

PF4.3: Out-of-school-hours services

Definitions and methodology

Out-of-School-Hours (OSH) services provide a range of activities to children before, between (lunch) and after school hours, as well as during school holidays. These services are frequently, but by no means always, based in school facilities or youth centres. They provide activities for children who may use the time to do homework and/or engage in recreational activities, while at the same time helping parents to find a better match between school and working hours.

This indicator captures the use of OSH services through two main measures:

- Proportion (%) of 6- to 11-year-olds using centre-based out-of-school-hours (before and/or after school) services during a usual week, by age group, that is, the proportion of children who use centre-based out-of-school-hours services for at least one hour during a 'usual' or 'typical' week. Data are shown for children aged 6 to 8 and 9 to 11, as well as for the overall 6- to 11-year-old age group.
- Average hours in centre-based out-of-school-hours services during a usual week, 6- to 11-year-olds, that is, the mean average number of hours 6- to 11-year-old children spend in centre-based out-of-school-hours services during a 'usual' or 'typical' week, among those who spend at least one hour in centre-based out-of-school-hours services.

In both cases 'centre-based out-of-school-hours services' are generally defined as centre-based services for school-going children outside of (i.e. before and/or after) school hours. These services may or may not be attached to and/or offered at the same place as the school. Data generally do not cover 'school-going' children who use centre-based care services only during school holidays or only on days when schools are closed, and in principle only include services that have at least some 'care' element (i.e. do not include activities aimed entirely at child leisure, such as music lessons and sports clubs). Exact definitions do however differ slightly for some countries (see the notes to the charts and comparability and data issues for more detail).

To highlight any differences in the use of OSH services across socio-economic groups, this indicator also presents information on the use of OSH services by income level and the education level of the mother:

- Proportion (%) of 6- to 11-year-olds using centre-based out-of-school-hours (before and/or after school) services during a usual week, by equivalised disposable income tertile, with 'equivalised disposable income' referring to the disposable (post-tax-and-transfer) income of the household in which the child lives, equivalised using the square root scale to account for the effect of family size on the household's standard of living. The income tertiles are calculated based on the distribution by equivalised disposable income of children aged less than or equal to 12.
- Proportion (%) of 6- to 11-year-olds using centre-based out-of-school-hours (before and/or after school) services during a usual week, by mother's education level, with 'mother's education level' measured by whether or not the reported mother of the child has attained tertiary education (highest level of education attained at International Standard Classification of Education (ISCED) 2011 levels 5-8). The education level of the female household head is used if there is no mother in the household, and then of the father (or male household head) if there is no mother or female head in the household.

Other relevant indicators: Other relevant indicators: LMF1.2: Maternal employment; PF3.2: Enrolment in childcare and pre-school; PF3.4: Childcare support, and PF4.2: Quality of childcare and early education services.

This document, as well as any data and any map included herein, are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.

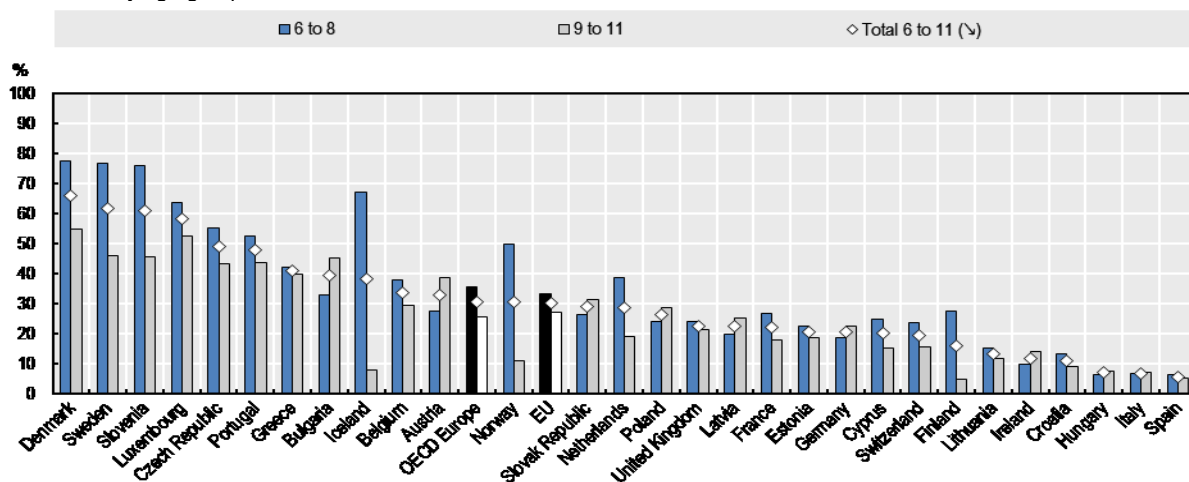
Key findings

The proportion of children in out-of-school-hours services differs enormously across OECD countries (Chart PF4.3.A). On average across European OECD countries, 31% of children aged 6 to 11 participate in centre-based before- and/or after-school OSH services, but this varies from around 5-7% in Hungary, Italy and Spain to 60% or more in Denmark, Slovenia and Sweden. Participation rates are highest in the Nordic countries (especially Denmark and Sweden, and to a lesser extent Iceland and Norway, but not Finland), some of the Southern European OECD countries (especially Greece and Portugal), some Central European OECD countries (especially Austria, the Czech Republic and Slovenia), and also Belgium and Luxembourg.

Use of out-of-school-hours services tends to be highest among slightly younger school-age children aged 6 to 8 (Chart PF4.3.A). In Denmark, Slovenia and Sweden, 75% or more of children in this age group use centre-based OSH services, with rates higher than 50% in several other countries (the Czech Republic, Iceland, Luxembourg, Norway, Portugal, and Slovenia). Participation rates for the 9- to 11-year-old age group are usually lower, sometimes considerably so. In Iceland, for example, the participation rate for children aged 9 to 11 is 59 percentage points lower than the rate for children aged 6 to 8. Only eight OECD countries (Austria, Germany, Hungary, Ireland, Italy, Latvia, Poland, the Slovak Republic) have higher participation rates among 9- to 11-year-olds than among 6- to 8-year-olds. The gap is largest in Austria, where the OSH participation rate is 11 percentage points higher for 9- to 11-year-olds than for 6- to 8-year-olds.

Chart PF4.3.A. Participation rates in centre-based out-of-school-hours services

Proportion (%) of 6- to 11-year-olds using centre-based out-of-school-hours (before and/or after school) care services during a usual week, by age group, 2019 or latest



Notes: Data for Iceland and the United Kingdom refer to 2018. Data generally reflect the proportion of children who use centre-based out-of-school-hours services for at least one hour during a usual week, cover the use of services offered before and/or after school hours only, and do not cover 'school-going' children who use centre-based services only during school holidays or only on days when schools are closed. Exact definitions differ across countries.

Source: For all countries, EU SILC.

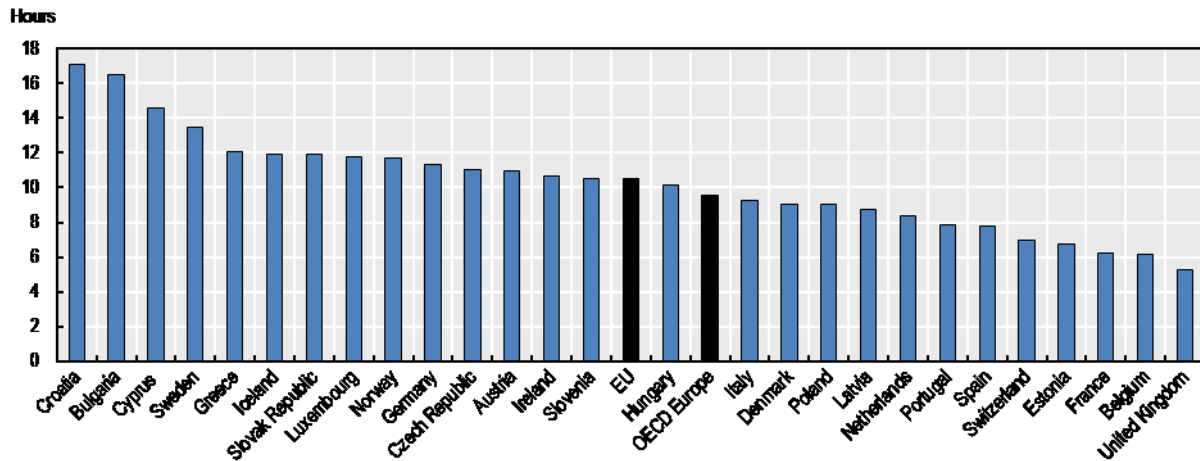
Average hours in out-of-school-hours services also vary across countries (Chart PF4.3.B). On average across European OECD countries, children (aged 6 to 11) that use centre-based before- and/or after-school OSH services use them for an average of just under 10 hours per week. However, in some countries (Belgium, Estonia, France, Switzerland and the United Kingdom) average hours are very short at only around 5-7 hours per week. In others (Iceland, Greece, Luxembourg, Norway and Sweden), average hours are much longer at about 12 hours per week.

Footnote by Turkey: The information in this document with reference to "Cyprus" relates to the southern part of the Island. There is no single authority representing both Turkish and Greek Cypriot people on the Island. Turkey recognizes the Turkish Republic of Northern Cyprus (TRNC). Until a lasting and equitable solution is found within the context of the United Nations, Turkey shall preserve its position concerning the "Cyprus issue";

Footnote by all the European Union Member States of the OECD and the European Commission: The Republic of Cyprus is recognized by all members of the United Nations with the exception of Turkey. The information in this document relates to the area under the effective control of the Government of the Republic of Cyprus.

Chart PF4.3.B. Average hours in centre-based out-of-school-hours services during a usual week

Average hours in centre-based out-of-school-hours care services during a usual week among those using at least one hour during a usual week, 6- to 11-year-olds, 2019

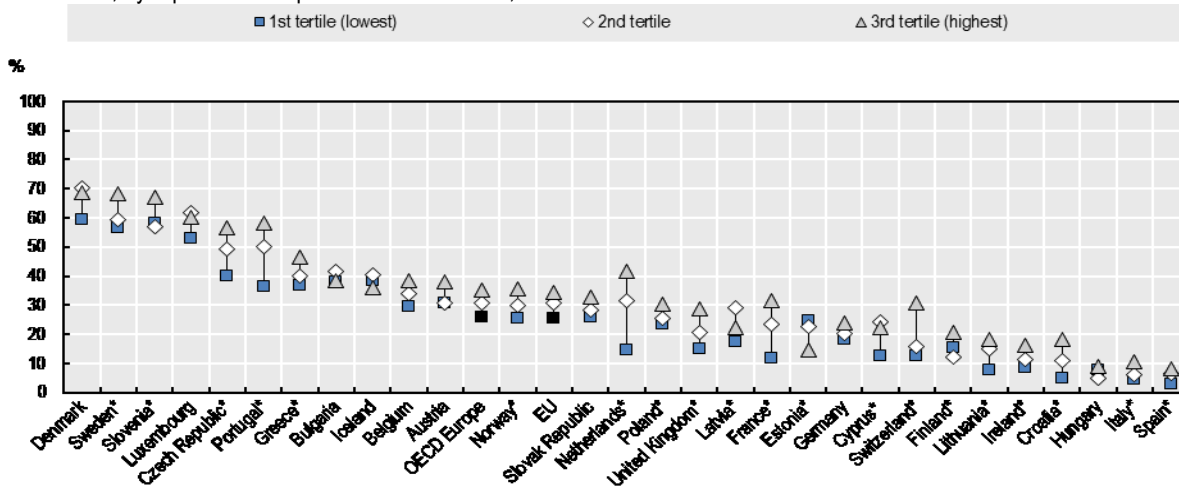


Note: Data for Hungary, Iceland and the United Kingdom refer to 2018. Data cover children who use centre-based out-of-school-hours care services for at least one hour during a usual week. Data cover the use of services offered before and/or after school hours only, and do not cover 'school-going' children who use centre-based care services only during school holidays or only on days when schools are closed. Source: For all countries, EU SILC.

In many OECD countries, children are more likely to use centre-based out-of-school-hours services when they come from relatively advantaged socio-economic backgrounds (Chart PF4.3.C. and Chart PF4.3.D). For example, in several OECD countries, participation rates in OSH services for 6- to 11-year-olds increase with household income (Chart PF4.3.C). This is particularly the case in France, the Netherlands and Portugal, where participation rates for children from high-income backgrounds are around 20 percentage points or more higher than those for children from low-income backgrounds. Similarly, in a number of OECD countries, children are also more likely to use OSH services when their mother holds a university-level qualification (Chart PF4.3.D). Gaps in participation rates between children whose mothers have and have not attained tertiary education are largest in France, the Netherlands and Switzerland (15 to 22 percentage points).

Chart PF4.3.C. Participation rates in centre-based out-of-school-hours care services by equivalised disposable income tertile

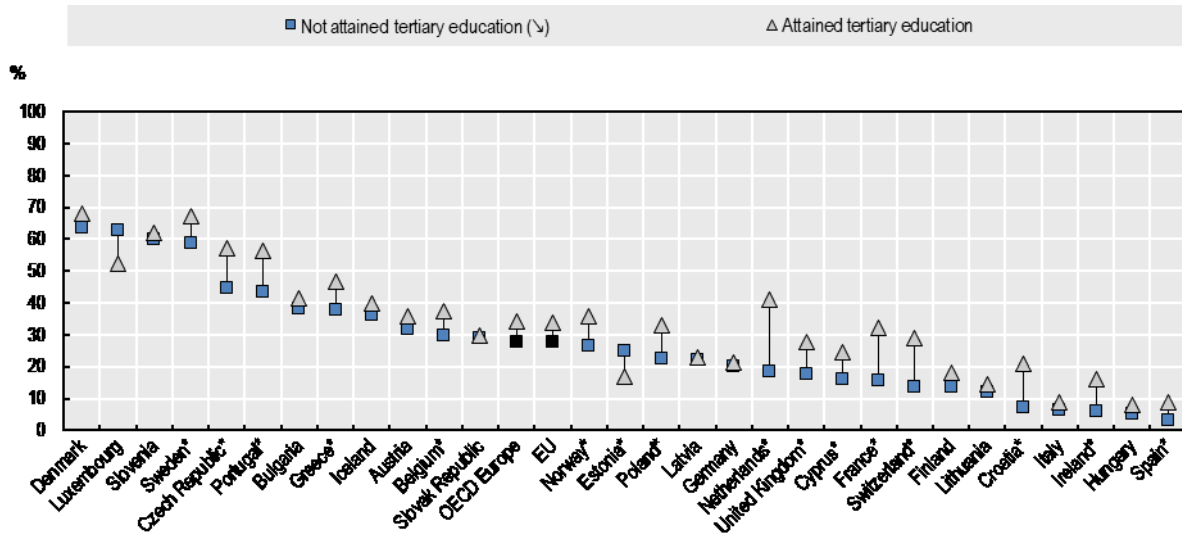
Proportion (%) of 6- to 11-year-olds using centre-based out-of-school-hours (before and/or after school) care services during a usual week, by equivalised disposable income tertile, 2019



Note: Data for Iceland and the United Kingdom refer to 2018. Data cover children who use centre-based out-of-school-hours care services for at least one hour during a usual week. Data cover the use of services offered before and/or after school hours only, and do not cover 'school-going' children who use centre-based care services only during school holidays or only on days when schools are closed. Equivalised disposable income tertiles are calculated using the disposable (post-tax-and-transfer) income of the household in which the child lives – equivalised using the square root scale, to account for the effect of family size on the household's standard of living – and are based on the equivalised disposable incomes of children aged less than or equal to 12. In countries marked with an *, differences in participation rates across groups are statistically significant at p<0.05. Source: For all countries, EU SILC.

Chart PF4.3.D. Participation rates in centre-based out-of-school-hours care services by mother's education level

Proportion (%) of 6- to 11-year-olds using centre-based out-of-school-hours (before and/or after school) care services during a usual week, by mother's education level, 2019



Note: Data for Iceland and the United Kingdom refer to 2018. Data cover children who use centre-based out-of-school-hours care services for at least one hour during a usual week. Data cover the use of services offered before and/or after school hours only, and do not cover 'school-going' children who use centre-based care services only during school holidays or only on days when schools are closed. Mother's education level based on whether or not the reported mother of the child has attained tertiary education (highest level of education attained at ISCED 2011 levels 5-8). The education level of the female household head is used if there is no mother in the household, and then of the father (or male household head) if there is no mother or female head in the household. In countries marked with an *, differences in participation rates across groups are statistically significant at $p < 0.05$

Source: For all countries, EU SILC.

Comparability and data issues

Data for all EU countries (plus Iceland, Norway and Switzerland) come from the European Union Statistics on Income and Living Conditions (EU SILC) survey. EU SILC data may be affected by sample size issues.

Sources and further reading:

<https://www.oecd.org/els/family/publications.htm>, OECD Babies and Bosses (various issues); OECD (2011) Doing Better for Families; Plantenga, J. and Remery, C. (2013) Childcare services for school age children, Publications Office of the European Union: Luxembourg; OECD (2017), Dare to Share: Germany's Experience Promoting Equal Partnership in Families; OECD (2017), The Pursuit of Gender Equality: An Uphill Battle; OECD (2019), Good Practice for Good Jobs in Early Childhood Education and Care; OECD (2019), Rejuvenating Korea: Policies for a Changing Society.