



European  
Commission

*Report from the Commission to the European  
Parliament, the Council, the European Economic  
and Social Committee and the Committee  
of the Regions*

# Barcelona objectives

**The development of childcare  
facilities for young children in  
Europe with a view to sustainable  
and inclusive growth**

Justice

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# Table of contents

1. Introduction .....	4
2. Achieving the Barcelona objectives: a necessity .....	5
3. State of play .....	7
4. Quality: Still uneven across Europe.....	14
5. Achieving the Barcelona objectives, a renewed commitment in the Europe 2020 Strategy .....	17
Graphs and tables .....	19

# 1. Introduction

**The availability of high quality, affordable childcare facilities for young children from birth to compulsory school age<sup>(1)</sup> is a priority for the European Union.**

These facilities include day nurseries and other daycare centres including family daycare, professional certified childminders, pre-school education or equivalent, mandatory school education and centre-based services outside school hours.

**In 2002, the Barcelona European Council set objectives in this area:** ‘Member States should remove disincentives to female labour force participation, taking into account the demand for childcare facilities and in line with national patterns of provision, to provide childcare by 2010 to at least 90 % of children between 3 years old and the mandatory school age and at least 33 % of children under 3 years of age<sup>(2)</sup>’.

Since then, achieving the Barcelona objectives has been at the heart of European priority setting, first in the Lisbon Strategy and subsequently in the Europe 2020 Strategy<sup>(3)</sup>. Indeed, the ability of the Member States to significantly and sustainably increase the employment rate depends on, among other things, the opportunities men and women have to achieve a work-life balance. The availability of quality childcare facilities is crucial in this respect. Together

with flexible working arrangements and the provision of a suitable system of family leave, it forms a raft of measures for achieving a work-life balance promoted at European level. It is also an essential investment in the development of children and the fight against premature school leaving and against the transmission of inequalities<sup>(4)</sup>.

Although some progress has been made since 2002, and despite the commitment of the Member States through two successive European pacts for equality between women and men<sup>(5)</sup>, **the provision of childcare facilities at European level in 2010 was still not in line with these objectives.** Furthermore, the situation appeared to deteriorate in some Member States in 2011.

It is necessary to reopen the debate on this deficit and its causes, while at the same time proposing solutions and policy approaches to reaching these objectives. **This third European Semester is a political opportunity to reaffirm the importance of childcare facilities and their contribution to the objectives of the European Union.**

Against this background and as announced in the Strategy for equality between women and men 2010-15<sup>(6)</sup>, the aim of this document is to report on the state of play of the implementation of the Barcelona objectives in the Member States. It identifies the obstacles and challenges faced by Member States in developing their childcare facilities for young children, it highlights the need to reaffirm these objectives and serves as a reminder of the commitments the European Commission has made to supporting the Member States, and, together with the recent, additional initiatives from the Commission such as the proposal for a Directive on gender balance on company boards<sup>(7)</sup>, it represents a real contribution from the Commission to the attainment of the Europe 2020 Strategy’s objectives and the promotion of gender equality.



(1) In this report, the terms ‘childcare services’ ‘childcare facilities’ and ‘early childhood education and care (ECEC)’ are used interchangeably.  
 (2) [http://www.consilium.europa.eu/uedocs/cms\\_data/docs/pressdata/en/ec/71025.pdf](http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/ec/71025.pdf)  
 (3) COM(2010) 2020.

(4) COM(2013) 83.  
 (5) 2011/C 155/02.  
 (6) COM(2010) 491.  
 (7) COM(2012) 614.

## 2. Achieving the Barcelona objectives: a necessity

...if we are to achieve the objectives of the Europe 2020 Strategy



The objective of an employment rate of 75% will not be reached by 2020 without the involvement of women<sup>(8)</sup>. Reconciliation policies are essential to promoting the employment of women.

In particular, access to childcare facilities for young children is the main factor influencing the participation of women in the labour market, increases in public spending on these services being linked to increases in the full-time employment of women<sup>(9)</sup>.

Improving access to the labour market for women increases and diversifies the expertise available, thus enabling **businesses** to equip themselves with the best resources and to be more **competitive** while guaranteeing a return on investment in education for the Member States.

Reconciliation policies in general and the provision of childcare facilities in particular enable both women and men to achieve economic independence and to contribute to the fulfilment of another major objective of the Europe 2020 Strategy: **to safeguard at least 20 million people against the risk of poverty and social exclusion**. The increased participation of parents, and in particular women, in the labour market reduces the risk of poverty throughout the lifecycle, encourages the social inclusion of all members of the household and improves children's future prospects<sup>(10)</sup>. This is particularly important for groups in a vulnerable situation (single-parent families, Roma, migrants).

Investing in quality childcare facilities for young children also means investing in the construction of tomorrow's

<sup>(8)</sup> Between 1998 and 2008, the number of women (aged between 20 and 64) in employment rose by 7.2 percentage points compared with 2.4 percentage points for men.

<sup>(9)</sup> OECD (2012) 'Closing the Gender Gap: Act Now'.

<sup>(10)</sup> C(2013)778.

human capital. It gives each child a better start in life and lays the foundations for success in terms of education, social integration, personal development and later, fitness for work<sup>(11)</sup>. This is a social investment with high potential.

Providing a quality service and universal access to quality pre-school education has been identified as one of the preventive policies **to combat early school leaving**<sup>(12)</sup> as also confirmed by the Council of the European Union<sup>(13)</sup>.

### ...if we are to achieve the objective of equality between men and women

The participation of women in paid work is linked to the distribution of family responsibilities between the sexes. Women still adjust their working arrangements when they have children by taking leave, by working part time or by withdrawing from the labour market. This has an impact on their pay and on their pension. The pay difference between women and men remains intolerably high (16.2 % per hour on average<sup>(14)</sup>) in the European Union. The greatest differences can be observed in countries where there is little provision of childcare facilities for young children<sup>(15)</sup>. The lack of promotion of work-life balance policies in general and the lack of childcare facilities in particular present a major obstacle to the economic independence of women and their progression towards positions of responsibility<sup>(16)</sup>.

### ...if we are to face the demographic challenge head on

Finally, against the background of the current demographic slowdown in Europe, the availability of childcare facilities encourages people to plan a family. It transpires that the Member States which currently have the highest birth rates are those which have also done most to facilitate the work-life balance for parents and which have a high rate of female employment.



<sup>(11)</sup> COM(2011) 66.

<sup>(12)</sup> COM(2011) 18.

<sup>(13)</sup> 2011/C 191/01.

<sup>(14)</sup> Eurostat, 2011 tsdsc340.

<sup>(15)</sup> OECD (2012) 'Closing the Gender Gap: Act Now'.

<sup>(16)</sup> COM(2012) 615.



## 3. State of play

In 2008, a first review<sup>(17)</sup> revealed that the demand for formal systems of childcare was far from being met, in particular for children under 3. It highlighted the high costs incurred by parents and the opening hours of facilities, which were incompatible with full-time work. Five years on, despite a slight improvement, the challenges remain.

### Considerable improvements still need to be made in the availability of services for children under 3

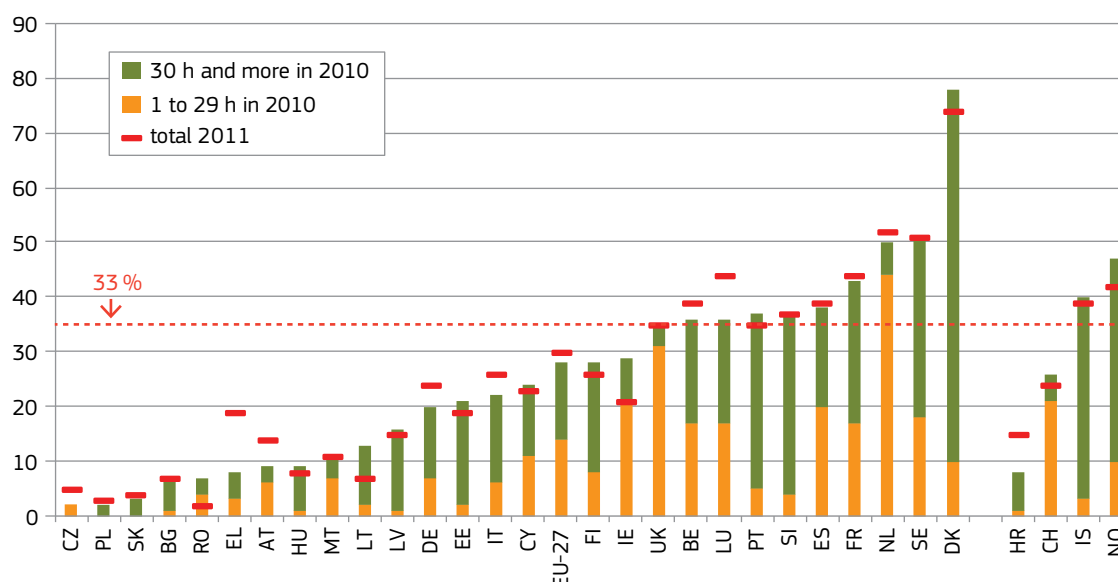
According to the European data<sup>(18)</sup>, in 2010 only 10 Member States (DK, SE, NL, FR, ES, PT, SI, BE, LU and UK) had achieved the Barcelona objective for children under 3. Altogether 15 Member States were below 25 % (see figure 2). Availability was particularly poor in the Czech Republic, Poland and Slovakia, where the rate of childcare

was less than 5 %. In most countries there was a clear difference between urban areas and more rural areas and/or between regions (e.g. in Germany and in Italy).

### Between 2006 and 2010 the childcare rate for the under 3s increased slightly...

...from an EU average of 26 % to 29 %<sup>(19)</sup>. However, there were noticeable changes in some Member States, notably in France where the childcare rate went from 31 % in 2006 to 43 % in 2010. This figure should continue to rise owing to a significant plan to develop the provision of childcare which aims to create 200 000 new childcare solutions between 2009 and 2012. Another noticeable change was in Slovenia (+8 percentage points), probably linked to a 2008 amendment to the law on kindergartens which introduced state-funded childcare for second and subsequent children.

Figure 2 — Percentage of children under 3 cared for in formal structures (and, for information, by weekly time spent in care) 2010–11



Source: Eurostat — EU-SILC 2010–11.

Note: Some of the data have been compiled from small samples and are statistically unreliable, including the total for: AT, BG, CY, CZ, EL, HR, LT, MT, PL, RO and SK.

<sup>(17)</sup> COM(2008) 638.

<sup>(18)</sup> This measures the proportion of children cared for by formal services such as those listed in the introduction.

<sup>(19)</sup> EU-25. In 2011 the childcare rate was 30% on average in the EU-25 and 27.

The diversified and decentralised **French system** combines individual and group childcare for the 0–3 age group.

Professional childminders are the most popular form of childcare. Since its introduction in 1991, this form of childcare accounts for around one third of children under 3 whose parents both work. Parents who choose this form of childcare receive a monthly allowance which varies depending

on the childminder's status and remuneration, the child's age and the household income. The childminder profession has evolved significantly over the years. The statutory number of hours of training has doubled and a contract with the parents is now compulsory. Regular health and safety checks are carried out. However, there are still some problems to overcome. It remains a profession that is not widely respected and low-income families sometimes think twice before using this type of childcare. Also, many childminders will be retiring in the next few years.

For several years, the French public authorities have been encouraging private companies to finance staff nurseries. Also known as company *crèches*, they are opened and run by private companies, public enterprises or hospitals to care for the children of their staff members.

Number of places in 2010		
Childcare in a group or home setting	Group day nurseries	86 767
	<i>of which are company crèches</i>	8 315
	Drop-in day nurseries	30 484
	Kindergartens	8 030
	Mixed type childcare facilities	177 984
	With a childminder	59 060
Number of childminders		855 400*

\* number of places in theory — Source: DREES 2012.

### Use of childcare facilities increases with children's age

In 2010 for the category of children between 3 and the compulsory school age<sup>(20)</sup>, 11 Member States (BE, ES, FR, SE, DE, EE, NL, SI, IE, DK and UK) achieved the objective of 90% irrespective of the number of hours of attendance. In 2011 Italy also achieved the objective, but the childcare rate in Ireland, the Netherlands and Spain declined noticeably, sinking below the objective of 90%. In all, 13 Member States are below 80% and still need to make significant improvements. Croatia and Poland are below 50% (figure 3).

### The childcare rate for children between 3 and the compulsory school age has remained fairly stable...

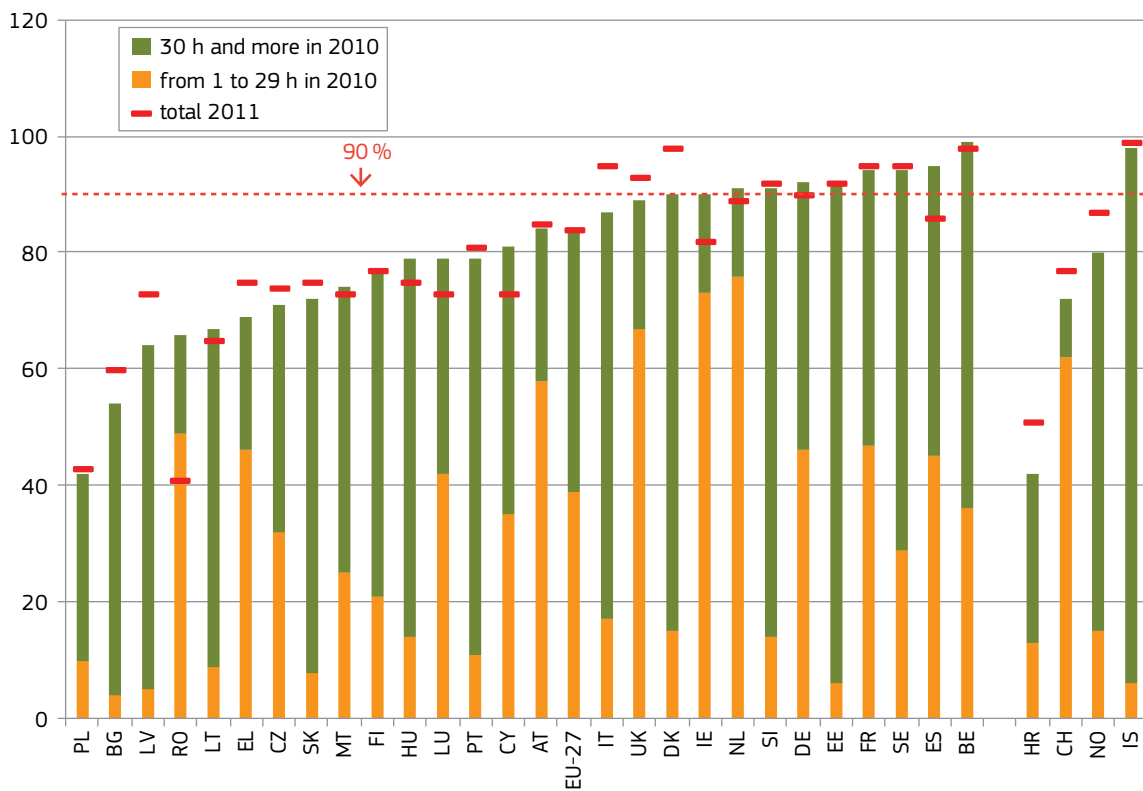
... in the EU, rising from 84% in 2006 to 86% in 2010<sup>(21)</sup>. This very slight average increase hides more noticeable variations in countries where a combination of measures has been introduced. In Luxembourg (+22 percentage points), *maisons-relais* [childcare centres offering before and after school care for children up to the age of 18] were introduced in 2005, the school system was reorganised

in 2009 (the year the child turns 3, still optional, was integrated into the first cycle of basic schooling) and childcare vouchers were introduced in 2009. In Austria (+13 percentage points), a federal contribution to the expansion of the number of nursery places (24 500 new places for children aged between 0 and 6 between 2008 and 2010) was implemented. Also, 20 hours of free childcare per week, introduced in 2009, has had a positive influence on the childcare rate. Between 2010 and 2011, there was a decline in the childcare rate in several countries, in particular Romania (-25 percentage points), Spain (-9 percentage points), Cyprus (-8 percentage points) and Ireland (-8 percentage points).

<sup>(20)</sup> Compulsory school age is 4, 5, 6 or 7 depending on the Member State.

<sup>(21)</sup> EU-25. In 2011 the childcare rate was 86% on average in the EU-25 and 27.

Figure 3 — Percentage of children between the age of 3 and the mandatory school age cared for in formal structures (and, for information, by weekly time spent in care) 2010–11



Source: Eurostat — EU-SILC 2010–11.

The childcare voucher system (CSA) was introduced on 1 March 2009 in Luxembourg by the Ministry of Family and Integration together with local authorities. It gives the holder 3 hours of educational childcare free of charge per week. For the next 21 hours of educational childcare, parents pay a heavily reduced rate of at most EUR 3 per hour. This rate is calculated on the basis of the household income and the position of the child within the family. The system was introduced in order to ensure maximum benefit for children at risk of poverty or living on the edge of exclusion. For these children, the system offers more hours of help per week during the school year and during school holidays.

In January 2011, 69.27% of children aged 0–12 were enrolled in this system<sup>(22)</sup>. This policy is accompanied by a constant increase in the number of childcare places, including in childcare facilities for children of school age up to the age of 12.

<sup>(22)</sup> Ministry of Equal Opportunities, 2011.

### A snapshot of the situation in the Member States with regard to the Barcelona objectives in 2011

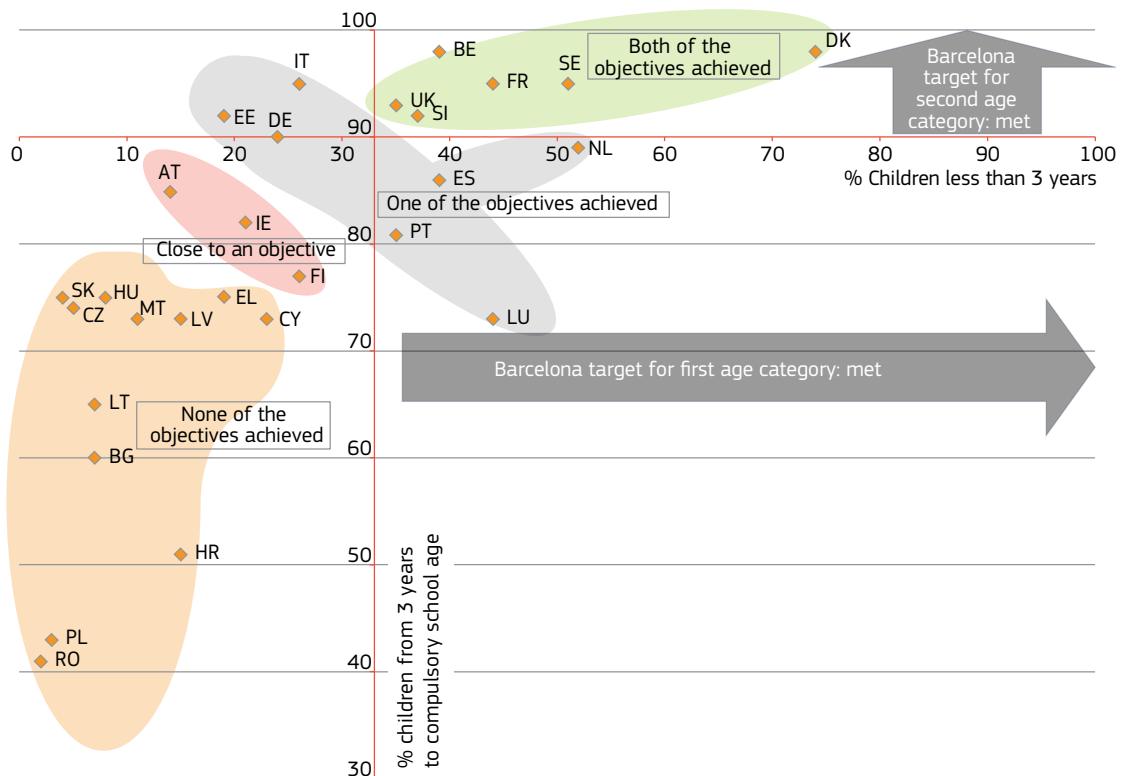
- 6 Member States had achieved both objectives: Sweden, Belgium, France, Slovenia, Denmark and the United Kingdom.
- In the next category, 7 Member States had achieved one of the two objectives. These are Portugal, Spain, the Netherlands and Luxembourg for the first age group and Germany, Italy and Estonia for the oldest children.
- 3 Member States were about to achieve one of the objectives. Finland had a childcare rate of more than 25% for the first age group, Ireland and Austria had a childcare rate of 80% for the second age group.
- 11 Member States still needed to make significant improvements, in particular Poland, Bulgaria, Greece, Romania, Slovakia and the Czech Republic, as well as Croatia.

### Attendance is almost exclusively part time...

...in some of the countries that have achieved the objective. The hours of attendance at childcare services vary enormously from one country to another. In several countries the services are used part time and do not cover a full working week. In the United Kingdom, the Netherlands and Ireland the services are essentially used on a part-time basis regardless of age group. It should be noted that, in some cases, attendance is well below 30 hours per week. In the United Kingdom, for example, a significant number of places are provided for less than 20 hours for the youngest children. It is worth knowing that using these services on a part-time basis is either a choice or a result of constraints. In the latter case, the lack of full-time services could act as an obstacle to full-time employment, in particular for single mothers.

**Figure 4 — Formal child care by age category — 2011**

*Children cared for as a percentage of all children in the same age category*



Sources: Eurostat — EU-SILC 2010.

Notes: 'Close to an objective' refers to countries that had around 25% of coverage for children under 3 (Finland) or around 80% coverage of children aged 3 to the mandatory school age (Austria, Ireland).

## Alternative strategies for looking after young children...

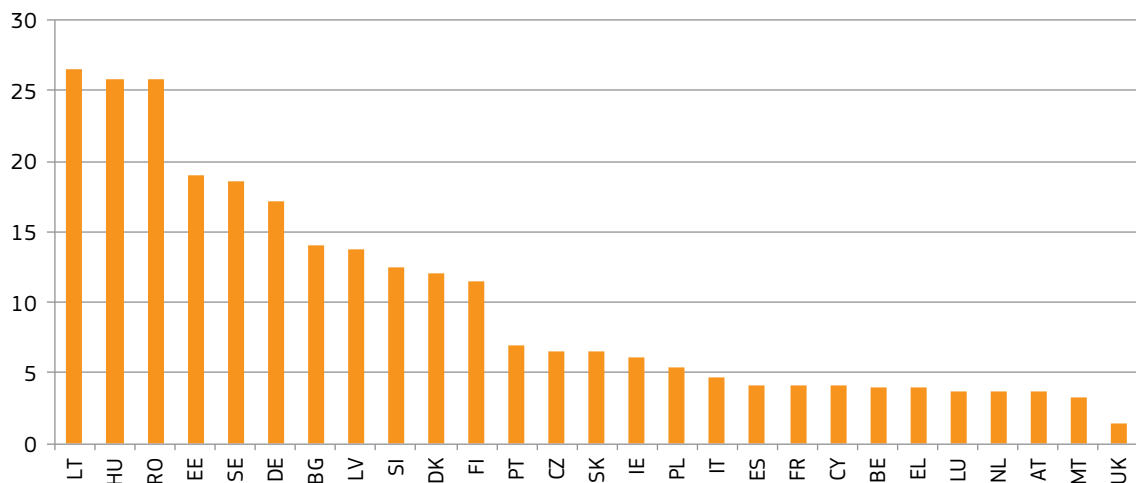
...can be introduced. For this reason, the relatively low childcare rate in some countries is not necessarily linked to a penury of childcare services. For example, family leave rights can have an impact on the demand for childcare for the youngest children. It is common in the Nordic countries and in Slovenia for children to be looked after by their parents during the first year, after which they are entitled to group childcare. In other countries, the leave available is much longer and, combined with a penury of childcare services, can have a negative influence on the participation of women in the labour market. **It is, therefore, essential, in addition to providing childcare services in line with parental leave, to create the possibility for fathers to take family leave.**

Recourse to informal childcare<sup>(23)</sup> (provided in most cases by grandparents) is significant in both age categories, but in the majority of cases is had only on a part-time basis and cannot be a solution that allows parents to work full time. Also, the tendency to extend working life could make the option of using grandparents more difficult.

## Attitudes vary in most countries depending on the age of the child

Day nurseries and other formal childcare services are generally viewed positively for older children, but positive perception is lower for very young children even if the benefits of quality childcare for the development of children (in particular those from underprivileged backgrounds) have largely been proven<sup>(24)</sup>. Figure 6 shows a certain reciprocity between the level of approval of the fact that women with young children work full time, on the one hand, and the childcare rate of the under 3s in childcare facilities and the employment rate of mothers, on the other. DK, FI, SE and SI combine a strong approval rate with high childcare rates and high rates of employed mothers. Figure 6 also shows disapproval rates of more than 50% for the Netherlands, Austria and Estonia. Finally, although the full-time employment of young mothers is generally approved of in countries such as Poland and Cyprus, the availability of childcare services still needs to be developed to allow mothers to fulfil their intentions on the labour market.

**Figure 5 — Maternity leave, paternity leave and parental leave benefiting from a replacement rate of at least 2/3 of pay.  
Total leave in months, 2010**



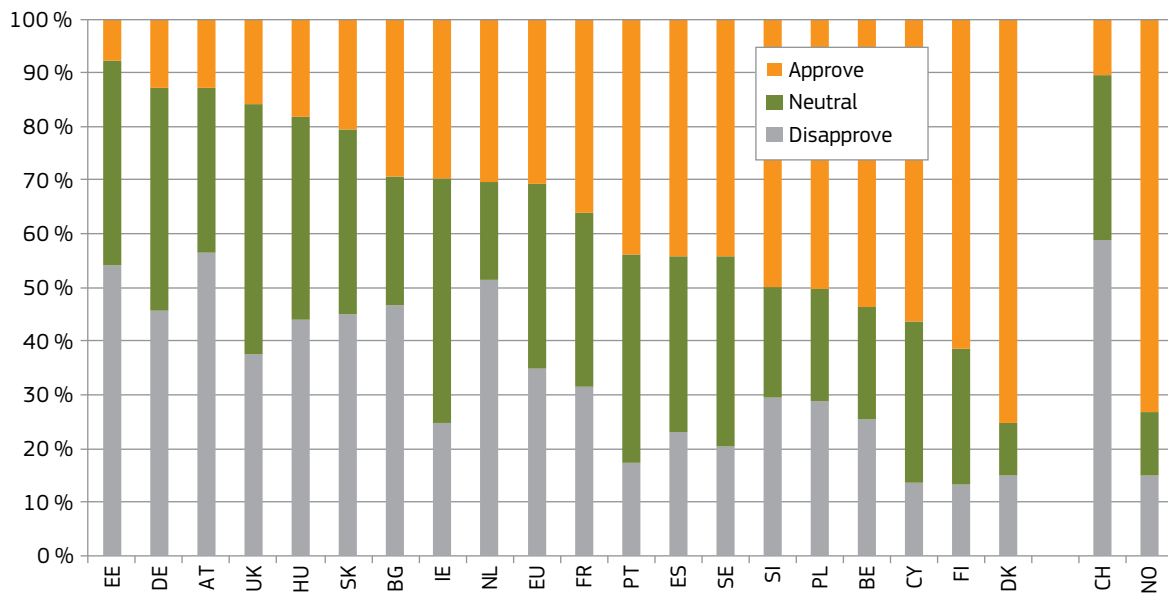
Sources: European Commission's Expert Group on Gender and Employment issues — EGGE.

Note: Paternity leave included when at least 1 week leave.

<sup>(23)</sup> This means childcare by a childminder (who is not checked by an organised structure) at the child's home or that of the childminder, or childminding by grandparents, other members of the family (other than the parents), other parents, friends or neighbours.

<sup>(24)</sup> OECD (2012) Starting strong III.

Figure 6 — (Dis)approval of the fact that a woman with a child under 3 works full time



Source: European Social Survey 2006–07.

Note: Here, EU corresponds to the average among 20 Member States.

### Cost is still an obstacle for a good many parents

Formal childcare services for young children are a way for parents to enter and/or remain in the labour market only if they are financially accessible. However, 53% of mothers who declare that they do not work or that they work part time for reasons linked to formal childcare services<sup>(25)</sup> consider price to be an obstacle. This figure is higher than 70% in Ireland, the Netherlands, Romania and the United Kingdom.

The governments of most Member States subsidise formal childcare services (in the form of direct grants, income-dependent parental allowances, tax breaks, vouchers). Figure 7 shows that the cost for families is still high, in particular in the United Kingdom and in Ireland, where they account for 41% of net income in households where both parents work. Also, the cost of these services has to be considered in relation to the other social and fiscal policies that have an impact on family incomes, as even with heavily subsidised childcare services there can be few advantages for parents, and in particular the lower earner, to work if the work is heavily taxed.

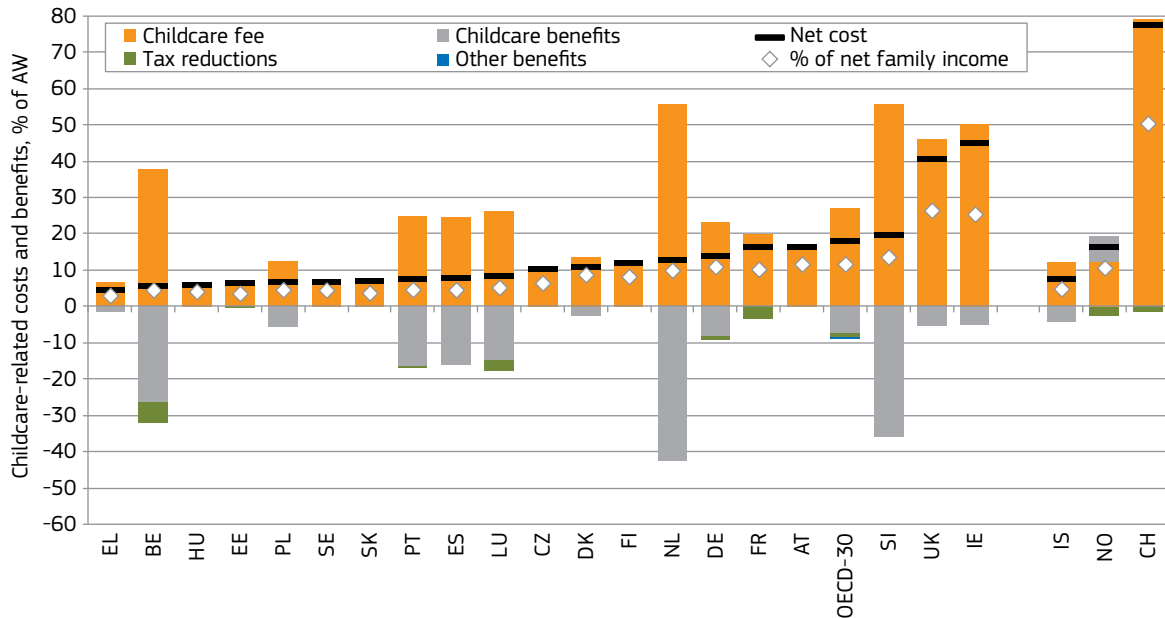
### The cost of childcare services does not have the same impact on high-income households as on low-income households...

...and the extent of the differences is striking. In France, for example, 64% of households in the top income quintile use childcare services compared with just 15% of households in the bottom quintile. The situation is similar in other countries where the childcare rate is significant, such as Belgium, Finland and Ireland, but also in countries where the childcare rate is lower. Conversely, in Denmark the childcare rate is very high among households in the bottom quintile, while in Sweden, Slovenia and Germany use of childcare facilities is the same across all households<sup>(26)</sup>. **It will not be possible to achieve the Barcelona objectives without accessibility, including financial accessibility, to childcare services for all social groups.**

<sup>(25)</sup> Source: LFS ad-hoc module 2010 Reconciliation between work and family life — 23% and 18% of mothers whose youngest child is under 3 or between 3 and the compulsory school age respectively work part time or do not work for reasons related to childcare.

<sup>(26)</sup> EU-SILC, 2010.

Figure 7 — Childcare costs incurred by parents as a % of the average wage — 2008



Source: OECD (2011), Doing Better for Families, Figure 4.A2.1 A.

### Priority criteria can also be a barrier...

...if there is a penury of provision, notably for parents who do not work or are unemployed when precedence is given to working parents and in particular to two-income households, thereby preventing the second parent from returning to work.

In Belgium (Flanders), demand for childcare places is greater than the supply. Structural measures have been introduced by the Flemish Community to improve access to these facilities. A parental financial participation system (PFP) based on income for (non)-subsidised group childcare or childminder services, which already existed in the subsidised sector, has been introduced. Also, an official priority system has been established in childcare facilities that work with the PFP system. 20% of places must be reserved for single-parent families and low-income families (who in both cases are unemployed or on labour market inclusion programmes, etc.).



## 4. Quality: Still uneven across Europe

### Perceived quality remains a major factor for parents...

...although it is not high on the list of factors that dissuade parents from using formal childcare services for young children. It is a problem for 27 % of people on average in Europe, after cost (59 %), availability (58 %) and access–distance and opening hours (41 %)<sup>(27)</sup>.

### Measuring quality: a vast field of study

Much work is being done on the quality of early childhood education and care (ECEC) services for young children in the EU.

In its Communication on ECEC<sup>(28)</sup>, the European Commission reiterated the need to further improve access and to provide universal services. It listed the key areas for quality, such as curricula, staff, governance and financing, where public cooperation at European level could improve the accessibility and quality of childcare services. At the invitation of the Ministers of Education<sup>(29)</sup>, and within the framework of the open coordination method, the Commission has recently introduced a thematic working group of political decision-makers, university lecturers and ECEC practitioners with the aim of establishing a European ECEC quality framework.

Among the structural characteristics of the services, the size of the group varies on average from 10 to 14 children for the 0–3 age group and from 20 to 25 children for the 3–6 age group<sup>(30)</sup>. The ratio of staff to children is around 1:15 in most Member States, ranging from 1:6 in Estonia to 1:21.5 in France for pre-school education<sup>(31)</sup>.

### Many unqualified people still work in the sector

The educational background of the staff providing ECEC services varies enormously from one country to another and ability requirements for auxiliary staff and assistants (who account for up to 40–50% of the staff) are often neglected even though research and international policy documents recommend that at least 60 % of staff should hold a three-year post-secondary diploma<sup>(32)</sup>. Assistants (who often deal with personal care and contact with parents) are likely to have little or no initial training and limited access to further training, unlike the teaching staff (who work with the children), who are often highly qualified and often benefit from these opportunities<sup>(33)</sup>.

### Working conditions in the sector are still precarious...

...in most countries. High staff turnover due to part-time or atypical contracts is common and has a negative impact on the quality of service. Career prospects are very limited and the sector does not convey the image of a provider of quality employment<sup>(34)</sup>.

### The sector is characterised by a mainly female workforce...

...with 2 % to 3 % being men, with the exception of Denmark (8 %). Experts agree that the number of men working in the sector should reach 10 % in order to combat gender stereotyping<sup>(35)</sup>.

<sup>(27)</sup> Eurofound 3rd EQLS 2012.

<sup>(28)</sup> COM(2011) 66.

<sup>(29)</sup> 2011/C 175/03.

<sup>(30)</sup> EGGE 2009.

<sup>(31)</sup> SWD(2012) 373.

<sup>(32)</sup> International Standard Classification of Education, level 5.

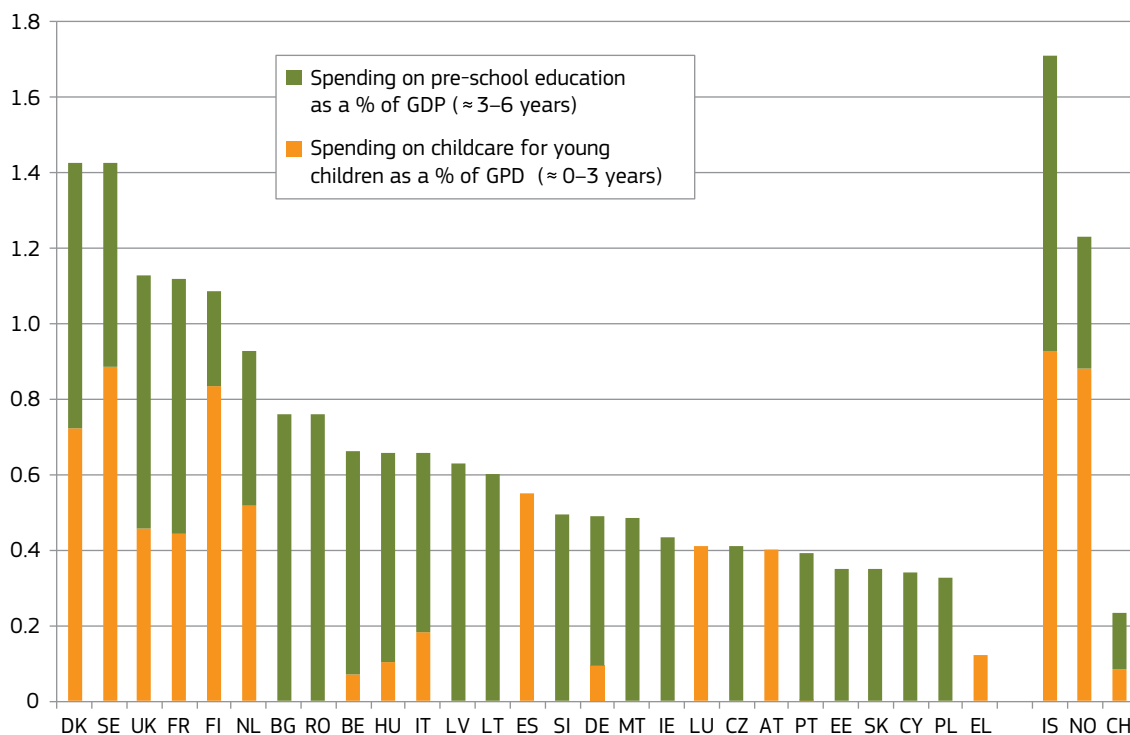
<sup>(33)</sup> CORE study for EC/DG EAC2011.

<sup>(34)</sup> Eurofound 2012.

<sup>(35)</sup> CORE study for EC/DG EAC2011.



Figure 8 — Public spending on early childhood education and care as a % of GDP 2009



Source: OECD Family database, Indicator PF3.1 2009).

Note 1: CY refers to Southern Cyprus only.

Note 2: Figures for Spain cannot be disaggregated by educational level.

Note 3: Pre-primary spending as a % of GDP not available for Greece and Luxembourg.

Public expenditure on childcare and early educational services includes all public financial support (in cash, in-kind or through the tax system) for families with children participating in formal daycare services (e.g. crèches, daycare centres and family daycare for children under 3) and pre-school institutions (including kindergartens and daycare centres which usually provide educational content as well as traditional care for children aged from 3 to 5 inclusive).

Denmark, where ECEC services are integrated into the social protection system, is a pioneer in the development of competencies for professionals working in the sector (*pædagoguddannelsen*). The generic approach<sup>(36)</sup> (which qualifies students to work in a variety of educational settings and also enables greater occupational mobility) and the recognition of previous experience have helped attract more men to the ECEC sector in Denmark compared with the other Member States of the EU.

### Direct public financing makes for more efficient management...

...by the public authorities, economies of scale, better quality at national level, more efficient training of teaching staff and fairer access than the system of paying benefits to parents<sup>(37)</sup>.

In 2009, the share of spending allocated to ECEC as a percentage of GDP was particularly high in Denmark, Sweden, the United Kingdom and France, which were all above the threshold of 1 % recommended by experts<sup>(38)</sup>.

<sup>(36)</sup> As opposed to the specialist approach where practitioners are trained and qualified to work with specific age groups in certain types of establishment (e.g. day nursery, pre-school). CORE study for EC/DG EAC2011.

<sup>(37)</sup> OECD 2011 Doing Better for Families.

<sup>(38)</sup> European Commission Childcare Network 1996 — Quality targets in services for young children.

However, this spending takes different forms and does not have the same impact on the development and quality of the services.

### Integrated systems seem to offer more coherence...

...between childcare structures and the rest of the education system, more resources for the under 3s and better staff training<sup>(39)</sup>. The split model, under which childcare for young children (under the age of 3) and pre-school education (up to compulsory school age) are separate, is the most common in Europe. In other countries, the political decision-makers have evolved towards a system where the provision for young children is integrated into the education system, as in Latvia, Slovenia, England, Scotland and Sweden, or into the pedagogical system in the wider sense, as in Finland. These two models coexist in just a few countries (Denmark, Greece, Spain, Cyprus and Lithuania). Integrating childcare services into a large entity requires a unitary structure and a shared approach to access, subsidies, programmes and staff. This results in greater financial efficiency<sup>(40)</sup>. **It would appear to be necessary to favour interaction between the care and the education of children**, even in a split system, if all their needs (cognitive, social, emotional and physical) are to be met<sup>(41)</sup>.

### The responsibility for developing ECEC policies is shared...

...in many countries between central government and local authorities. One of the positive consequences of decentralisation has been the integration of early childhood education and care at local level and improved consideration of local needs. Decentralisation can also engender certain risks. The delegation of powers and responsibilities can accentuate differences in access and quality between regions<sup>(42)</sup>. **A systemic and more integrated approach to ECEC services at local, regional and national level involving all the relevant stakeholders — including families — is required**, together with close cross-sectoral collaboration between different policy sectors, such as education, culture, social affairs, employment, health and justice<sup>(43)</sup>.



<sup>(39)</sup> Kaga Y., Bennett J. and Moss P. (2010), *Caring and Learning Together, A Cross-national Study of Integration of Early Childhood Care and Education within Education*, Paris, UNESCO.

<sup>(40)</sup> Eurydice 2009 — ECEC: Tackling social and cultural inequalities.

<sup>(41)</sup> COM(2011) 66.

<sup>(42)</sup> OECD Starting Strong II: Early Childhood Education and Care.

<sup>(43)</sup> Council conclusions on ECEC. 2011/C 175/03.

# 5. Achieving the Barcelona objectives, a renewed commitment in the Europe 2020 Strategy

More than 10 years after they were adopted, the Barcelona objectives have not been achieved by most Member States. Furthermore, the situation is deteriorating in several Member States. Significant improvements still need to be made to achieve a satisfactory level of availability, especially for children under 3. Also, the cost of services is still a significant obstacle for parents, as are opening hours, which are not always compatible with their occupational commitments. Investment in quality education and care services that are universal and accessible to all must be continued. This effort must be made largely at Member State level. The Commission is providing support on several fronts.

## The development of childcare services under supervision as part of the European Semester

Opening up access to the labour market and to employment for a second wage-earner from the household thanks to suitable tax incentives and the introduction of affordable, quality childcare services was identified as a priority in the Annual Growth Survey<sup>(44)</sup>. Nine Member States (AT, CZ, DE, HU, IT, MT, PL, SK, UK) received a recommendation on the employment of women and on the availability of childcare services in 2012. Seven of these countries had already received a recommendation in 2011, while Malta and Slovakia received one for the first time in 2012.

## The Structural Funds are an important lever

In the 2007–13 period, it is estimated that EUR 2.6 billion from the Structural Funds was allocated to actions aiming to promote the employment and sustainable participation of women in the labour market and a work-life balance, including measures to facilitate access to care services for dependants. In addition, around EUR 616 million from the European Development Fund was made available to Member States between 2007 and 2013 to finance childcare infrastructures<sup>(45)</sup>. Almost all the Member States allocated resources to childcare services. However, the total expenditure varies enormously from one Member State to another depending on the budget available under the Structural Funds and the current state of provision of services.

<sup>(44)</sup> COM(2012) 750.

<sup>(45)</sup> By the end of 2011, 74 % of this budget had been allocated to selected projects.

The ESF plays an important role in the implementation and the functioning of institutional childcare services in **Poland** under the Human Capital Operational Programme (HC OP). Since 2012, one action with a budget of EUR 46 million has made it possible to cofinance (at 85%) projects involving:

- support for the implementation and functioning of day nurseries and children's clubs, including covering childcare costs for the under 3s if at least one of the parents returns to the labour market after a break related to the birth or education of the children;
- support for childminder services.

The first call for proposals will make it possible to set up 171 day nurseries, 23 children's clubs and 7 agreements for the provision of services by a childminder. This measure is part of a wider initiative for regulatory reform and enlargement of the type and quantity of childcare services provided (Mulash programme).

There is a similar action to cofinance projects related to pre-school education for children aged between 3 and 5 years with a budget of EUR 369 million.

### The Commission continues to work with social partners...

...who play a key role in the area of work-life balance in cooperation with the public authorities.

### The Commission will also strengthen cooperation between its departments...

...working on policies relevant to ECEC (such as justice, fundamental rights and citizenship, education and culture, employment, social policy, health, etc.).

### The Commission will continue to monitor the Barcelona objectives...

...by helping the Member States to develop their statistical capacity by improving data collection and refining the way the use of childcare services is measured for the

EU-SILC survey, in particular by collecting comparable information on the barriers to these services (cost, unmet demand, etc.).

### The Commission will continue to support the Member States

- Whenever necessary throughout the **European Semesters**, the Commission will continue to adopt specific recommendations calling on the Member States to achieve the Barcelona objectives and to maintain public investment despite the economic crisis.
- When programming the **European Funds**, the Commission will work together with the Member States to make full use of the cofinancing options offered by the Structural Funds and other Community programmes such as 'Erasmus for all', including during the next programming period, for developing ECEC services and services for other dependent people, staff training and improving service quality.

Developing childcare services for pre-school children is not enough in itself to give women and men free choice of how to best achieve a work-life balance and it does not take into account the difficulties faced at different stages in life. The Commission must therefore act:

- by promoting a **combination of measures to achieve a work-life balance** consisting of flexible working methods, a family leave system and the availability of affordable, quality care services for pre-school children as well as for pre-adolescent children outside school hours and for **other dependants**;
- by also encouraging the Member States to remove barriers (including tax constraints) to occupational activity for women and to **encourage fathers to take on more family responsibilities**, for example by taking family leave in the same way as women.

This report reflects the Commission's own commitment, within the limits of its competences, to supporting the achievement of the Barcelona objectives and the development of affordable, accessible and quality childcare services in order to eliminate the obstacles to parents' participation in employment, to foster social inclusion and to promote equality of opportunity between women and men.

# Graphs and tables



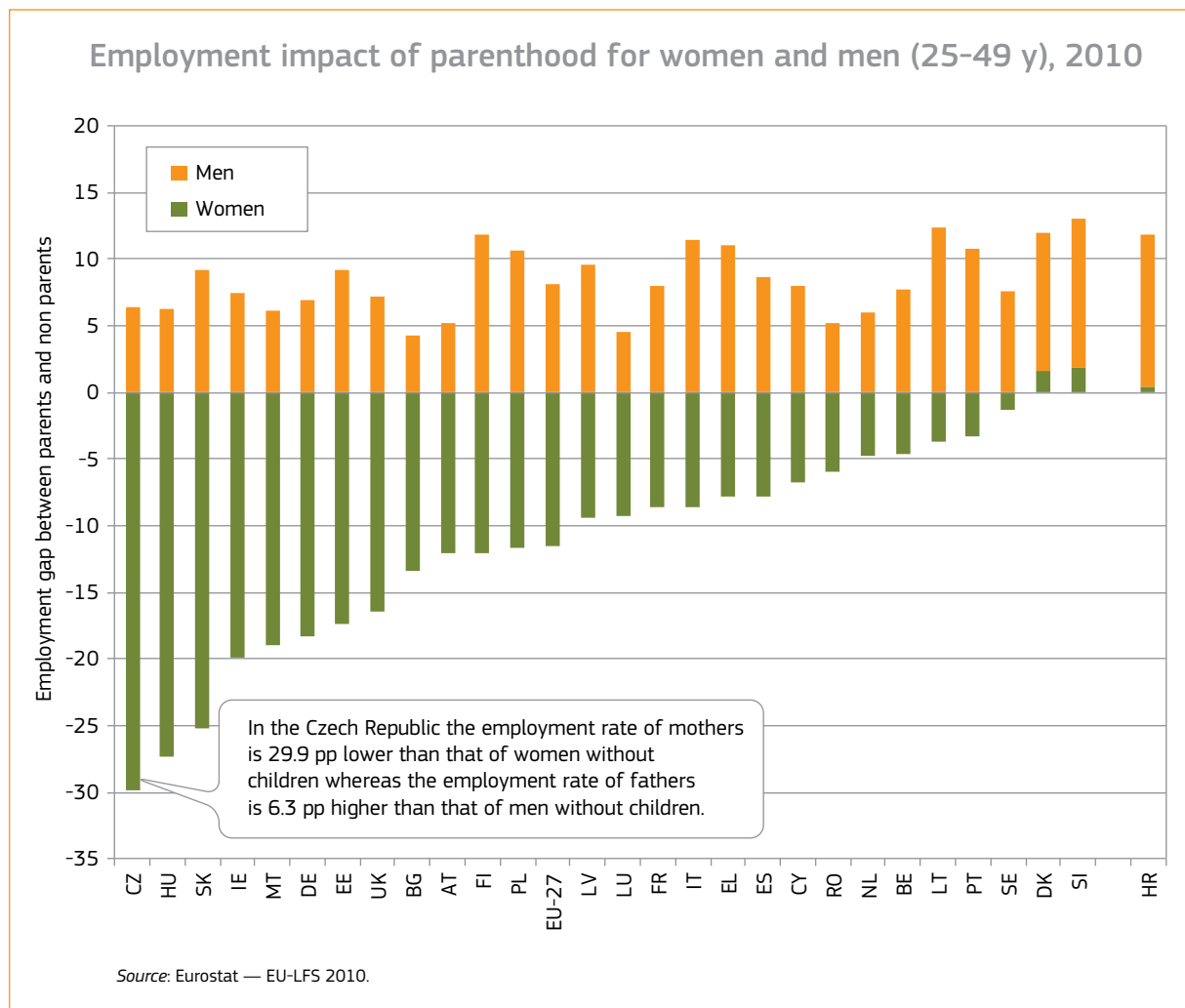
# Table of contents

<b>1. Relation between childcare services and employment rate</b> .....	<b>22</b>
1.1. Impact of parenthood on employment .....	22
1.2. Relation between the employment rate of women 20-49 with at least one child below 6 years of age and the proportion of children in formal childcare (2010) .....	24
1.3. Relation between the provision of formal childcare services and the gender pay gap .....	24
1.4. Female employment and total fertility rates (1980-2009) .....	25
<b>2. Assessing achievement of the Barcelona targets</b> .....	<b>26</b>
2.1. Indicators .....	26
2.2. Availability .....	28
2.2.1. Percentage of children up to 3 years of age cared for under formal arrangements by weekly time spent in care (2010-11) .....	28
2.2.2. Trends in the percentage of children up to 3 years of age cared for under formal arrangements 2006-10. ....	29
2.2.3. Percentage of children from 3 years of age to the mandatory school age cared for under formal arrangements by weekly time spent in care (2010-11) .....	30
2.2.4. Trends in the percentage of children from 3 years of age to the mandatory school age cared for under formal arrangements (2006-10). ....	31
2.2.5. Percentage of children up to 3 years of age and from 3 years of age to the mandatory school age in informal childcare, (2010) .....	32
2.3. Affordability, quality accessibility .....	34
2.3.1. Impact of the inadequacy of childcare services as a reason for women (aged 15-64 and with children up to the mandatory school age) not working or working part time .....	34
2.3.2. Main reasons for women (aged 15-64 and with children up to the mandatory school age) not working or working part time by perceived shortcomings of childcare .....	35
2.3.3. Components of net childcare cost (2008) .....	36
2.3.4. Percentage of children up to 3 years of age cared for in formal care by income quintiles in European countries, households with at least one child <3 years, 2010 (%) .....	38
2.3.5. Indicators of early childhood care quality .....	39
2.3.6. Child/staff ratio .....	40
<b>3. Support for efforts to achieve the Barcelona targets</b> .....	<b>41</b>
3.1. Amounts allocated to childcare infrastructures from European Regional Development Funds ....	41

# 1. Relation between childcare services and employment rate

## 1.1. Impact of parenthood on employment

The Member States where the impact of parenthood on the employment rate is high (greater than or equal to 20 pp) need to make the most effort to achieve the goal.



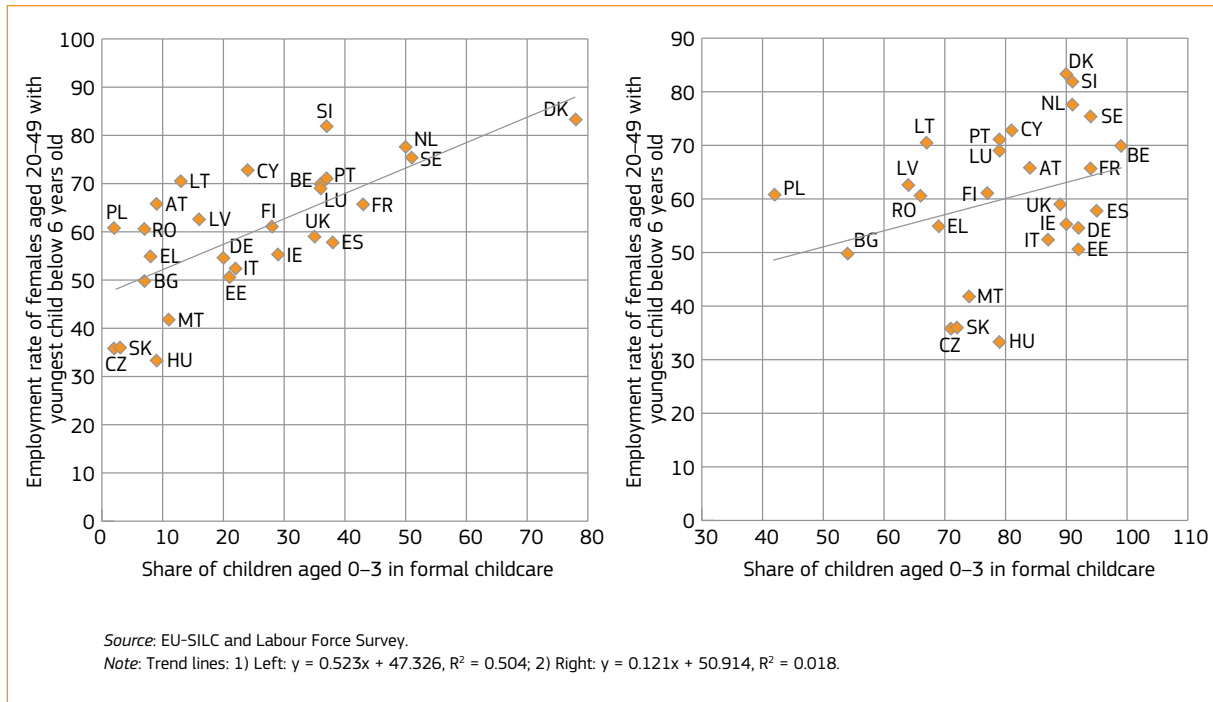


## Employment rate of women and men (aged from 25 to 49) according to their family status

	Women without children	Women with a child under 12 years	Gap	Men without children	Men with a child under 12 years	Gap
CZ	86.3	56.3	-29.9	88.6	95.0	6.3
HU	78.8	51.4	-27.4	77.2	83.4	6.2
SK	81.1	56.0	-25.2	78.5	87.7	9.1
IE	77.4	57.5	-19.9	71.7	79.2	7.5
MT	61.5	42.5	-19.0	86.9	92.9	6.1
DE	84.0	65.7	-18.4	84.8	91.7	6.9
EE	82.3	64.9	-17.4	72.8	82.0	9.2
UK	82.5	66.1	-16.4	82.9	90.0	7.1
BG	78.5	65.1	-13.3	77.1	81.4	4.3
AT	85.7	73.6	-12.1	87.4	92.6	5.2
FI	84.1	72.1	-12.0	80.3	92.2	11.9
PL	79.1	67.5	-11.6	79.6	90.2	10.6
EU-27	77.3	65.8	-11.5	81.0	89.1	8.1
LV	79.0	69.6	-9.4	69.7	79.2	9.6
LU	79.1	69.9	-9.2	90.6	95.2	4.6
FR	81.5	72.8	-8.7	83.4	91.4	8.0
IT	63.2	54.6	-8.6	78.7	90.1	11.4
EL	66.4	58.5	-7.9	81.7	92.8	11.1
ES	68.3	60.5	-7.8	72.0	80.6	8.6
CY	81.3	74.6	-6.7	85.1	93.1	8.0
RO	71.8	65.8	-6.0	80.2	85.4	5.2
NL	83.1	78.3	-4.8	88.1	94.0	5.9
BE	78.5	73.9	-4.6	82.7	90.5	7.8
LT	78.6	74.8	-3.8	66.8	79.1	12.3
PT	77.3	74.0	-3.3	79.6	90.3	10.7
SE	81.7	80.3	-1.4	85.1	92.7	7.6
DK	82.3	83.9	1.6	79.5	89.9	10.4
SI	82.9	84.8	1.9	81.9	93.0	11.1
HR	70.3	70.7	0.4	72.2	83.6	11.4

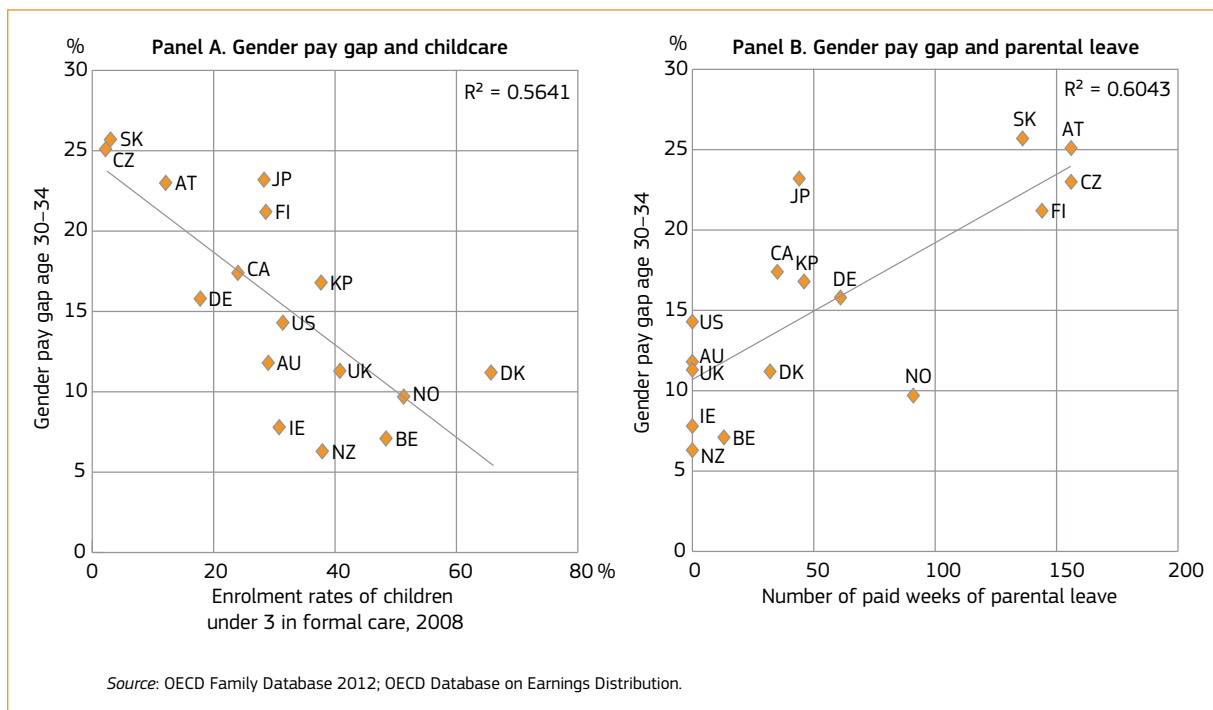
Source: Eurostat — EU-LFS 2010.

### 1.2. Relation between the employment rate of women 20-49 with at least one child below 6 years of age and the proportion of children in formal childcare (2010)

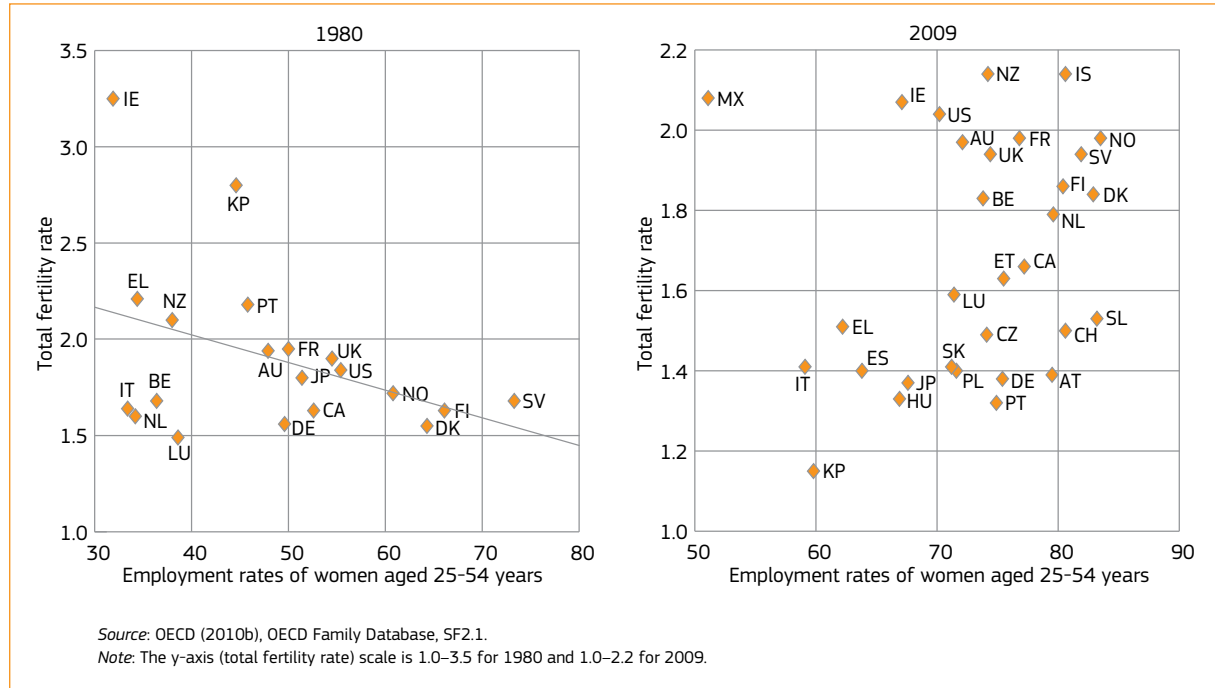


### 1.3. Relation between the provision of formal childcare services and the gender pay gap

The provision of formal childcare services and parental leave policies are inversely correlated to the gender pay gap between women and men (aged 30 to 34):



## 1.4. Female employment and total fertility rates (1980–2009)



## 2. Assessing achievement of the Barcelona targets

### 2.1. Indicators

In collaboration with the Member States in the Employment Committee<sup>(46)</sup>, the European Commission has been working since 2002 to develop a methodology for collecting data to measure progress towards these targets on a harmonised EU basis. The following indicators were agreed upon in 2004 by the Employment Committee, and the EU Survey on Income and Living Conditions (EU-SILC) was chosen as the statistical instrument for measuring them:

*Number of children cared for (under formal arrangements other than by the family) up to 30 hours in a normal week / 30 hours or more in a normal week as a proportion of all children in the same age group. Breakdown by:*

- Children aged under 3 (0–2 years);
- Children aged between 3 years and the mandatory school age;
- Children aged between the mandatory school age and 12 years in compulsory primary (or secondary) education.

The third age group (school children) is not covered by the Barcelona targets.

#### Definition of formal arrangements

The Employment Committee has also defined which childcare services are to be considered ‘formal arrangements’ and, as such, to be counted towards the Barcelona targets. ‘Formal arrangements’ are the sum of four variables of EU-SILC<sup>(47)</sup> (pre-school or equivalent, compulsory education, centre-based services outside school hours, a collective crèche or another daycare centre, including family daycare, professional certified childminders). Therefore, formal arrangements include all kinds of care organised and/or controlled by a structure (whether public or private). Care provided by childminders without any structure between the carer and the parents (direct arrangements) was excluded from the definition of ‘formal care’ in order to take account only of childcare recognised as fulfilling certain quality criteria.

#### Interpretation of coverage rates

The indicators measure the coverage rates: they measure the number of children cared for under formal arrangements as a proportion of all children of the same age group. They measure the actual proportion of children benefiting from existing childcare provision in the EU for the two age groups and not directly from Member States’ provision e.g. in terms of number of childcare places.

When interpreting the coverage rate’s statistics, it should be borne in mind that the use of childcare facilities does not directly answer the question of whether demand is fully met. Actual demand for childcare can be influenced by the level of unemployment, the use of informal arrangements inside the family and the possibilities offered by the maternity/parental leave system. In addition, some children do not need childcare since a parent is on maternity/parental leave for a younger child. Therefore, for some countries, a relatively low coverage rate might indicate not a shortage, but an alternative way of looking after young children, e.g. in the form of extended parental leave options. However, for most countries, the influence of parental leave systems on the coverage rate is quite limited, notably due to the limited period for which parents can still receive a significant part of their income (less than six months in most countries).

<sup>(46)</sup> Art.150 of the Treaty on the Functioning of the European Union.

<sup>(47)</sup> RL010, RL020, RL030 and RL040.

## Number of hours of childcare per week

The indicators are calculated for two main categories based on the number of hours of childcare per week: from 1 to 29 hours and 30 hours or more. This distinction is important, since care provided for less than 30 hours per week does not necessarily enable the parents to work full time.

## Mandatory school age (MSA)

Mandatory school age is the age at which compulsory schooling begins. It is generally between 5 and 7 years, but differs from one country to another:

Countries	Mandatory school age
Luxembourg	4
Cyprus, Greece, Hungary, Latvia, Malta, Netherlands, United Kingdom	5
Austria, Belgium, Czech Republic, Denmark, France, Germany, Ireland, Italy, Poland, Portugal, Slovakia, Slovenia, Spain, Romania	6
Bulgaria, Estonia, Finland, Lithuania, Sweden	7

Source: Eurostat (2011) Childcare arrangement. Available at: [http://epp.eurostat.ec.europa.eu/cache/ITY\\_SDDS/en/ilc\\_ca\\_esms.htm](http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/en/ilc_ca_esms.htm) [accessed on 4 June 2012].

## 2.2. Availability

### 2.2.1. Percentage of children up to 3 years of age cared for under formal arrangements by weekly time spent in care (2010-11)

Countries	2010			2011		
	From 1 to 29 hours	30 hours or over	Total	From 1 to 29 hours	30 hours or over	Total
AT	6u	3u	9u	11	3u	14u
BE	17	19	36	19	20	39
BG	1u	6u	7u	0u	7u	7u
CY	11u	13u	24u	7u	16u	23u
CZ	2u	0u	2u	4u	1u	5u
DE	7u	13	20	9	15	24
DK	10u	68	78	5u	69	74
EE	2u	19	21	4u	15	19
EL	3u	5u	8u	4u	15u	19u
ES	20	18	38	20	19	39
FI	8	20	28	6u	20	26
FR	17	26	43	18	26	44
HU	1u	8	9	1u	7u	8
IE	21	8u	29	10u	11u	21
IT	6	16	22	9	17	26
LT	2u	11u	13u	1u	6u	7u
LU	17	19	36	16	28	44
LV	1u	15	16	1u	14	15
MT	7u	4u	11u	8u	3u	11u
NL	44	6u	50	46	6u	52
PL	0u	2u	2u	0u	3u	3u
PT	5u	32	37	1u	34	35
RO	4u	3u	7u	1u	1u	2u
SE	18	33	51	19	32	51
SI	4u	33	37	3u	34	37
SK	0u	3u	3u	1u	3u	4u
UK	31	4u	35	30	5u	35
EU-27	14	14	28	15	15	30
HR	3u	37	40u	1u	14	15u
CH	15	14u	29	4	20	24
NO	1u	7u	8	7u	35u	42
IS	14u	14	28	4	35	39

Source: Eurostat SILC [ilc\_caindformal].

Note: u: data points computed based on small samples and therefore not considered statistically reliable.

## 2.2.2. Trends in the percentage of children up to 3 years of age cared for under formal arrangements 2006–10

	2006	2007	2008	2009	2010
AT	4u	8u	7u	10u	9u
BE	40	44	43	33	35
BG	16u	8u	11u	8u	7u
CH				27	26
CY	25	19u	26	22u	23u
CZ	2u	2u	2u	3u	3u
DE	17	17	19	19	20
DK	73	70	73	73	77
EE	19	15u	16	25	21
EL	10u	9u	12u	11	8u
ES	39	41	38	36	38
EU-25	26	27	29	29	29
EU-27		26	28	28	28
FI	26	26	26	27	28
FR	31	27	40	41	42
HR					8u
HU	8u	8u	7u	7u	9
IE	18	23	24	20	29
IS	33	40	40	41	40
IT	25	24	27	25	22
LT	5u	20u	9u	10u	13u
LU	31	25	26	34	36
LV	16u	17u	14u	15	16
MT	8u	13u	15u	8u	11u
NL	45	42	47	49	50
NO	100	36			48
PL	3u	3u	3u	3u	2u
PT	33	27u	33u	36	37
RO		6u	9u	5u	8u
SE	44	47	49	63	51
SI	28	30	30	31	36
SK	5u	2u	2u	3u	3u
UK	33	38	35	35	35

Source: Eurostat SILC [ilc\_caindformal]

Note: u: data points computed based on small samples and therefore not considered statistically reliable.

2.2.3. Percentage of children from 3 years of age to the mandatory school age cared for under formal arrangements by weekly time spent in care (2010-11)

Countries	2010			2011		
	From 1 to 29 hours	30 hours or over	Total	From 1 to 29 hours	30 hours or over	Total
AT	58	26	84	57	28	85
BE	36	63	99	32	66	98
BG	4u	50	54	2u	58	60
CY	35	46	81	35	38	73
CZ	32	39	71	29	45	74
DE	46	46	92	46	44	90
DK	15	75	90	11	87	98
EE	6u	86	92	9u	83	92
EL	46	23	69	43	32	75
ES	45	50	95	45	41	86
FI	21	56	77	20	57	77
FR	47	47	94	43	52	95
HU	14	65	79	16	59	75
IE	73	17	90	68	14	82
IT	17	70	87	20	75	95
LT	9u	58	67	9u	56	65
LU	42	37	79	46	27	73
LV	5u	59	64	7u	66	73
MT	25u	49	74	29	44	73
NL	76	15	91	76	13	89
PL	10	32	42	9	34	43
PT	11u	68	79	7u	74	81
RO	49	17u	66	30	11u	41
SE	29	65	94	31	64	95
SI	14	77	91	11	81	92
SK	8u	64	72	13u	62	75
UK	67	22	89	66	27	93
EU-27	39	45	84	37	47	84
HR	13u	29	42	10u	41	51
CH	62	10u	72	65	12	77
NO	15	65	80	10u	77	87
IS	6u	92	98	8u	91	99

Source: Eurostat SILC [ilc\_caindformal].

Note: u: data points computed based on small samples and therefore not considered statistically reliable.



2.2.4. Trends in the percentage of children from 3 years of age to the mandatory school age cared for under formal arrangements (2006–10)

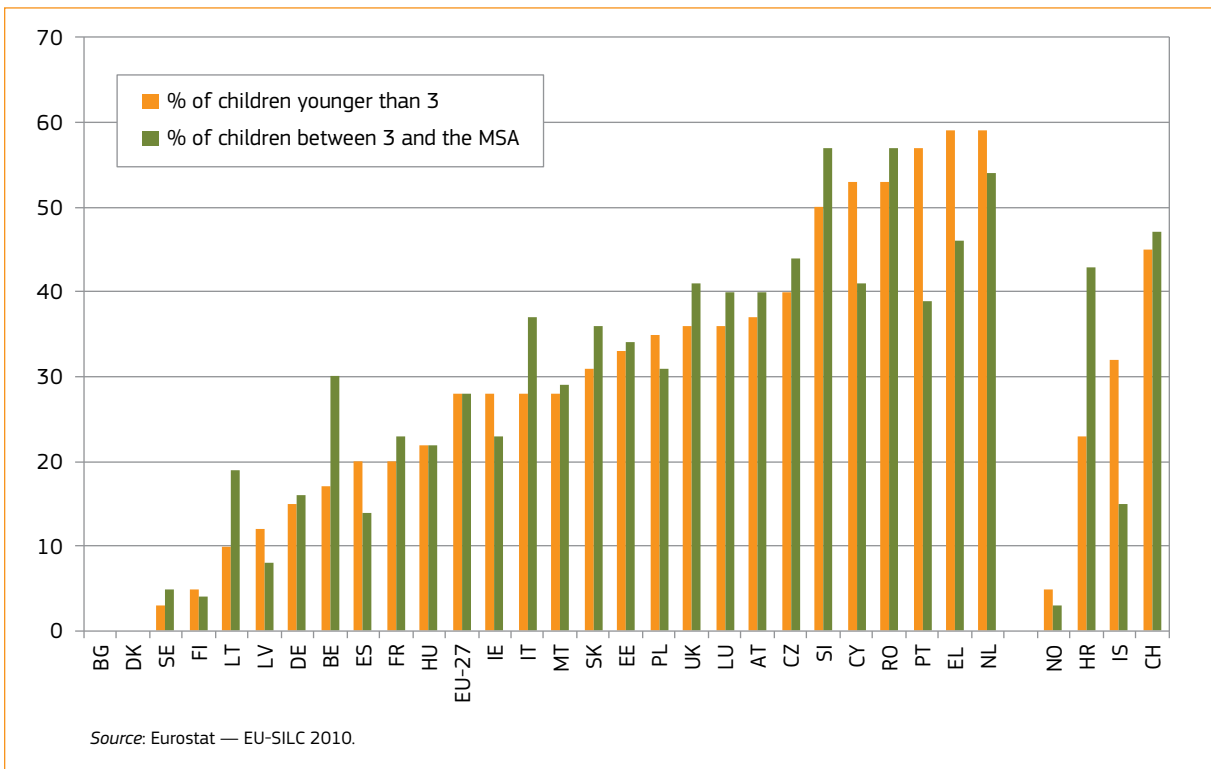
	2006	2007	2008	2009	2010
AT	71	70	71	80	83
BE	99	100	98	99	99
BG	58	59	66	55	54
CH				74	72
CY	81	80	78	81	81
CZ	67	68	69	64	71
DE	90	86	90	89	92
DK	96	97	97	84	90
EE	85	86	87	92	92
EL	61	65	55	58	69
ES	91	92	95	94	95
EU-25	83	82	85	85	86
EU-27		81	83	83	84
FI	77	76	77	78	77
FR	94	92	96	95	94
HR					42
HU	71	80	75	74	79
IE	93	86	85	87	90
IS	95	98	97	99	98
IT	90	90	91	92	87
LT	56	59	61	54	67
LU	57	66	77	71	79
LV	60	52	71	74	64
MT	57	64	76	77	74
NL	89	91	90	87	91
NO	100	81			81
PL	28	31	35	38	42
PT	75	74	78	81	79
RO		57	54	63	66
SE	92	91	94	94	94
SI	81	84	84	90	91
SK	73	76	60	76	72
UK	89	84	87	91	90

Source: Eurostat SILC [ilc\_caindformal].

Note: u: data points computed based on small samples and therefore not considered statistically reliable.

2.2.5. Percentage of children up to 3 years of age and from 3 years of age to the mandatory school age in informal childcare, (2010)

Informal care means care by independent childminders in the child’s or the childminder’s home, or care by grandparents, household members (who are not the parents), friends, neighbours or relatives.



Percentage of children up to 3 years of age and from 3 years of age to the mandatory school age in informal childcare by weekly time spent in care (2010)

	% of children younger than 3 in informal childcare from 1 to 29 hours	% of children younger than 3 in informal childcare 30 hours or more	Total	% of children between 3 and the MSA in informal childcare from 1 to 29 hours	% of children between 3 and the MSA in informal childcare 30 hours or more	Total
AT	35	2u	37	37	3u	40
BE	13	5u	18	29	2u	31
BG	.	0u		.	0u	
CH	41	4u	45	44	3u	47
CY	14u	38	52	35	5u	40
CZ	37	3u	40	40	4u	44
DE	12	3u	15	15	1u	16
DK	.	.		.	.	
EE	28	5u	33	32	2u	34
ES	12	8	20	13	1u	14
EU-27	19	9	28	23	5	28
FI	2u	3u	5	1u	2u	3
FR	13	8	21	20	3u	23
UK	30	6u	36	38	4u	42
EL	25	34	59	32	14	46
HR	11u	12u	23	30	13u	43
HU	20	1u	21	21	0u	21
IE	19	9	28	20	3u	23
IS	15	17	32	15	.	15
IT	17	12	29	32	5	37
LT	3u	6u	9	10u	9u	19
LU	25	11	36	37	3u	40
LV	3u	9u	12	2u	6u	8
MT	14u	14u	28	27u	2u	29
NL	56	3u	59	51	3u	54
NO	4u	1u	5	2u	1u	3
PL	16	19	35	19	12	31
PT	23u	34	57	26	12u	38
RO	36	17u	53	37	20	57
SE	1u	2u	3	2u	2u	4
SI	35	15	50	51	6	57
SK	26	4u	30	31	4u	35

Source: Eurostat SILC [ilc\_caindformal].

Note: u: data points computed based on small samples and therefore not considered statistically reliable.

## 2.3. Affordability, quality accessibility

2.3.1. *Impact of the inadequacy of childcare services as a reason for women (aged 15–64 and with children up to the mandatory school age) not working or working part time*

Countries	Children younger than 3		Children between 3 and the MSA	
	Absolute value: adequate childcare services are not available or affordable	Relative value: % of mothers who do not work or work part time	Absolute value: adequate childcare services are not available or affordable	Relative value: % of mothers who do not work or work part time
EU-27	1 982 534	23	1 441 445	18
BE	50 419	25	46 076	24
BG	20 366	25	27 257	30
CZ	42 307	12	13 166	11
DE	249 572	29	247 479	16
EE	4 384	12	:	:
IE	28 641	28	23 747	22
EL	37 265	28	28 130	25
ES	281 582	30	241 872	27
FR	196 534	19	129 439	16
IT	157 303	15	149 042	13
CY	2 424	29	1 549	21
LV	20 576	55	:	:
LT	6 366	19	5 864u	12
LU	1 341	13	904u	13
HU	58 230	22	18 092	15
NL	30 927	7	18 409	6
AT	33 795	21	35 834	20
PL	218 991	28	111 445	22
PT	9 082	13	9 339	10
RO	85 443	40	81 428	25
SI	2 281	12	1 898u	12
SK	7 860	6	3 505u	5
FI	6 311	6	2 889u	6
UK	430 420	30	238 884	22
MK	1 780	3	3 304u	6
HR	9 171	31	14 300	38

Source: EU-LFS data 2010, ad hoc module 'Reconciliation between work and family life'.

Notes: EU-27 without DK and SE; u: not reliable; ': not available.

2.3.2. *Main reasons for women (aged 15–64 and with children up to the mandatory school age) not working or working part time by perceived shortcomings of childcare*

Countries	Not available	Too expensive	Insufficient quality
EU-27	25	<b>53</b>	4
BE	62	32	0u
BG	30	35	13
CZ	47	10u	3u
DK	:	:	:
DE	25	31	:
EE	:	63u	:
IE	8	85	3
EL	21	67	6u
ES	18	60	2u
FR	33	57	:
IT	37	57	5
CY	:	57	:
LV	27u	35	:
LT	:	:	:
LU	34u	28u	:
HU	32	25	20
MT	:	:	:
NL	13u	71	:
AT	57	22	:
PL	35	57	4u
PT	:	60	:
RO	13	80	6u
SI	:	46u	:
SK	29u	36u	:
FI	27u	:	:
SE	:	:	:
UK	10	73	4
HR	48	34u	:
MK	22u	59u	:

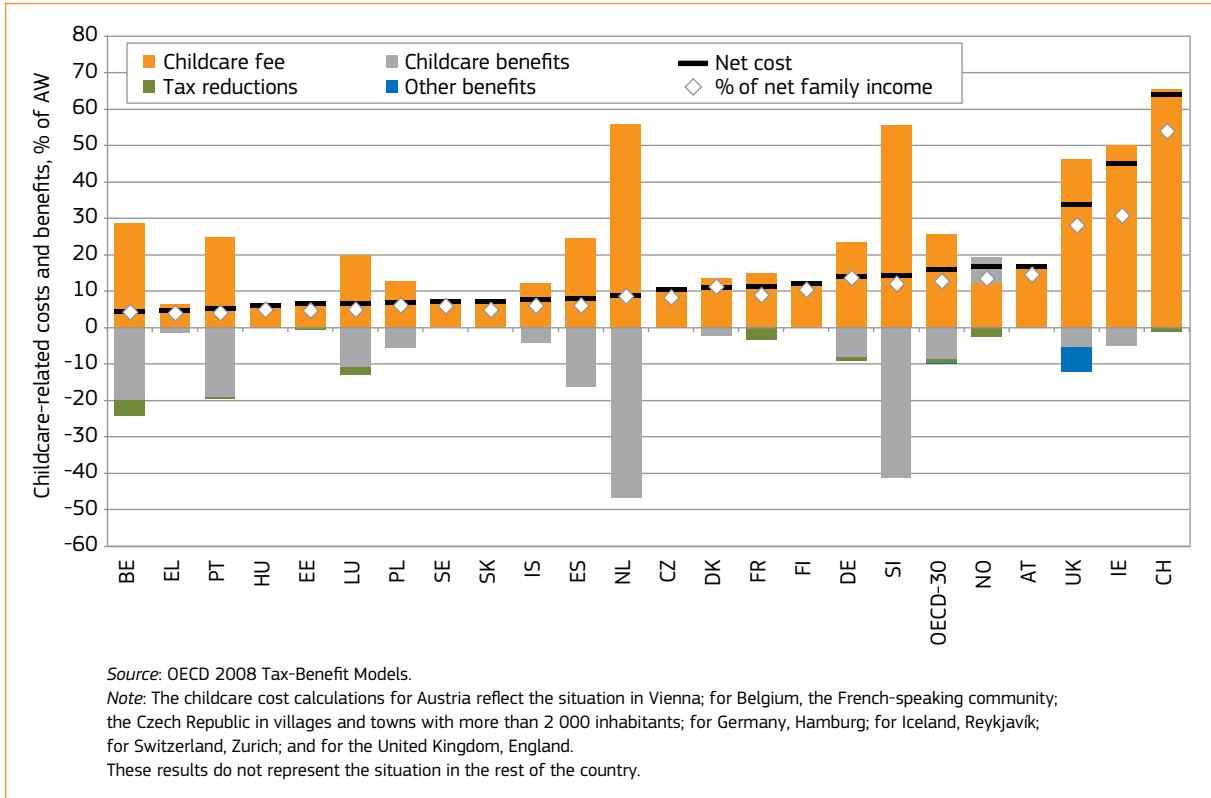
53% of women (aged 15–64 and with children up to the mandatory school age) who do not work or work part time because of inadequate childcare services in the EU report that childcare is too expensive.

Source: EU-LFS data 2010, ad hoc module 'Reconciliation between work and family life'.

Notes: EU-27 without DK and SE; u: not reliable; ': not available.

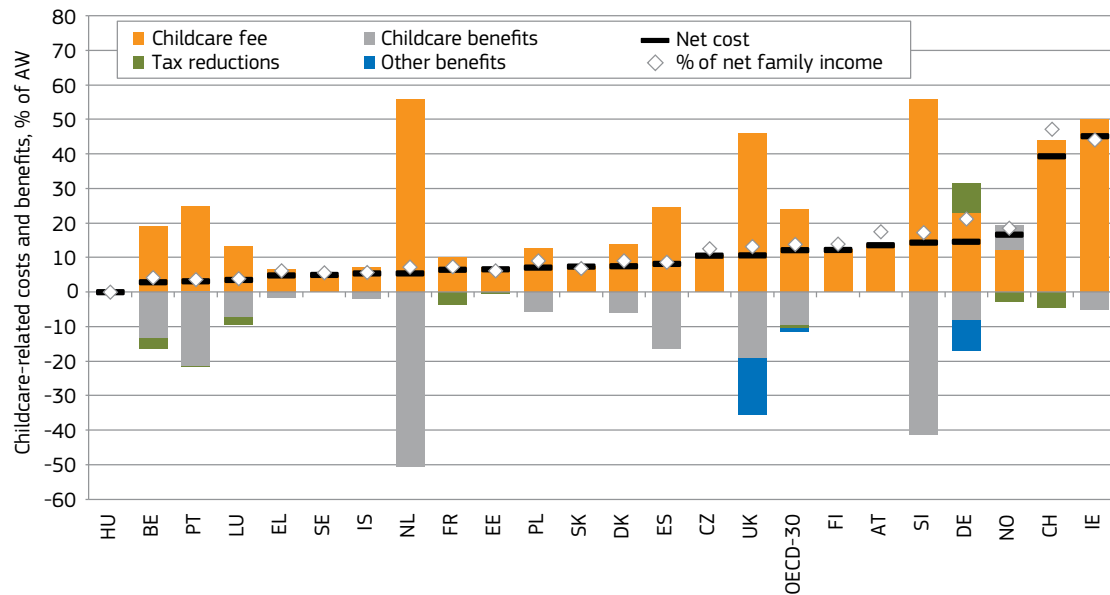
2.3.3. Components of net childcare cost (2008)

Couple where the male earns 100% of the average wage and the female earns 50% of the average wage.

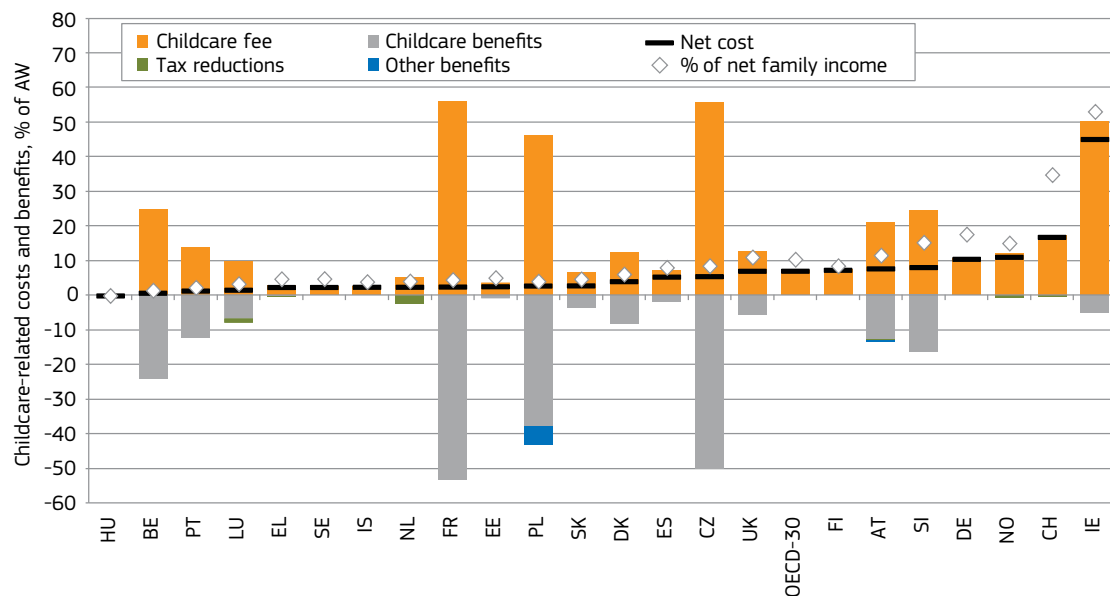


Childcare cost can reach half of the net income of a sole parent paid at 100% of the average wage (2008)

Panel A: Sole parent earns 100% of the average wage



Panel B: Sole parent earns 50% of the average wage



Source: OECD (2008b), Tax-Benefit Models.

Note: Results are for 2008. Each family includes two children aged 2 and 3. 'Family net income' is the sum of gross earnings plus cash benefits minus taxes and social contributions. All fee reductions, including free pre-school education for certain age groups, are shown as rebates where possible. The childcare cost calculations for Austria reflect the situation in Vienna; for Belgium, the French-speaking community; the Czech Republic in villages and towns with more than 2 000 inhabitants; for Germany, Hamburg; for Iceland, Reykjavik; for Switzerland, Zurich; and for the United Kingdom, England. Childcare fees used are those determined by government, at either the national or local level, in Belgium, the Czech Republic, Finland, France, Hungary, Iceland, Latvia, Lithuania, Poland, the Slovak Republic and Slovenia. Childcare fees for Greece are calculated according to national guidelines.

2.3.4. Percentage of children up to 3 years of age cared for in formal care by income quintiles in European countries, households with at least one child <3 years, 2010 (%)

	Income quintile 1 The poorest	Income quintile 2	Income quintile 3	Income quintile 4	Income quintile 5 The richest
AT	10	9	8	12	9
BE	17	27	38	43	57
BG		10(u)	10(u)	11(u)	15
CY	16(u)	13	19	32	30(u)
CZ	3	2	3	2	4
DE	21	17	22	17	23
DK	87	73	72	76	83
EE	16	29	22	31	14
EL	6	3	11	9	12
ES	29	33	30	50	45
EU-27	17(s)	23(s)	34(s)	34(s)	37(s)
FI	18	23	27	27	41
FR	15	34	60	53	64
HU	7	10	14	11	15
IE	8	8	12	21	34
IT	17	19	26	27	28
LT	2(u)	20(u)	16(u)	15	10
LU	23	22	34	57	56
LV	7	13	24	20	11
MT	(u)	5	16	21	15(u)
NL	27	35	55	59	70
PL	0	1	2	2	4
PT	14(u)	30(u)	44	32	36
RO	5(u)	6(u)	5(u)	10(u)	13(u)
SE	44	56	56	53	32
SI	41	33	39	43	38
SK	2	6	5	2	
UK	20	26	51	43	53

Source: EU-SILC, 2010.

Note: (u): unreliable  
(s): estimate



### 2.3.5. Indicators of early childhood care quality

Qualifications of certified childcare workers and main place of work.

	Main type of staff	Initial training requirements	Age range	Main place of work	Continuous training	Child-to-staff ratio
AT	Erzieherinnen, Kindergartenpädagoginnen	5-year vocational secondary	0–5	Krippen, Hort, Kindergarten	3–5 days per year; funding by provinces	8.7
BE	Kinderverzorgster/ Puéricultrice	3-year post-16 vocational secondary	0–3	Kinderdagverblijf/ Crèches (or assistant in école maternelle)		7.0
CZ	Dětská sestra	4-year secondary nursing school	0–3	Crèche	Voluntary; offered by regional centres	
DK	Paedagog	3- to 5-year vocational, or tertiary education (depending on prior experience)	0–5	Educational, social care, special needs institutions (incl. daycare)	Funding decentralised to municipalities	3.3 (0–2 years), 7.2 (3–5 years)
FI	Sosionomi (social pedagogues), Lähihoitaja (practical nurses)	3-year secondary vocational	0–6	Päiväkoti (children's daycare centre), Avoin päiväkoti	Municipalities have to provide 3–10 days annual training	4.0 (0–3 years), 7.0 (3+ years)
FR	Puéricultrices	Nurse/mid-wife + 1-year specialisation	0–3	Crèches/assistant in école maternelle		5.0 (0–2 years),
	Éducateurs de jeunes enfants	27-month post-Bac in training centre	0–6			8.0 (2–3 years)
DE	Kinderpflegerinnen	2-year secondary vocational training	0–6	Kindergarten		
HU	Gondozó (child care worker)	3-year post-secondary voc. training or specialist certificate	0–3	Bölcsode (for children < 3)		6.0
IE	Childcarer / childminder	Wide variation	0–6	Childcare centres		3.0 (>1), 6.0 (2–3 years)
IT	Educatrice	Secondary vocational diploma	0–3	Asili nido	Municipality or director/inspector decides	7
NL	Leidster kinder-centra	2-year post-18 training	0–4	Kinderopvang	Funding decentralised to municipalities	4 (1 year), 5 (2 years), 6 (3 years)
NO	Assistents	2-year post-16 apprenticeship	0–7	Barnehager / SFO		8 (>3 years)
PT	Educadora de infância	4-year university or polytechnic	0–6	Crèches, ATL	Offered by regional teacher centres and universities to all teachers	11
SE	Barnskötare	2-year post-16 secondary	0–7	Oppen Förskola, Fritidshem	Funding decentralised to municipalities	5.5
CH	Childcare worker	Varies per canton		Creches, nurseries		4–5 (0–2), 7–8 (2–3)
UK	Trained nursery teacher, Nursery nurse	2-year post-16 secondary	3–11, 0–5	Nurseries (or assistant in above)	Limited for day-care workers	3 (>2 years), 4 (2–3 years), 8 (3–5 years)

Source: OECD (2011), OECD Family Database, Paris. Indicator PF4.2. (Last updated: 01/07/2010).

## 2.3.6. Child/staff ratio

Child to staff ratio for pre-primary education, full-time staff (FTU)

	2010
EU-27	13.4
BE	15.9
BG	12
CZ	13.9
DK	:
DE	12.6
EE	6
IE	19.8
EL	:
ES	13
FR	21.5
IT	11.8
CY	17
LV	12.1
LT	7.8
LU	12
HU	11
MT	15.2
NL	:
AT	14.7
PL	18.7
PT	15.7
RO	17.5
SI	9.4
SK	12.5
FI	11
SE	6.3
UK	15.9
HR	12.1
IS	6.9
NO	:

Source: SWD(2012)373 — Education and training monitor.

## 3. Support for efforts to achieve the Barcelona targets

### 3.1. Amounts allocated to childcare infrastructures from European Regional Development Funds

	SF Community amount (€) 2007–13 (A)	EU amount decided and allocated for childcare infrastructures(€) (B)	Proportion/total %	Total of projects selected (AIR) EU amount (€) (end of 2011) (C)	Rate of selection % (C) / (B)
AT	680066021				
BE	990283172	1727774	0,2%	3248012	188,0%
BG	5488168381	62530104	1,1%	63139508	101,0%
CY	492665838				
CZ	22751854293	62627277	0,3%	36558565	58,4%
DE	16107574792	14265105	0,1%	8283200	58,1%
DK	254788620				
EE	3011942552	24059284	0,8%	31366762	130,4%
ES	26595884632	29891611	0,1%	27996463	93,7%
FI	977401980				
FR	8054673061	9957500	0,1%	11903899	119,5%
EL	15846461042	74070000	0,5%	75998438	102,6%
HU	21292060049	76594248	0,4%	54158862	70,7%
IE	375362372				
IT	21025331585	81689451	0,4%	26943354	33,0%
LT	5747186096				
LU	25243666				
LV	3947343917	29920000	0,8%	29736185	99,4%
MT	728123051	1325000	0,2%	1269978	95,8%
NL	830000000				
PL	57178151307	34250132	0,1%	15269974	44,6%
PT	14558172647	4200000	0,0%	3296728	78,5%
RO	15528889094				
SE	934540730				
SI	3345349266	30000000	0,9%	11412294	38,0%
SK	9998728328	66235543	0,7%	49359364	74,5%
UK	5416019735				
CB	7904136117	12691808	0,2%	7660215	60,4%
EU-27	270086402344	616034837	0,2%	457601804	74,3%

Source: European Commission DG REGIO.



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