full-time). In the Programme of the XVII Government (2005-2009), emphasis is put on the development of the education for children under 3 and for basic and secondary education (Educação de infância, ensino básico e ensino secundário). The aim is to adjust the organization of pre-school and basic school education according to the needs of families. According to this, schools should be open full-time and also propose leisure-time activities/activities apart from the school curriculum.
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Romania	
Crèches	<p>The most important care facilities for preschool children are crèches and kindergartens.</p> <p>The trading companies, national societies and companies, the institutions in the budgetary sector, the co-operative units, the other legal persons, as well as the natural persons employing personnel based on individual labour contract may use valuable vouchers as crèches vouchers.</p> <p>The individual amount granted for raising children up to 3 years old as crèches vouchers shall be fully covered by the employers from the costs. The crèches vouchers shall be requested by one of the parents or, optionally, by the legal guardian, to the person entrusted with the upbringing and education of children or to family placement, based on the family book. The crèches vouchers shall be granted to the employers that do not benefit by the leave and allowance granted for raising children up to 2 years old or, respectively, up to 3 years old in case of disabled children. The nominal value of the crèches vouchers, is 300 lei (83,33 Euro) for a month, for each child in the day crèches</p>
Pre-school	<p>The education system in Romania includes in the pre-school forms, children with age between 3 – 6/7 years. This system is free of charge. Kindergartens are the principal services for caring the child when the parents work. In the same time, the minimum age of the child for entering in the system is 2 years and these institutions can provide care also during the holidays.</p> <p>Also, for poor families were created day care centres and alternative services to institutionalisation.</p>
Extended school services/clubs	The different type of services for caring the children after school was set up by private social services providers but also by school inspectorates.
Main types of providers (private profit making, private non-profit, etc.)	The providers of this type of services are private but also public. In according with the Romanian legislation the private kindergarten can be organised also by physical persons.
Typical service provision and number of hours provided	The kindergarten can have a normal working program of 5 hours or with a prolongation up to 10 hours. Exist also a different type of organisation on weekly groups.

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<p>Any recent changes in policy or provision affecting each form</p>	<p>A draft of Ordinance concerning the education and care services during the day was initiated. This piece of legislation regulates a performing and qualitative system of services for children up to 10 years (when they graduate the primary school).</p>
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<b>Russian Federation</b>	
<p>Crèches Pre-school Extended school services/clubs</p>	<p>The preschool educational establishments (PEE) are divided into the following groups: a) Kindergarten (more than 60% of all PEE); b) Kindergarten with a specific direction of a child development (intellectual, fine arts/aesthetic, physical etc.); c) Kindergarten for correction of deviations in physical and mental health; d) Health improving kindergarten; etc. Actual norms prescribe that PPE should accept children from the age of 2 months. However, the most establishments allow to attend children only from the age of 1.5 years. This causes problems for families, which need day nursery service for younger children. However in the 90ths the birth decline and high unemployment rates resulted in decrease of the number of children in preschool age needed PEE. This led to the reduction of the PPE network. Since 2000 the Russian economy showed growth, the unemployment decreased, and the growing birth rates caused an acute shortage of PPE and consequently a great queue of children waiting their turn to get PEE. There are the following norms for PEE for children having no deviations in their development: for children of age from 2 months till 1 year - no more than 10 pupils per group; for 1-3 years children - 15 pupils per group; and for 3-7 years children - 20 pupils per group. There are various privileges for low income families and for families with three and more children.</p>
<p>Main types of providers (private profit making, private non-profit, etc.)</p>	<p>By form of ownership there are governmental, municipal, private, mixed, etc. PEE. More than 90% of PEE belongs to municipalities or government(s). According to the law the state must ensure accessibility of preschool establishments for all children.</p>
<p>Typical service provision and number of hours provided</p>	<p>The legislation allowed PEE to work in day time or round the clock (except weekends). Since 1995 the legislation allows PEE (or a group within it) to work in day time, night time, round the clock, on days off and holidays. The groups of short-term stay in a kindergarten (for example, 3 days per week or 3 hours per day) appeared recently. Day time childcare institutions are open 10-12 hours daily.</p>
<p>Any recent changes in policy or provision affecting each form</p>	<p>Satisfaction of family necessities in qualitative PEE's services and accessibility of services on preschool supervision for the population are main aims of social development. The President has proclaimed the request to regions to solve the families' problem of PEE's and its costs accessibility. Since January 1, 2007 the parental payments for PEE's services are limited. The amount of the parental payments for state and municipal PEE shall not exceed 20% of the child's maintenance costs in these establishments, and 10% - for parents (adopters, trustees) of three and more children. For children with deviations in physical and mental health tuberculosis intoxication no payment is collected. Also it is provided the partial compensation of parental payment for child's maintenance in state</p>

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	<p>or municipal PEE. The parents receive the compensation equal to 20% of their actual payment for the first child's maintenance in this establishment, 50% for the second child, 70% for the third and every next child.</p> <p>The right for compensation belongs to the one of the parents (legal representative), actually paid for child's maintenance in the establishment.</p>
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Serbia	
Crèches	<p>According to statistical data, during the school year 2005/2006, institutional pre-school upbringing embraced 167 441 children in 7 462 educational groups (24 915 children of stature 1-3 years, 46 046 of stature 3-5 years and 79 515 children of stature 5-7 years) on a territory of Republic of Serbia. During the school year 2007/2008, institutional pre-school upbringing embraced 195 205 children (24 842 children of stature 1-3 years, 92 186 children of stature 3-5 years and in a programme for preparation for school 78 177 children of stature 5-6.5 years).</p>
Extended school services/clubs	<p>Republic of Serbia doesn't dispose with the data about accomplishment of different forms of pre-school education and upbringing (play areas, clubs, babysitting service, etc.) which registrate their work on the level of local self government and which are not in the system of institutional pre-school education and upbringing.</p>
Main types of providers (private profit making, private non-profit, etc.)	<p>According to available information, Decision on verification of institutions – which is regulated by the Law of Basics of the Education and Upbringing System was gained to 18 private pre-school institutions (Provincial secretary for education and culture brought forward a decision on verification for 20 private pre-school institutions).</p>
Typical service provision and number of hours provided	<p>The sources of financial assets for the institutions whose founders are the Republic, self-governed province and a unit of local self government are defined by the Law of Basics of the Education and Upbringing Systems.</p> <p>By the same law, it is legislated that from the budget of Republic of Serbia, in a domain of pre-school education and upbringing, the assets are secured for preparation of a pre-school programme in a year prior to going to school, lasting 4 hours per day. It also includes implementation of a pre-school programme for working with children with developmental difficulties and a pre-school programme for working with hospitalised children. This law also defines securing assets from the budget of a unit of local self government in a domain of pre-school education and upbringing for accomplishing action of pre-school education and upbringing (part-day and a full-day stay, food, care and preventive protection of children of a pre-school stature) amounting at 80% of the average price per child, including salaries, allowances and social benefits covered by employer, tax on the fond earnings, gratuities and assistance to those employed in kindergadens. In Republic of Serbia institutional pre-school education and upbringing is performed in 171 institutions. The programme of a pre-school education and upbringing is managed in different duration: all day - which is the most common in Republic of Serbia, lasting from 9 to 11 hours; half day - lasting up to six hours per day and few days - lasting more than 24 hours.</p>
Any recent changes in policy or provision	<p>Not mentioned.</p>

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affecting each form	
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Slovakia	
Crèches	Not mentioned.
Pre-school	
Extended school services/clubs	
Main types of providers (private profit making, private non-profit, etc.)	
Typical service provision and number of hours provided	
Any recent changes in policy or provision affecting each form	

Slovenia	
Crèches	<p>The share of children enrolled in kindergartens has been increasing year by year. In the school year 2007/2008 61,359 children are enrolled in kindergartens, which is 68% of all children of the proper age.</p> <p>As many as a third of all parents of children under 1 year of age decide to put their children in kindergartens, while half of parents decide to put their children in kindergartens when they reach 3 years of age. At age 5 as many as 90% of children attend kindergartens. The calculation is based on the state of population as of 30 June 2007. 636 children with special needs are enrolled in kindergartens</p>
Pre-school	

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<p>Extended school services/clubs</p>	<p>-</p>
<p>Main types of providers (private profit making, private non-profit, etc.)</p>	<p>Kindergartens are established by municipalities. In the school year 2007/08 there are 7,708 educators and assistant educators employed in kindergartens; 201 of them are taking care of children with special needs. There are also 118 advisory and 156 other professional staff members and 304 management staff members employed in kindergartens. There are on average 8 children per educator and assistant educator, of which in the first age period 6 children and in the second age period 9.</p> <p>In the school year 2006/2007 organised care of preschool children took place in 793 kindergartens and their units. Of which 19 were private. Educational work was organised in 3,484 class units.</p>
<p>Typical service provision and number of hours provided</p>	<p>To achieve better results, kindergartens are implementing enrichment activities in the fields of language, sport or art. In addition, they offer the possibility of winter and summer camps - last year they were attended by about 15% of children - and within additional activities the possibility of foreign language courses, which were attended by about 8% of children. In the school year 2006/2007 98% of all children were included in the morning performance of the programme and the remaining 2% in the afternoon or alternating performance of the program. Operating times of the pre-school institution may vary, according to the needs of the parents. Usually operating times are 5 days a week throughout the year from 5.30 am to 4 pm. Larger pre-school institutions also offer afternoon departments, which are open until 8 pm.</p>
<p>Any recent changes in policy or provision affecting each form</p>	<p>Kindergartens can organise an occasional care for children at their home. The amended Act allows kindergartens to organise in-home care for pre-school children and schoolchildren, depending on the capabilities, interest and needs in their area. In-home caregivers may be kindergarten employees (teachers, teacher assistants and counsellors) or external staff, but the Act stipulates that they must have at least completed secondary education or 5 years of experience in early childhood care and teaching. The parents pay this service in full. The amended Kindergarten Act introduces a support to parents with more children. Article 16 of the Act Amending the Kindergarten Act states that "if more than one child from a family is enrolled in a kindergarten, parents pay a fee reduced by one category for the older child and are exempt from the payment for younger children. For a child over 3 years enrolled in a kindergarten parents pay 50% of the fee determined for them in accordance with the Act.", and Article 17 states: If more than one child from a family is enrolled in an approved pre-school education programme, parents are entitled to co-financing from the state budget for younger children enrolled in approved pre-school education programmes in the amount equal to the fee they would be required to pay if the child were enrolled in a kindergarten providing public service in the municipality where the private kindergarten is based. For a child over three years enrolled in a kindergarten programme parents are entitled to co-financing from the state budget equal to 50% of the fee they would be required to pay if the child were enrolled in a kindergarten providing public service in the municipality where the private kindergarten is based."</p>

Spain	
Crèches	<p>There are joined figures on pre-school for children between 0 and 3 year old. Year course 2005-2006 – by Autonomous Communities.</p> <p>Total number of centres (except city of Melilla, Community Valenciana and Region of Murcia): 6.634</p> <p>Number of places/children (except city of Melilla): 339.564</p> <p>By Community:</p> <p>Andalucía: 905 centres - 41.451 children/places</p> <p>Aragón: 258 - 10.369;</p> <p>C. Valenciana: no data - 12.529;</p> <p>Asturias: 122 - 3.358;</p> <p>Extremadura: 175 - 7.457;</p> <p>Baleares: 272 - 10.620;</p> <p>Galicia: 340 - 15.853;</p> <p>Canarias: 360 - 13.924;</p> <p>C. de Madrid: 1.154 - 67.321;</p> <p>Cantabria: 103 - 3.335;</p> <p>Murcia: no data - 5.219;</p> <p>Castilla y León: 352 - 14.639;</p> <p>Navarra: 137 - 7.413;</p> <p>Castilla la Mancha: 370 - 19.360;</p> <p>Pais Vasco: 688 - 29.779</p> <p>City of Ceuta: 7 - 714;</p> <p>City of Melilla: no data - no data.</p>
Pre-school	
Extended school services/clubs	<p>In some A. Communities there exist other services such as:</p> <p>Education centres for children and families and families spaces.</p> <p>School for parents with children under 3.</p> <p>Playing spaces (children between 1 and 3 and their families</p> <p>Breathing services (for families without the resource of extended family near by.</p> <p>Family Breathing services for special unforeseeable needs.</p> <p>Services for detection and prevention of development difficulties for children between 0 and 3.</p> <p>Services to detect needs of families.</p> <p>Home attention to children by professionals.</p> <p>Regional services of social and educative attention for children between 0 and 3 of immigrant families, in social risk families with children under 4 (with the aim of early detection and preventive intervention).</p> <p>Schools for parents. Counselling and support to families.</p> <p>Integration support for disabled children.</p> <p>Preventive programme and educative support for children with special education needs.</p> <p>Educative support to early childhood in the rural area. Weekly service for children and parents together to families that live isolated in the country side. Facilitating that families get together.</p>
Main types of providers (private profit making, private non-profit, etc.)	<p>Following the same source as previous:</p> <ul style="list-style-type: none"> <li>- public centres: 2.947</li> <li>- private centres: 3.687</li> </ul> <p>(except Melilla, Community of Valencia and the Region of Murcia).</p> <p>Among the public centres two of every three are provided by local authorities and the rest are provided by regional authorities.</p> <p>The private sector includes private companies and non-profit-making institutions.</p>

# Council of Europe Family Policy Database

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Typical service provision and number of hours provided	The service is of educative character (the public centres are named Childhood Schools). They all must fulfil the base requirements such as physical conditions, ratio children/educative qualified staff, pedagogic project, number of children/places. The regular offer is morning and afternoon hours, lunch included.
Any recent changes in policy or provision affecting each form	In the year 2008 the Ministry of Education, Social Policy and Sport (MEPSYD) started "Plan Educa 3" (130 million Euros in 2008). This plan intends to promote new school places in collaboration with the Autonomous Communities to reach 33% of places for children 0 – 3 in the year 2010.

Switzerland	
Crèches	0 à 4-6 ans En Suisse, le domaine de l'accueil extra-familial des enfants en âge préscolaire présente une grande variété suivant les régions et les cantons, tant du point de vue organisationnel que juridique. La terminologie utilisée est variée: crèche, garderie, jardin d'enfants, Kindertagesstätte, Krippe, Tagesheim, asilo nido, etc.
Pre-school	Le groupe d'âge des enfants concernés par l'accueil préscolaire dépend des législations cantonales en matière d'école: l'âge d'entrée à l'école (obligatoire ou non) s'étale actuellement de 3 ans (Tessin) à 6 ans, suivant les cantons. Avec l'introduction du concordat HarmoS (cf. infra ii), il est prévu que l'âge d'entrée à l'école obligatoire soit harmonisé à 4 ans dans les cantons signataires.  Les institutions qui s'occupent d'accueillir plusieurs enfants de moins de 12 ans placés régulièrement sont soumises à autorisation et surveillance. Le régime d'autorisation et de surveillance est de la compétence des cantons, qui peuvent déléguer cette compétence aux communes.  Les structures d'accueil non régulier (halte-jeux, Spielgruppe etc.) ne sont la plupart du temps pas soumises à autorisation.
Extended school services/clubs	Structures d'accueil parascolaire (dès 4-6 ans): au niveau fédéral, même réglementation que pour les crèches. Dans la plupart des cantons, les structures sont soumises à autorisation. Exception: les cantines scolaires (Mittagstisch), qui souvent ne sont pas réglementées.
Main types of providers (private profit making, private non-profit, etc.)	On ne dispose pas d'une vue d'ensemble. Sur la base des données récoltées auprès des structures subventionnées par la Confédération (programme d'impulsion, cf. infra), on estime qu'environ 70% des structures sont gérées par des organismes privés (surtout associations et fondations) et 30% par les collectivités publiques (communes principalement). Au niveau des organismes privés, nous ne disposons pas de données sur les organismes à but lucratif, ces derniers ne pouvant prétendre à une subvention de la Confédération. On pense toutefois que les structures d'accueil à but lucratif sont relativement peu nombreuses.
Typical service provision and number of hours	Il n'y a en Suisse pas de réglementation quant au type et aux heures d'accueil. Chaque structure est libre d'offrir les prestations qu'elle veut. Toutefois, certains cantons imposent des règles aux structures qui bénéficient des subventions.

<p>provided</p>	<p>Accueil préscolaire: en général, accueil 10 à 12 heures par jour, du lundi au vendredi, rarement la nuit ou le week-end.</p> <p>Accueil parascolaire: très variable selon les localités. Souvent accueil par blocs matin/midi avec repas/après-midi, offre de tout ou partie des blocs. Parfois accueil ouvert toute la journée.</p>
<p>Any recent changes in policy or provision affecting each form</p>	<p>Au niveau fédéral Aides financières à l'accueil extra-familial pour enfant: programme d'impulsion limité à 8 ans (2003-2011), visant à stimuler la création de places d'accueil collectif de jour (crèches, etc.) et d'accueil parascolaire, ainsi qu'à améliorer la coordination/professionnaliser les structures coordonnant l'accueil familial de jour.</p> <p>Au niveau cantonal De nombreux cantons ont mis/mettent en place des stratégies visant à augmenter le nombre de places d'accueil. Par exemple: le canton de Vaud a mis en place un système de réseaux régionaux, dans le but d'offrir un accès à des places subventionnées aux habitants de toutes les communes du canton. Pour obtenir le droit aux subventions, toute structure doit être affiliée à un réseau. Le réseau garantit le financement des structures qui en font partie. Sont concernés l'accueil préscolaire, parascolaire et familial de jour (mamans de jour). A l'intérieur d'un réseau, toutes les structures appliquent la même grille tarifaire. Le financement du système est centralisé au sein d'une fondation cantonale (FAJE) qui encaisse les contributions obligatoires des communes (5 CHF par habitant), des employeurs (0,08% de la masse salariale) et du canton et les redistribue aux structures d'accueil reconnues.</p> <p>Pour l'accueil parascolaire, l'entrée en vigueur du concordat HarmoS (cf. infra ii) aura pour conséquence pour les cantons signataires le développement d'une offre d'accueil répondant aux besoins locaux. Plusieurs cantons ont déjà adapté leur législation scolaire au concordat, avec pour conséquence un fort développement du nombre de places d'accueil parascolaires.</p>

<p><b>Turkey</b></p>	
<p>Crèches</p>	<p>Crèches have been constituted in the work places where public officials work. Crèches have been constituted in the work places where employees work according to collective bargaining.</p>
<p>Pre-school</p>	<p>Parent involvement constitutes a part of the official preschool education programme which is being implemented in all preschool institutions in Turkey. One of the properties of preschool education programme is to take children not only as independent individuals, but also as persons with familial bones. In this context, families have the opportunity to participate in some of the related activities in preschools. Moreover, effective parenting seminars are being conducted in preschool education institutions at weekends and outside official hours. These seminars are run by academics and experts competent in the field of early childhood education and care.</p> <p>There are also parenting programmes to support official preschool education programmes with in the context of national and international projects. Parenting programmes are mainly conducted with UNICEF and The Mother Child Education Foundation. UNICEF supports "My family" (16 sessions) and "Core Training Programme for Families" (6 sessions) aiming at reaching parents having children aged 0-6 through pre-school teachers who have been trained by international experts on effective parenting. Until now approximately 5000 families participated in programmes provided by 200 pre-school teachers in pilot provinces. In this summer,</p>

	<p>260 preschool teachers and directors are going to attend to the seminars to be a facilitator for Core Training Programme for Families. The Mother Child Education Foundation runs the programme titled "Mother Child Education Programme" MOCEP, being 10 to 15 weeks Mother Support Programme, aims to strengthen the relationship between mothers and their children aged 3-9. It has been adapted for use by illiterate mothers and delivered as part of the South East Anatolian Education Project which began in 2003. In addition, AÇEV (The Mother Child Education Foundation) developed a Pre-school Parent-Child Programme (OVCEP), providing 28 weeks of daily activities to reinforce 5 year-olds' learning at pre-school, particularly in relation to literacy skills. AÇEV also provided Summer Pre-schools to support the language skills and cognitive development of 4-5 year-olds and a training programme for mothers to run alongside these.</p>
<p>Extended school services/clubs</p>	<p>Extended school services are regulated by a circular numbered 2006/97 which is published by Ministry of National Education. In this circular extended school services for spare time activities of students are identified in four domains as 'scouting', 'physical education and sports training' and 'folk dances' and 'visual arts'. Teachers that will be assigned for implementing these activities, the number of students that will participate in each activity and other similar issues are determined by Ministry of National Education. The programs on activities that will be implemented will be prepared by school management and approved by concerned national education directorates. Types of activities that will be implemented of which subject titles should be included in 'Fundamentals of Extended Educational Studies' are in the appreciation of national directorates of districts and provinces on the propose of school directorates who are direct implementers of education and training taking into consideration the contribution to education of students.</p> <p>Club studies that will be implemented in schools are organized by 'Ministry of National Education Primary Education and Secondary Education Directive on Social Activities' that is prepared by Ministry of National Education and promulgated in Official Gazette dated 13.1.2005/25699 It is aimed to regulate procedures and fundamentals of student clubs with community service studies in areas of scientific, social, cultural, artistic and sports enabling students to foster security and responsibility feelings, to form new fields of interest, and to gain new skills in formal, private primary education and secondary education schools, institutions as well as curriculums In student clubs and community service studies; participation, planning, sustainability, productivity, voluntariness and cooperation are the main principles.</p> <p>Chart of Student Clubs          Culture and Literature Club          Publications and Communication Club          Music Club          Drawing/Visual Arts Club          Informatics and the Internet Club          Folk Dances Club          Theatre Club          Librarianship Club          Civil Defence Club          Touring, Advertising and Tourism Club          Environmental Protection Club          Chess Club          Loving and Protecting Animals Club          Social Assistance and Solidarity, Child Protection, Kızılay and Similar Clubs          Health, Cleanliness, Nourishment and Yeşilay Club          Sports Club          Aviation Club          Science, Engineering, and Technology Club          Photography Club          Traffic Safety and First Aid Club          Protecting Cultural and Natural Properties and School Museum Club          Scouting Club          Conscious Consumer Club          Club of cooperation          Career Identification Club</p>

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	<p>Democracy, Human Rights, and Citizenship Club          Solidarity with Disabled People Club          Protecting Green Areas Club          Children Rights Club          Philosophy and Thought Training Club          Marine Club          Philatelic Club</p> <p>Explanation; Clubs that are out of this chart can be established in schools. New student clubs can be formed by combining those of which subjects are linked to each other.</p>
Main types of providers (private profit making, private non-profit, etc.)	Not mentioned
Typical service provision and number of hours provided	Not mentioned
Any recent changes in policy or provision affecting each form	Not mentioned

Ukraine	
Crèches	Not mentioned.
Pre-school	1 081,0 thousand children, which existed 54% of a total quantity of children of this age. (01.01.2007)
Extended school services/clubs	1214,7 pupils (2000).
Main types of providers (private profit making, private non-profit, etc.)	Not mentioned.

Typical service provision and number of hours provided	Not mentioned.
Any recent changes in policy or provision affecting each form	Not mentioned.

## United Kingdom

Crèches	<p>About 30 per cent of 1-3 year olds attend child minders or private day nurseries (accounting for 86 per cent of the provision) with a further 30 per cent of 2 year olds attending a playgroup or other sessional care, two-thirds of which are run by church or voluntary associations and one-third by private persons or agencies</p> <p>Registered childminders look after several children, usually in their own home. They are allowed to care for up to six children under the age of eight, including their own – but only three of them can be aged under five.</p> <p>Day nurseries provide care and education for children between the ages of six weeks and five years. Opening times are from around 7 am to 7 pm (hours vary but many nurseries may start before 8 am), 50 weeks of the year. Children may attend full or part time.</p> <p>Sure Start Children's Centres provide services for families and children from pregnancy until the age of five. They are open a minimum of 48 weeks a year, five days a week, ten hours a day. There are now nearly 2,500 Children's Centres open. The core offer includes early learning and childcare, parenting advice, health services and help finding work or training. The Government is committed to having 3,500 children's centres in England by 2010.</p>
Pre-school	<p>Nursery schools and nursery classes provide early education and childcare for children between three and five years old. Some schools and classes are part of the state education system, others are run by private and voluntary sector organisations. Nursery schools are open during school hours, usually 9am to 3:30pm.</p> <p>Pre-schools or playgroups provide care and most offer early education for children between two and five years old. A pre-school or playgroup can be organised by the community on a not-for-profit basis, often with help from parents. They offer sessions from two-and-a-half hours to four hours, during term time, every day or for several days a week.</p> <p>For 3 and 4 year olds there is a free entitlement to 12.5 hours a week early education, for 38 weeks a year.</p> <p>2004 – 75 per cent of four year olds were in a school reception class and 21 per cent in a nursery class/school. 46 per cent of three year olds in a nursery class/school 30 per cent in a playgroup and 15 per cent in a day nursery.</p> <p>64 per cent of three and four-year-olds enrolled in pre-schools in the UK in 2006/07 (Social</p>

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	Trends).
Extended school services/clubs	<p>The 10 year strategy for childcare set a target for the year 2010 of an affordable out-of-school child care place, linked to schools, for all children aged 3-14 years.</p> <p>Extended schools provide childcare/out of school activities from at least 8am to 6pm, before and after the school day and during the school holidays. This is either on the school site or at a nearby school or local provider. The schools also provide parenting and family support, links with local services for children and families and give community access to facilities such as adult learning, computers and sports grounds.</p> <p>The first extended schools were set up in 2002 and there were 7000 extended schools in England as of August 2007. The goal is to have 50 per cent of primary schools and 33 per cent of secondary schools providing the full core offer by 2008.</p> <p>Integrated Community Schools in Scotland and Community Focused Schools in Wales also provide a range of activities/learning opportunities for children outside the school day and other services to support children, families and communities.</p>
Main types of providers (private profit making, private non-profit, etc.)	<p>65 per cent of full day care and 59 per cent of sessional providers are privately owned, with 24 per cent and 20 percent, respectively, run by voluntary organisations. The remainder, around a tenth, are public sector owned. After-school clubs and holiday clubs are spread more evenly between private, voluntary and maintained sectors (Statistics relate to England).</p>
Typical service provision and number of hours provided	<p>Ofsted registered childcare and early years places 2006:</p> <p>Day nursery: 544200; 25%</p> <p>Children's Centres (included in above): 37700; 2%</p> <p>Sessional: 278300; 13%</p> <p>Out of school club: 260100; 12%</p> <p>Childminder: 272600; 13%</p> <p>Nursery school: 28100; 1%</p> <p>Nursery class attached to primary school: 477,300; 22%</p> <p>Reception class attached to primary school: 286100; 13%</p> <p>In 2006, most day nurseries were open five days a week, for an average of nine hours a day. The majority (72 per cent) offered both term time and holiday provision. (Statistics relate to England).</p>
Any recent changes in policy or provision affecting each form	<p>From April 2008, under the Childcare Act 2006, local authorities will have a duty to secure sufficient childcare to enable parents to work, or to undertake education and training leading to work.</p>