



CHILDCARE AND SOCIAL INCLUSION SERVICES IN THE EU

- AN EMPLOYMENT ANALYSIS

MICHAELA GSTREIN AND LILIANA MATEEVA

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Abstract

The present paper explores the structure and size of employment in the childcare and social inclusion services sector in Europe. It focuses on employment in childcare and social work, two sectors with high relevance for social inclusion and changes related to the socio-ecological, societal and skill transitions. The analysis relies on data from official EU statistics and EU-wide surveys and provides an overview of the current situation (2011) and trends (2001-2011). Accounting for socio-demographic characteristics such as gender, age and education, it investigates EU-wide and local employment levels and working conditions in the childcare and social inclusion services sector. It also investigates the development and extent of the rather large gender gaps – also gender pay gaps – in the observed sector, and if the growing sector can offer employment chances, especially for older workers.



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1. Introduction

Childcare and social inclusion services are important factors for inclusive growth and thus figure prominently on the current EU agenda (CEEP, 2010; European Commission, 2010a, b). With the recent Social Investment Package, the European Commission (2013b; 2013f) again stressed the importance of the provision and general availability of such services. Childcare and social inclusion services as well as their relevance for societal development and social transitions also appear in the beyond GDP debate, e.g. in quality of life surveys (cf. Eurofound, 2012a; Hagerty et al, 2001; Layard, 2005; Gstrein et al, 2012/13), the social quality model (cf. Abbott and Wallace, 2011; 2012; Maesen and Walker, 2012) or the analysis of impacts of inequality (cf. Layte et al, 2010; Layte, 2011; Wilkinson and Pickett, 2010). It has also been suggested that the growing sector might provide employment opportunities for job seekers – especially older workers (European Commission, 2012b, d; Bertelsmann Stiftung, 2012).

Yet, various factors and recent developments have (negatively) impacted on employment and working conditions in many sectors: The recent economic crisis resulted in often severe financial cut-backs in public services (cf. Eurostat, 2012c) and a certain reorientation of welfare state policies in relation to budget constraints, sometimes towards subsidized but private care solutions; informal care-related labour migration put pressure on wages and working conditions of local services; atypical work is generally on the rise; the dominance of female workers in a sector seems to be

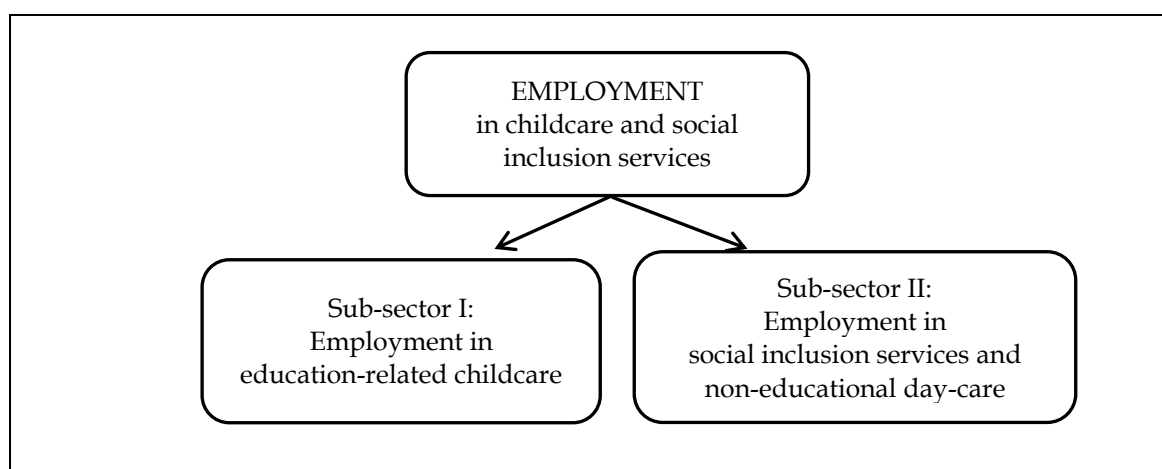
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related to rather large and persistent (if not growing) gender pay gaps (European Commission, 2013a; 2012c; 2009b, 2009c; Hausmann et al, 2009).

The aim of this paper is to investigate the current situation of employment and working conditions in childcare and social inclusion services in European countries and to detect trends and patterns of such development.

Due to different educational background, skills and working conditions, we decided to separately investigate (1) employment in education-related childcare, comprising kindergartens, pre-primary and primary schools and (2) employment in social inclusion services, comprising residential and non-residential care, social counselling, welfare-referral services for unemployed and low-income people as well as non-educational day-care, e.g. babysitters or day centres for the elderly or disabled. A detailed distinction and statistical definition between categories can be found in the data section.

Figure 1: Employment in childcare and social inclusion services



Source: IHS, 2013

The relevance of this analysis for the overall NEUJOBS project is evident. The socio-ecological transition from agrarian to industrial and later service and knowledge-based information societies as described by e.g. Fischer-Kowalski et al in NEUJOBS Project D1.1. (2012) and Fischer-Kowalski and Haberl (2007) or the European Commission (2009a) does not only comprise changes of energy sources but also the impact of such

changes on society, social developments and inclusion, skill levels, the use of collective resources and labour markets. Gradually, communicative abilities and empathy developed into essential qualities of modern human labour, for both men and women (Fischer-Kowalski et al, 2012). More efficient and the more efficient use of energy sources also allow for less labour input and thus changes in individual time use. Longer life spans and higher quality expectations in early years (quality of childcare, parental leave,) as well as later life (continuation of full life style, care for elderly) together with higher consumption levels and the out-sourcing of services have shaped labour markets and working conditions. As has the recognition that higher female employment and the inclusion of disadvantaged groups is a prerequisite for successful, inclusive and sustainable growth in Europe (European Commission 2013b). Thus, the childcare and social inclusion services sector in Europe (even if temporarily hit by the crisis) has been growing steadily over the years and has become an important source of employment (European Commission, 2010a; 2012a).

The following analysis provides an EU-overview of the current structure and size of employment in childcare and social inclusion services as well as trends that have become visible in the last decade. It tries to answer the following three main research questions:

- (1) What patterns/changes can be observed in these strongly gendered work sectors?
- (2) Do the sectors offer the predicted employment perspectives for older workers?
- (3) Do all countries follow the same development paths?

To answer research question 1: Accounting for socio-demographic characteristics such as gender, age and education of the employed, the analysis of patterns and changes investigates in detail employment levels, gender gaps, and working conditions (part-time, temporary contracts) and their changes over time. To answer research question 2: The paper also explores the potential of these sectors to employ workers of different ages or in various stages of their life-cycle. It will try to reveal (new) employment perspectives for older workers – also within active ageing policies, since the sector

might provide opportunities especially for what is called the 'silver generation'. To answer research question 3: The analysis of patterns and development paths covers Europe as a whole and tries to compare the situation in different Member States.

2. State of the Art Summary

A recent EC report on social services of general interest (SSGI; European Commission, 2010a) gives a good first impression of employment in the health and social work sector, which (besides other activities) includes childcare and social inclusion services. The report investigates the situation in Europe from 2000 to 2009 and finds that in health and social work

- employment grew faster than in other sectors of the economy
- the sector is an important source of job creation
- the workforce is dominated by women (78% of the employed)
- although people aged 25-49 make up the majority of the workforce, the workforce is ageing rapidly (increase in share of 50-64 yr. old workers)
- workers with medium or high levels of education dominate
- the prevalence of part-time is higher and temporary contracts more common than in the total economy
- wage levels are below those in the economy as a whole and
- gender wage gaps (in the sector) are greater than in the total economy.

Another interesting approach to map societal and social developments as well as working conditions is the quality of life concept (Fahey, Nolan, Whelan and Eurofound, 2003; Alber et al, 2004). The approach is part of the beyond GDP debate that stresses the importance of monitoring quality of life by combining objective and subjective indicators and making reference to individuals' life situations. It investigates changes of social situations brought about by various (e.g. socio-ecological, social and skill) transitions: factors that influence the perceived quality of life, provision of public services (including childcare and social inclusion services), quality of a society as well as labour related factors such as time use and working conditions. The latest findings

on quality of life in Europe (Eurofound 2012a, Overview Report on EQLS 2011) map perceptions of living and working conditions in 2011. Although the report does not offer sectoral data, it shows similarities and differences between countries concerning flexible working time arrangements, working time preferences and work life balance.

Similarly, Eurofound's working condition survey (Eurofound 2012b, EWCS) looks at several work-related issues such as employment trends, labour market and gender segregation, characteristics of workers and work as well as working environments. Again, no split for subsectors of the economy is provided.

A recent European Parliament report on women's working conditions in the service sector (2012, p. 7) 'points out that among women employed in the service sector, there are more who find employment in the social, care and telecommunications sectors, which tend to require lower qualifications, enjoy little social prestige and correspond to women's traditional roles in society, while men dominate the most prestigious and lucrative sectors: finance and banking (...)'. It also highlights the large portion of women in the informal economy in the service sector and encourages Member States to ensure decent working conditions and similar labour rights for domestic workers.

At EU level, childcare and social inclusion services have been a focus of discussion too, maybe not so much in terms of employment and working conditions but more in terms of the provision of high quality services and recent initiatives to increase supply and uptake. Yet, such policy focus can be expected to impact on member states spending in these areas and thus on local labour market development. The recently published Social Investment Package (European Commission, 2013b) urges member states to put greater focus on the provision of various public services, including childcare, long-term care and health. While the document on investing in children (European Commission, 2013c) stresses the importance of improving access to early childhood education and care in order to enhance the labour market participation of parents with increasingly diverse working patterns (and as a prerequisite for future educational and employment outcomes), the document on investing in health (European Commission, 2013e) highlights access to quality health care as a constituent part in the maintenance

of a productive workforce and in improving the population health status, especially for disadvantaged groups and the less wealthy. The document on long-term care (European Commission, 2013d) points out that – although (of course) a Member State responsibility - access for all to financially sustainable, high-quality long-term care is a common objective of EU collaboration in the Social Protection Committee.

A more labour market focused discussion relates to the increase of female employment in general and the effect of the economic crisis: Although substantial differences in participation rates and the nature of female employment exist throughout Europe, women in the European Union accounted for the majority of job growth between 2000 and the onset of the economic crisis. Even then, the female EU27 employment rate declined to a lesser extent than that of men (Daly 2000, cited from Esping-Andersen, Gallie, Hemerijck, Myles, 2002; Eurostat, 2012e) which appears to be partly due to structural changes in industrial sectors (which mostly concerned men) but also increases of demand for and thus employment in the service sector - which mostly seems to concern women.

With the observed shifts in Europe's age structure generally leading to new service demands and economic requirements (c.f. Kinsella 2000; 2001), Fischer-Kowalski (NEUJOBS project, D1.1. and D1.2., 2012) also discusses the future demands of a growing long-term care sector as well as labour market and social implications. She also points to the fact that a next SET, a transition beyond fossil fuels, will surely increase the share of work in caretaking – a sector where labour productivity cannot be much enhanced. With a focus on empathy and care work, the challenge might be to increase human labour at lower productivity (and maybe lower income) rather than to live with mass unemployment.

The latest EU report on employment and the social situation (European Commission, 2012d, pp. 55, 57) confirms above findings for the period of 2008 to 2011. In a sectoral focus supplement on health and social services it states that:

- The share of employment in health and social work (...) has been growing significantly in the last two decades.



- Women workers dominate: In 2011, the EU-wide rate of female workers in this sector was 78% (marginally below that in 2008).
- Between 2000 and 2011, health and social services made a big contribution to the increase in the total employment rate in the EU.
- For women and older workers, job growth in this sector between 2000 and 2011 accounted for 2.6 pp and 2.8 pp of the rise in total EU employment while respective increases in overall employment were 4.8 pp for women and 10.3 pp for older workers.
- The share of employment in human health fell from 60 % to 58 % while that in residential care rose from 18 % to 20 %. The share of employment in social work remained unchanged (22 %).
- Jobs in social and health services show higher skills as well as a higher prevalence of shift and night work than in the economy as a whole.

For care-giving jobs, Kroos and Gottschall (2011, cited from Nelson, 2012) point to the weak professionalization of parts of the sector which generates outsiders and thereby contributes to a trend towards dualization, that is different working conditions and social status. While insiders in the care sector are characterised by permanent contracts and full-time work, outsiders tend to work part-time or on temporary contracts.

In this context, it seems that not only some of those providing care but also the whole or large fractions of the sector may drift into such ‘outsider status’. Yet, post-modern values regarding the role of men and women in society as well as the distribution of time between childcare and paid work (Inglehart, R and Norris, P, 2003) result in a greater institutionalisation of care activities and a growing care sector. Unfavourable working conditions may also affect retirement plans and result in early exits (Riedel and Hofer, 2013), found to be less likely in rich EU15 states but more common in new EU member states. Thus, monitoring sectoral developments and working conditions becomes an important political issue.

The present paper goes beyond former studies in three main aspects: It investigates in detail a subset of above-mentioned broader field of health and social work, i.e.

- the current situation and trends in employment in the childcare and social inclusion services sector, making use of a set of Labour Force Survey (LFS) data especially created to allow for such in-depth analysis.
- (new) employment opportunities, especially for the older generation.
- and looks at structures and patterns typical for in these sectors.

Reference to other NEUJOBS work packages

Two closely related topics – i.e. ‘Domestic care workers. State and market-based policies mix’ and ‘Attitudes about how to balance work and family life’ - are covered in two separate WP13 working papers.

There is a clear link to WP1: The present paper refers to social and labour market aspects of global changes related to the socio-ecological transition (SET) as well as following societal, social and skill transitions.

WP5’s overview on (changing) welfare regimes serve as reference for the special analyses in WP13. As pointed out in WP5 - which analyses drivers of the socio-ecological transition for the whole economy, employment in childcare and social inclusion services is also influenced by post-industrial changes regarding gender roles, labour market and population ageing.

Similarly, there is a link to WP12 which focuses on the impact of ageing on the workforce in the health and long-term care sector and discusses how increased demand, changes in the working age population and career choices of men and women influence the growth in this sector.

2.1. Subject of analysis and main hypotheses

The paper looks at employment and working conditions in the childcare and social inclusion service sector. Following our initial distinction into (1) education-related childcare services and (2) social inclusion services plus non-educational day-care, it investigates the employment situation in 2011 as well as trends and development

patterns over time (2001-2011). It explores if and how the socio-ecological transition (SET) and related changes in society, social conditions and skill levels have impacted on employment and working conditions, and if new job opportunities have opened up as a result of such developments, not least of them higher female employment, the buying in of services and the ageing of societies.

Main hypotheses:

- Working conditions in the strongly gendered childcare and social inclusion services sector differ from the rest of the economy.
- As growing sectors, childcare and social inclusion services offer new employment opportunities, maybe also for older workers.
- Countries show different patterns and follow different development paths.
- Gender pay gaps are larger than in the whole economy.

3. Methodology

Although we initially intended to use regression and cluster analysis to reveal main patterns and developments over time, we found that this was impossible due to the large number of missing data points. Although one would expect sample sizes to be representative for a regression analysis with EU-LFS data, we found that for the required level of sectoral disaggregation – at 3-digit level – many values were either missing (i.e. not reported) or not reportable (unreliable due to small sample size). For further details on the data used refer to below explanations in point 4.

Faced with such situation we tried to map developments with the available data and to provide groupings of countries with similar patterns in observable categories. Main correlations are highlighted in the form of scatter plots.

We also attempted to estimate changes in employment over time based on available past LFS data and to give a first outlook into a possible future. The estimate was obtained by country-wise comparison of the number of employed in each sector between different years, followed by the aggregation of sectoral growth or loss (in absolute numbers) for all available countries. Although countries with incomplete

datasets had to be disregarded, the availability of data for all large countries ensures rather accurate estimates.

4. Data

The paper is based on data from the Labour Force Survey (LFS), the Structure of Earnings Survey (SES), the Eurostat on-line database and various thematic reports.

With the generally available LFS data set (offering data in NACE¹ classification at 1 or 2-digit level) not being sufficiently detailed for our analysis, Eurostat provided us with a special 3-digit level data set (extractions) with information on employment characteristics (of the main job) for our sectors of research and various years. These data extractions contain annual data calculated as ‘annual averages of quarterly data’ for the years 2011 and 2007 and ‘spring data’ for the years 2001 and 2004.

Yet, due to the high level of disaggregation for which reporting is not compulsory and samples sizes often become too small for reliable results, we were facing many missing values and not reportable (statistically unreliable²) data points. In addition, the NACE classification was altered in 2008 – so we had to combine different (not always completely matching) categories for the trend analysis for 2001-2011. Despite these short-comings, we think that the analysis adds quite some information to existing knowledge about this part of the economy and was thus worth doing.

As pointed out in the introduction, we investigate employment in two subsectors of health and social work which have become quite relevant with recent population ageing and the increasing individualisation and demands of society. To obtain our data base for the analysis of childcare and social inclusion services, we added various 3-digit NACE categories with relevance for the sectors for the available years 2001/2004/2007 (NACE Rev. 1.1.) and 2011 (NACE Rev. 2), whereby for

¹ NACE = Nomenclature des activités économiques dans la Communauté Européenne/Statistical classification of economic activities, Rev. 1.1. (Eurostat, 2002), Rev. 2 (Eurostat, 2008a; Correspondence table NACE Rev. 1.1. – NACE Rev. 2 (Eurostat, 2008b).

² Reliability limits (02.05.2013): Eurostat (2013e)

1. Employment in childcare (later referred to as education-related childcare), we used employment in kindergartens, pre-primary schools and primary schools, corresponding to category M80.1 in NACE Rev. 1.1. and categories P85.1 (pre-primary education) and P85.2 (primary education) in NACE Rev. 2;
2. Employment in social inclusion services (later referred to as social inclusion services and non-educational day-care), we used the relevant parts of social work, corresponding to categories N85.3 in NACE Rev. 1.1. and Q87.2, Q87.3, Q87.9 and Q88 in NACE Rev. 2 which include:
 - (a) social work activities in residential care provided for people with mental health problems, elderly and disabled people (corresponding to NACE categories Q87.2, Q87.3, Q87.9)
 - (b) social work activities and care without accommodation (i.e. not stationary), comprising day-care for children (i.e. crèches, services of child-minders, babysitters, day nurseries for pupils, including disabled children) and social counselling, welfare, referral and similar services (including day-care) for the elderly and disabled as well as other social work, including that for low income people and the unemployed (corresponding to NACE category Q88).

Even the special dataset did not allow for a completely satisfying disaggregation of data: (1) day-care services for children could not be separated from other social inclusion services and remained in the second group. (2) The NACE category 'social work activities' includes care for disabled and elderly – which made it impossible to exclude old-age care. (3) For some countries, data is provided for overall residential care (Q87) only. In these countries (i.e. Belgium, Bulgaria, Cyprus, Denmark, Ireland, Latvia, Slovenia, Turkey), nursing care facilities (Q871) are included in the data.

Indicators we used reflect the size of the sectors, socio-demographic characteristics and working conditions for employment in the main job and were the following:

- Share of total employment in sector
- Employment by gender

- Employment by age
- Employment by level of education
- Working time (full-time vs. part-time)
- Employment by type of contract (permanent vs. temporary)
- Employment by nationality
- Gender pay gaps

The originally planned analysis of atypical jobs and weekly working hours could not be done due to non-availability of data (earnings), small sample sizes or missing country information (atypical work). Yet, differences in hourly wages are reflected in the gender pay gap analysis (for which data was provided).

Note that detailed data for all categories is listed in the Annex an that

- the analysis (unless stated otherwise) covers all employed in the age group '15 years and over'.
- when analysing employment in education-related childcare (which comprises kindergartens, pre-school and primary school), we also make a point of looking at the sub-sector of pre-primary education (i.e. kindergartens and pre-school only) which is a focus of our report but available in 2011 data only.
- overall education-related childcare, especially in charts and tables, is also referred to as (pre-)primary.
- with no inter-temporal data available for EU15 or EU27, it is impossible to calculate overall changes in employment. Looking at developments in countries for which data were available, we still tried to estimate most likely outcomes.
- we were only able to map developments by country bars for available years (instead of changes) - a method that allows us to reveal trends despite missing data. Yet, if only one (or no) data point is available, countries are not mentioned in the trend analysis.
- below figures and tables include countries with reportable data only. Unreported values are either 'missing' or unreliable.

5. Results of analysis – employment situation and trends

Exploring the structure and size of employment in the childcare and social inclusion services sector in Europe today, it quickly becomes obvious that employment levels, working conditions and contractual arrangements differ from country to country. Yet, in all countries, both childcare and social inclusion services are characterised by a very high share of female workers and – in countries with generally high(er) part-time – a higher than country average share of part-time. While in education-related childcare, the share of female workers is always higher than on country average but varies throughout countries, social inclusion services and non-educational day-care are characterized by an EU-wide quite similar (and higher) extent of female workers.

In 2011, education-related childcare accounted for 2.6% of total EU27 employment, the sub-segment of pre-primary education for 0.8%. Shares in total employment at country level ranged from 1.4% in Romania to 7.1% in Malta. Unlike what was found for the health and social work sector (European Commission, 2012d), there seems to be no overall growth trend (neither as a share of total employment nor in absolute figures) in education-related childcare. Yet, a cautious estimate reveals increases in employment (approx. + 100,000 workers) throughout the EU between 2007 and 2011, realized in certain countries only.

In 2011, social inclusion services and non-educational day-care employed nearly 3.5% of all EU workers, ranging from a share of 0.4% in Turkey to nearly 12% in Denmark. With a visible growth of employment in social inclusion and non-educational day-care (approx. + 600,000) from 2004 to 2007, the childcare and social inclusion services sector overall has become a substantial provider of jobs. Yet, the outlook is less clear for 2007 to 2011 where jobs seem to have been lost again (approx. - 200,000), especially in France and Germany, probably due to the crisis. The net increase between 2004 and 2011 is around +400,000.

The following analysis offers a detailed picture of the employment situation in both sectors as well as developments over time. Detailed data can be found in the Annex.

5.1. Employment in education-related childcare

This section presents the current situation of employment in education-related childcare in 2011. As far as possible, the analysis distinguishes between employment in pre-primary education (i.e. in kindergartens and pre-schools) and employment in total education-related childcare, which includes not only employment in pre-primary but also primary education (in schools).

In a second step, the analysis will be enlarged to cover trends in the last decade, from 2001 to 2011. Data points available are 2001/2004/2007/2011. Due to the amount of unreliable and missing data, the trend analysis could only be done for total education-related childcare (and does thus include both pre-primary and primary education).

5.1.1. Current situation

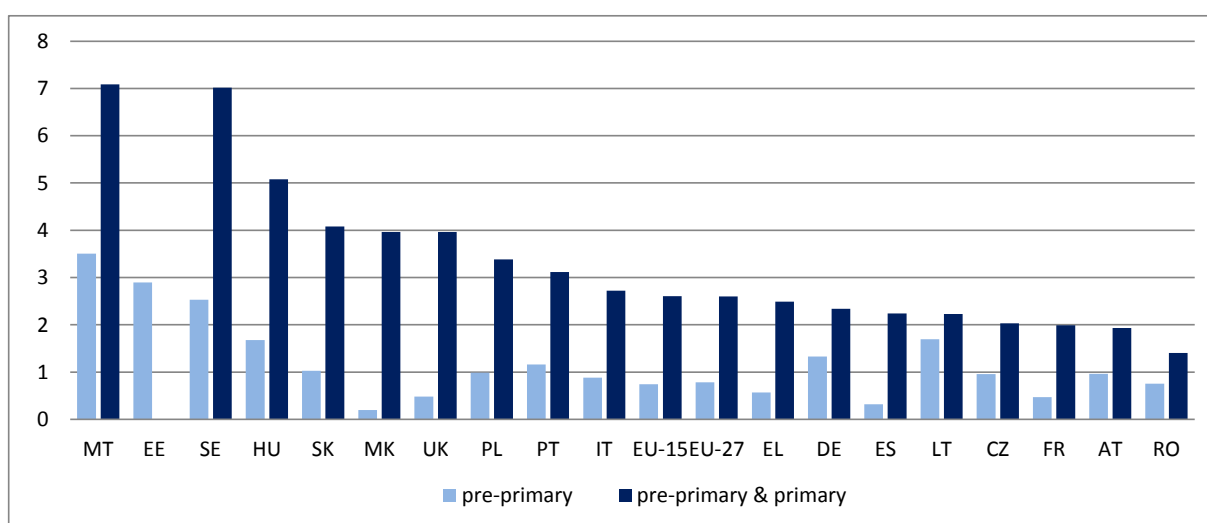
The size of a sector in an economy can be determined in two ways, (1) the actual number of people working there and (2) the share of workers in relation to all workers in the economy. The distinction of these concepts is important when looking at changes (growth) over time, since changes in share refer to the relative importance of a sector while changes in number can show creation or loss of jobs – and thus indicate (new) employment chances or potentials.

Share of workers approach: In 2011, the size of the education-related childcare sector – as share of total employment (shown by the darker bars in the following figure) – varied between countries, ranging from 1.4% in Romania to 7.1% in Malta. The size of education-related childcare was larger than EU27 average (2.6%) in Malta (7.1%), Sweden (7%), Hungary (5.1%), Slovakia (4.1%), the Former Yugoslav Republic of Macedonia and United Kingdom (4% each), Poland (3.4%), Portugal (3.1%) and Italy (2.7%).

The share of employment in pre-primary education (i.e. only in kindergartens and pre-schools) was smaller and ranged from 0.2% in Former Yugoslav Republic of Macedonia to 3.5% in Malta.

The distinction in these two categories also nicely hints at differences in educational systems in Europe. While some countries rely more on (longer) pre-school and later school systems, others start out with primary school quite early – a fact that is reflected in the size of and within-country difference between pre-primary and primary education: Much higher dark bars indicate a dominance of school over pre-school activities. Of course the number of staff per child also plays a role.

Figure 2: Share of education-related childcare in total employment, 2011 (%)



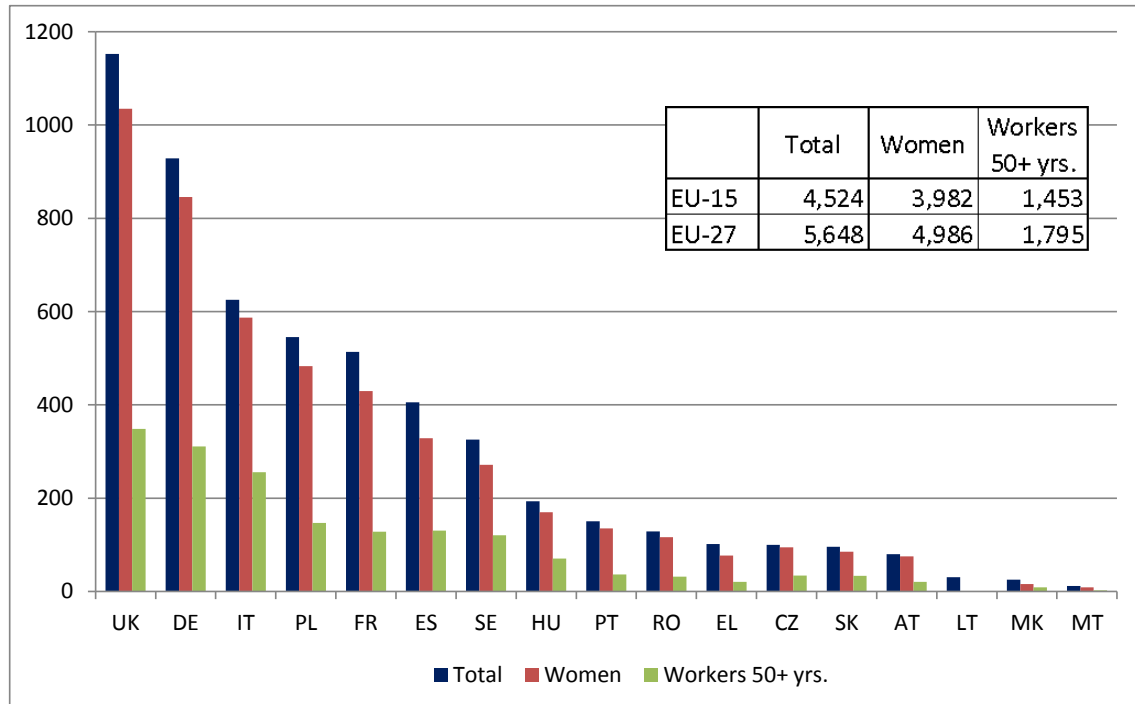
Source: IHS based on Eurostat (2012a, 2012b, 2013a).

In 2011, the absolute number of workers in education-related childcare in the EU27 amounted to 5.648 Mio. Out of these, female employment accounted for nearly nine tenth (4.986 Mio. or 88.3%) while older workers made up nearly one third (1.795 Mio. or 32%) of the sector's employed persons.

At country level, employment in the education-related childcare sector shows varying combinations of total employment, female employment and shares of older workers. While the United Kingdom (1.153 Mio.) and Germany (0.929 Mio.) were the countries with the highest absolute number of overall (but also female and older) workers in education-related childcare, Italy (with 0.626 Mio. workers in this sector) had by far the largest share of older workers (0.256 Mio. or 41%).

The share of female workers in the sector was above EU27 level in more than half of the countries (for which data was available) and highest in the Czech Republic (0.095 Mio or 95%), Austria (0.075 Mio or 94%) and Italy (0.587 Mio. or 94%).

Figure 3: Number of employed in education-related childcare (in thsd.), 2011



Source: IHS based on Eurostat (2012a, 2013a).

A more detailed investigation of employment by socio-demographic characteristics gives more information about the structure and composition of workers in this sector.

Employment by socio-demographic characteristics

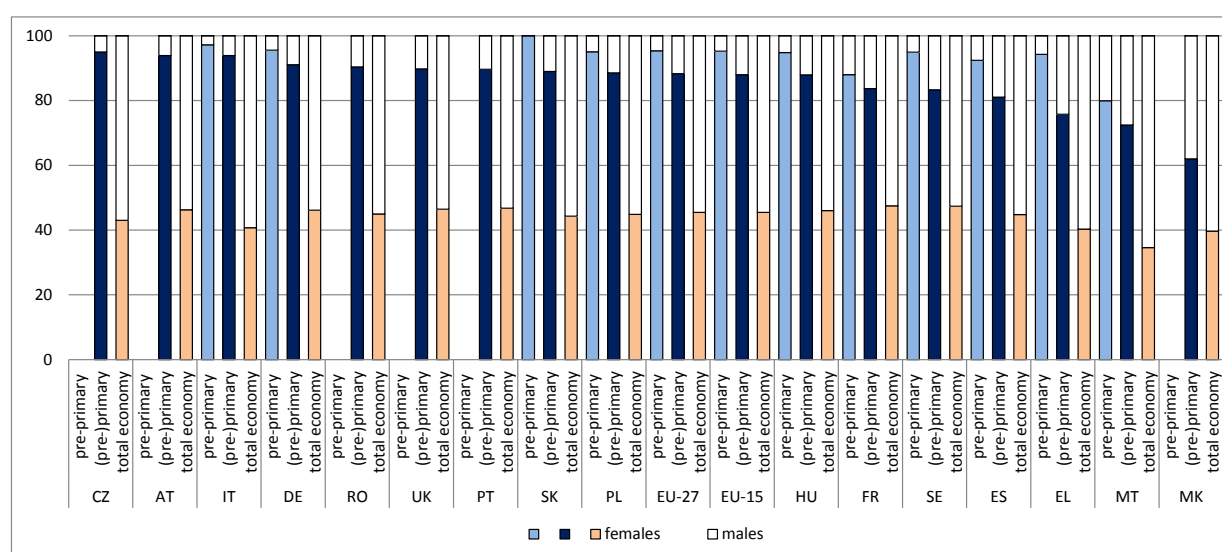
As already pointed out, an analysis of employment by gender shows that the share of female workers in education-related childcare is generally much higher than on country average. This is true for all countries. In pre-primary education (i.e. when looking at kindergartens and pre-primary school only), the dominance of female employed is even stronger.

With an average share of female workers at 45.5% for all EU27 countries, the share of female workers in education-related childcare at 88.3% strongly exceeds this level. In

the subsector of pre-primary education it amounts to EU-wide 95.4%, confirming the general observation that early education lacks balanced male engagement.

In country comparison, the share of women in education-related childcare is highest in the Czech Republic (95%) and lowest in Macedonia (62%). The largest difference between the overall country level and that in the sector is found in Italy and the Czech Republic. Detailed country data can be found in the Annex.

Figure 4: Comparison of gender split in employment in education-related childcare and the whole economy, 2011 (%)



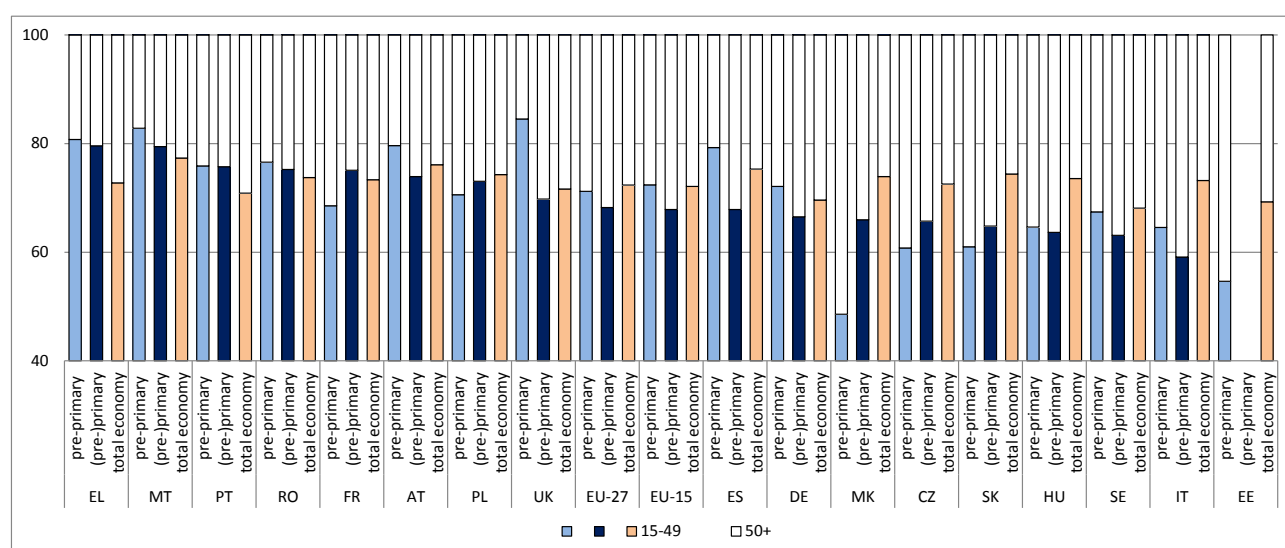
Source: IHS based on Eurostat (2012a, 2012b, 2013a); Notes: Low data reliability for EL, ES, HU, PL (pre-primary) and AT in (pre-)primary).

The analysis by age shows that older workers make up a visible share of those employed in education-related childcare. Below figure compares countries in terms of age, with the older workers in the age group of 50 years and older and the ‘younger’ workers aged 15-49 years.

In 2011, the share of older workers in kindergartens and pre-primary schools (first bar in chart) varies between 15% of all workers in the UK and 51% in the Former Yugoslav Republic of Macedonia (MK). EU27 average is at 29%. The share of older workers in primary and pre-primary education (now including schools) varies from 20% in Greece to 41% in Italy. EU27 average is at 32%.

Compared to the overall share of older workers in the EU, that in education-related childcare is slightly (but not much) higher. Country-wise, the share of older workers in education-related childcare is much higher than on country average in Italy, Hungary, Slovakia and the Former Yugoslav Republic of Macedonia but lower than average in Greece and Portugal – where fewer older workers work in this sector.

Figure 5: Comparison of age split in employment in education-related childcare and the whole economy, 2011 (%)



Source: IHS based on Eurostat (2013a, 2013b); Notes: Low data reliability in MK (pre-primary).

An additional grouping by age and gender for the few countries with sufficient data depths shows two types of older worker engagement in this sector:

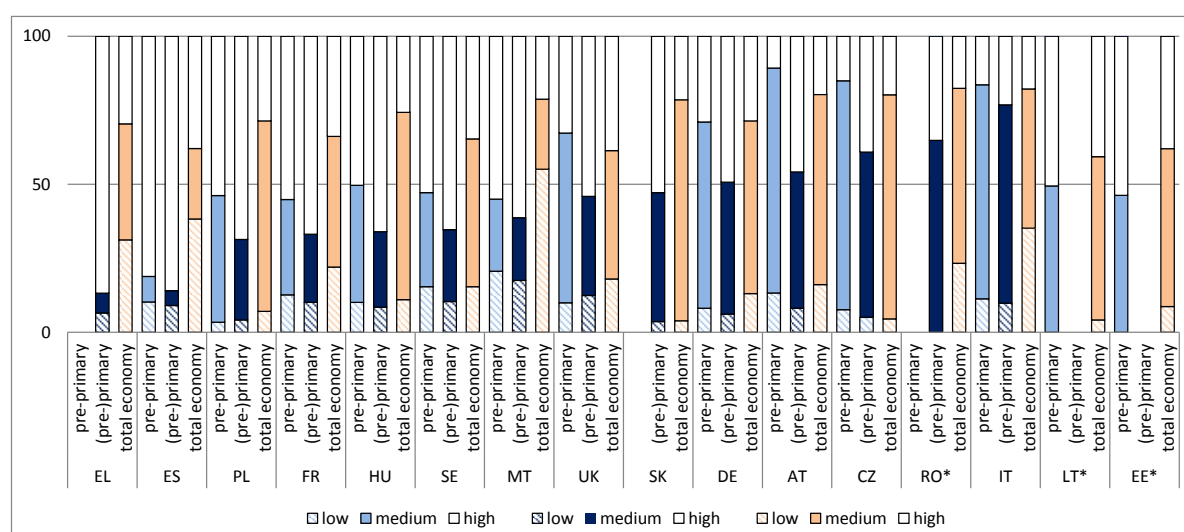
- Higher share of older female workers in pre-primary but of older male workers in (pre-)primary education: DE
- Higher share of older male workers in both categories: EU27, FR, IT

With a higher share of older workers in education-related childcare – and the already mentioned growth in this sector – there might well be job opportunities for older male and female workers. Above country grouping seems to reflect traditional job choices and gender relations in welfare systems. Yet, recent or up-coming job opportunities may not reflect such (rather outdated) individual choices.

Regarding the educational levels of those employed in education-related childcare, we find an overall predominance of higher education levels (ISCED 5 and 6, i.e. university education) – which can simply be explained by the fact that teachers are often university graduates or similar. While for the total economy (orange bars) the share of employed with high education ranges from 41% in Lithuania to 18% in Italy and Romania, for education-related childcare (dark blue bars) it varies between 87% in Greece (86% in Spain) to 23% in Italy.

Depending on the curriculum for kindergarten and pre-school teachers, education levels in pre-primary education (light blue bars) are either higher or lower than on country average. The share of highly educated is highest in Spain (81%) while lowest in Italy (16%), the Czech Republic (15%) and Austria (11%).

Figure 6: Comparison of education levels of employed in education-related childcare and the whole economy, 2011 (%)



Source: Eurostat (2012a, 2012b); Notes: low (ISCED 1+2), medium (ISCED 3+4), high (ISCED 5+6); * medium plus low education level; low reliability for pre-primary in AT, ES and PL; 'no answer' excluded.

When investigating the nationality of those employed in education-related childcare, we can only resort to actual nationality and not 'country of origin'. Based on actual citizenship (and the few data available for such detailed analysis), employment of foreign citizens in education-related childcare is found to be lower than on country average.

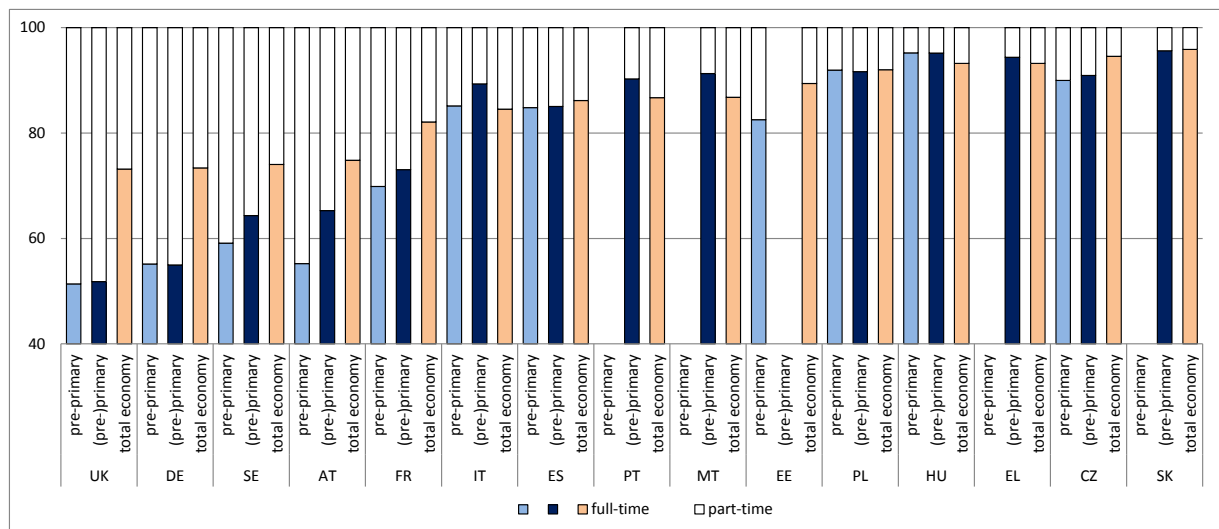
Employment by working conditions

Turning to employment by working conditions, we first investigate the prevalence of part-time in education-related childcare. Part-time work is generally more predominant in education-related childcare than in the overall economy. In Western and Northern European countries (UK, AT, SE, FR), part-time in kindergartens and pre-schools is even higher.

In 2011, the share of part-time in education-related childcare varied between 4% in Slovakia and 48% in the UK. The share of part-time was even higher in the Netherlands (around 60% in 2004/07) for which no data was available for 2011.

In countries with generally lower labour market flexibility – i.e. where part-time work is not possible or not so common – part-time in education-related childcare is lower. Countries belonging to the second type are those in Eastern and Southern Europe.

Figure 7: Full- vs. part-time in employment in education-related childcare and the whole economy, 2011 (%)



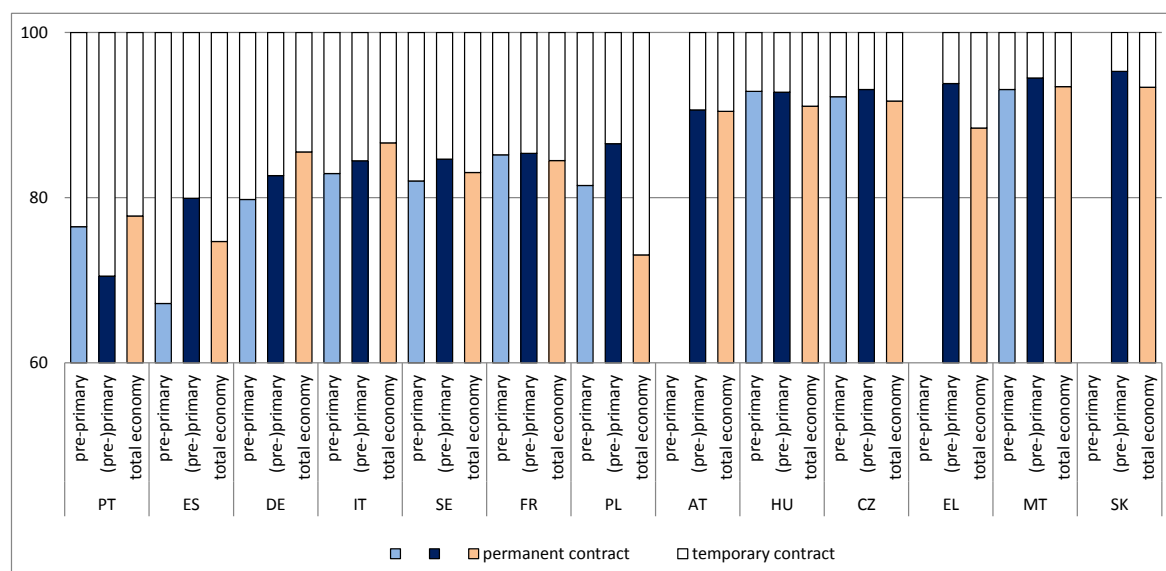
Source: IHS based on Eurostat (2012a, 2012b); Notes: distinction full- vs. part-time: spontaneous response (LFS); 'no answer' excluded; low reliability in HU, PL (pre-primary).

Temporary contracts in education-related childcare ranged from 5% in Slovakia and Greece (6%) to 30% in Portugal. Our first expectation that the sector would be different – i.e. with less contractual stability – was not confirmed. Only in Germany, Italy and

Portugal, the share of temporary contracts of those employed in education-related childcare was higher than on country average. Contrary to above finding, temporary contracts in kindergartens and pre-primary schools were nevertheless more frequent than on country average in some countries: Germany, Spain, Italy, Portugal and Sweden.

Yet, differences in contractual arrangements between pre-primary and primary sector are generally not that huge. Exceptions are Spain and Poland (with more temporary contracts in pre-primary education) and Portugal (the other way around).

Figure 8: Permanent vs. temporary contracts in employment in education-related childcare and the whole economy, 2011 (%)



Source: IHS based on Eurostat (2012a, 2013d); Notes: 'no answer' and 'not applicable' excluded; low reliability for MT, HU (pre-primary) and MT (pre-primary).

Scatterplot 2011 – summary of female employment and part-time

As known from previous studies (Esping-Andersen, 1990; Esping-Andersen et al, 2002; Boje et al, 2007; Haas, 2005; Gautier, 2012; Gstrein, Mateeva, Schuh, 2007; Gstrein, Mateeva et al, 2011), high shares of female workers in a sector are often linked to high(er) shares of part-time work, at least in countries where part-time is seen and available as a method of combining work and family. Since it is dominantly women

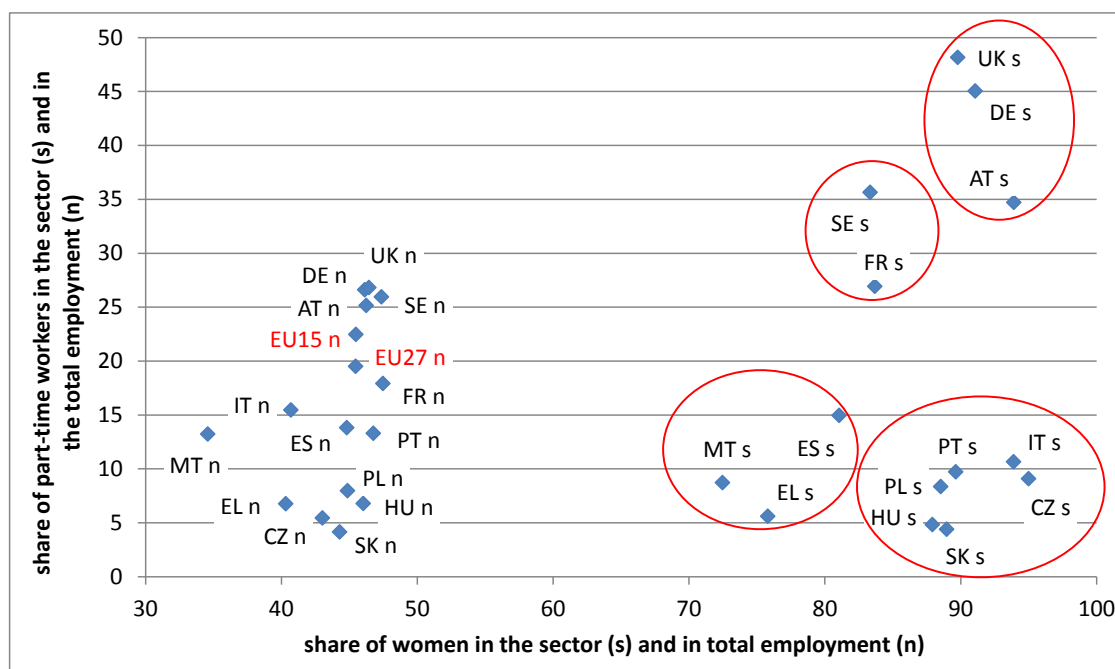
that resort to part-time work, gender segregated work domains – as education-related childcare – often tend to correlate with ‘gendered’ working conditions, one of them reduced working time.

The next figure nicely shows various family-work patterns adopted in EU countries, patterns that seem to be similar to that of the classical welfare state grouping by Esping-Andersen (1990; 2002). Although not all countries offer data on part-time employment in this sector, the picture is quite clear: Primary and pre-primary education are characterised by high shares of female employment (70-95%) but varying levels of part-time.

Compared with country-averages, the share of women in education-related childcare is higher while the share of part-time employment is higher only in countries with overall high part-time work (DE, AT, UK, SE and FR). In countries where labour markets are not so flexible, part-time also remains low in education-related childcare (southern and eastern European countries).

The result is the following: While very high shares of women (90-95%) coexist with rather high shares of part-time (35-50%) in conservative and liberal regimes (German-speaking countries and the UK), former socialist countries (Hungary, Poland, the Czech Republic and Slovakia) as well as Italy and Portugal show similar shares of women at much lower levels of part-time (up to 10%). Relatively lower (but still high) shares of women coexist with medium level part-time in regimes such as social-democratic (Sweden) and conservative (France) – where full-time employment policies prevail, while traditional Southern countries (Spain, Greece and Malta) combine lower (but still high; 70-80%) shares of women in this sector with relatively low part-time.

Figure 9: Share of female workers vs. share of part-time in education-related childcare and the whole economy, 2011 (%)



Source: IHS based on Eurostat (2012a, b); Notes: Sector (s), total economy (n); low reliability for gender AT; 'no answer' excluded.

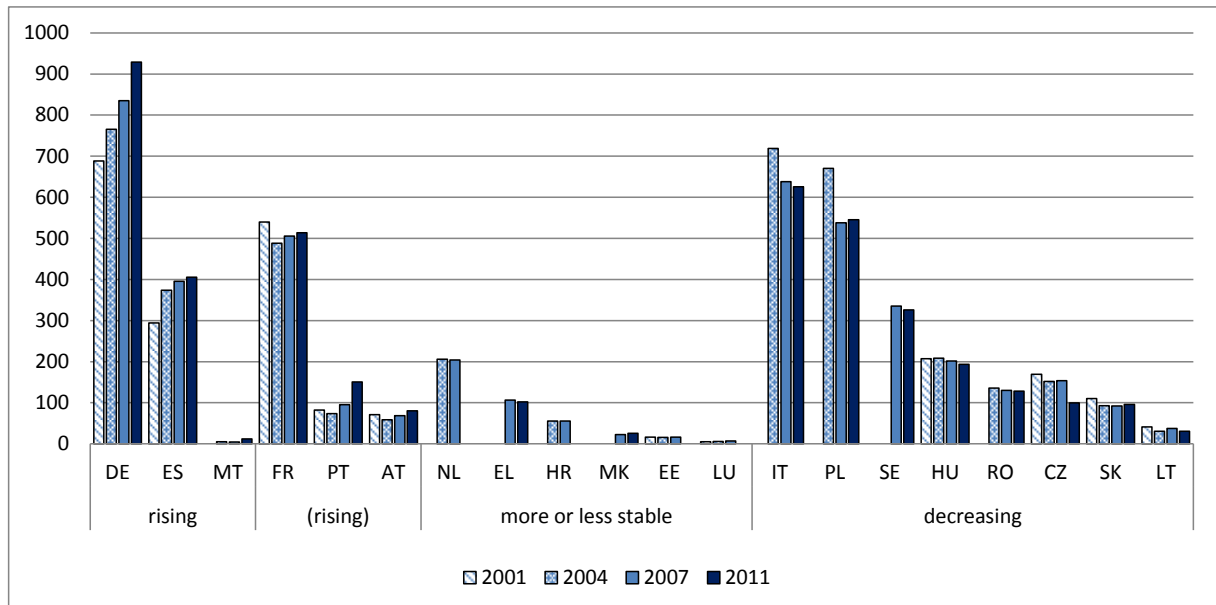
5.1.2. Employment trends

As already mentioned, employment trends in a sector can be looked at in terms of absolute figures (change in actual number of workers) or changes in the share of sectoral employment within the total economy (gain or loss of overall importance).

Absolute figures: For those 20 countries where data was available at the required 3-digit level, the analysis shows four trend patterns for education-related childcare for the last decade (mapped by the years 2001/2004/2007/2011): There are countries with

- rising numbers of workers: DE, ES, MT,
- first falling then rising number of workers: AT, FR, PT
- more or less stable numbers of workers: EE, EL, HR, LU, MK, NL
- decreasing numbers of workers: CZ, HU, IT, LT, PL, RO, SE, SK

Figure 10: Development of number of employed in education-related childcare, 2001/2004/2007/2011 (in thsd.)



Source: IHS based on Eurostat (2012a).

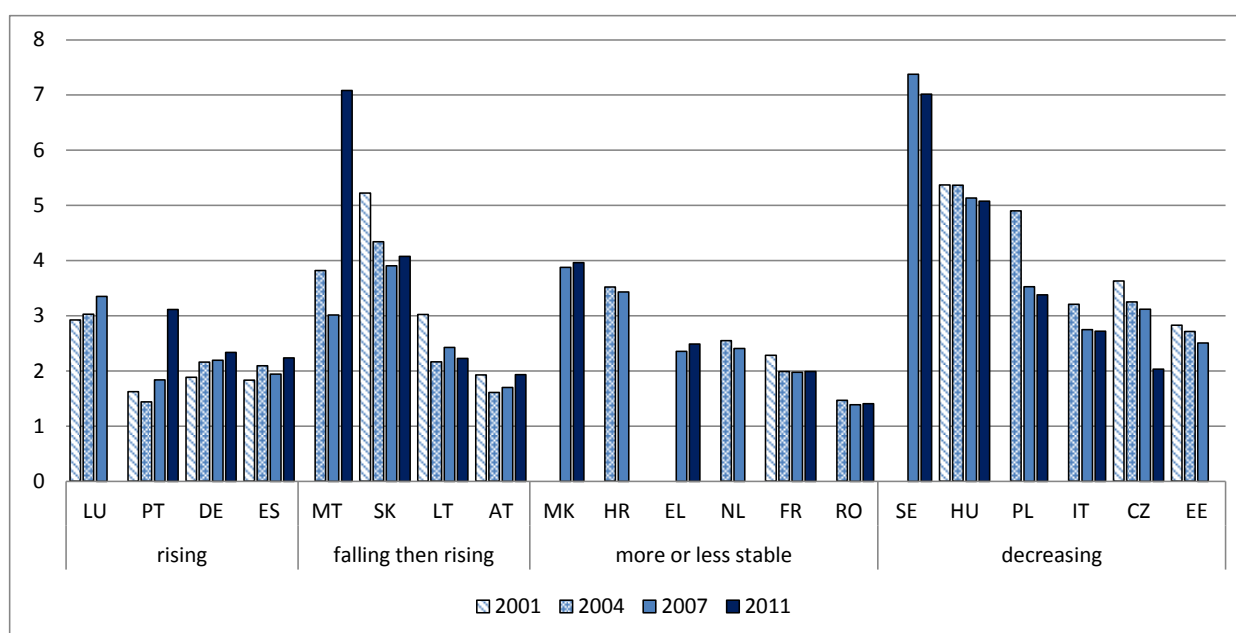
Due to a lack of data in 2001, it is not possible to calculate changes in employment for the last decade. When trying to estimate the most likely change from 2007 to 2011 – and under the condition that we disregard countries with missing data in either year – we find a slight increase of people employed in education-related childcare of approx. + 100,000 for the whole EU. Yet, one should realize from above mapping of employment data, that such growth was unevenly distributed throughout the European Union.

Share of the sector: Another approach to reveal the importance of a sector is to look at its size and development within a country's economy. In 2011, the size of education-related childcare – measured as a share of total employment - ranged from 1.4% in Romania to 7.1% in Malta. What changes over time can be detected? Again, the available data reveals four trend patterns for the share of education-related childcare for the last decade: There are countries where education-related childcare (as also visible in below figure) showed a

- rising share: DE, ES, LU, PT
- first falling then rising share: AT, LT, MT, SK

- more or less stable share: EL, FR, HR, MK, NL, RO
- decreasing share: CZ, EE, HU, IT, PL, SE

Figure 11: Development of share of education-related childcare in total employment, 2001/2004/2007/2011 (%)



Source: IHS based on Eurostat (2012a, 2012b); Notes: break in series – IT and AT (04); PT (11).

Although the analysis by employment shares shows quite similar results to that of the number of employed, different interpretations apply. While the analysis of absolute employment figures allows for conclusion about employment growth or decline in a sector – and thus possible new job opportunities – the analysis of sectoral size (shares) does only indicate the relative importance (and its changes) of a sector.

From above analysis of the last decade, it can be concluded that

- new job opportunities in education-related childcare arose in Germany, Spain and Malta, to lesser extent also in Austria, France and Portugal. On the other hand, it seems that jobs were lost in education-related childcare in the same period in the Czech Republic, Hungary, Italy, Lithuania, Poland, Romania, Sweden and Slovakia.

- education-related childcare was relatively stable throughout the crisis (2007-2011), with the exception of the Czech Republic (-), Malta (+) and Portugal (+).
- the relative importance of the sector (share of total economy) grew in some countries only (Germany, Spain, Luxemburg and Portugal)

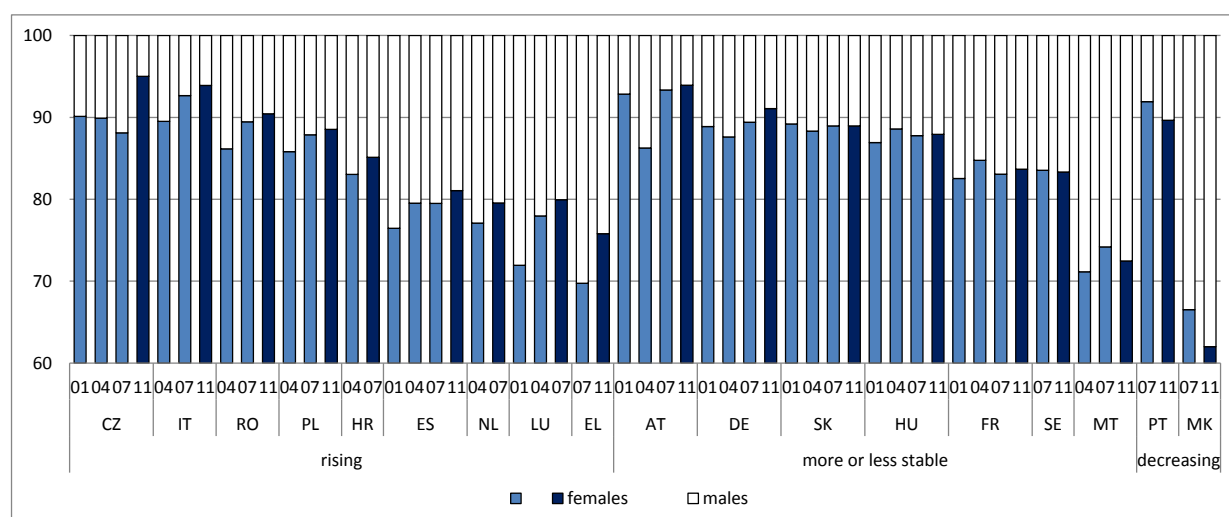
Change in employment by socio-demographic characteristics

Looking at gender and based on the limited number of observations, it appears that the strong pre-dominance of female workers remains a fact in all EU countries and has even increased in many of them over the last decade. In 16 out of the 18 countries, female shares increased or remained (more or less) constant.

- More or less constant gender shares were observed in seven countries: Sweden, Slovakia, Malta, Hungary, France, Germany and Austria.
- Increasing shares of women were observed in nine countries: Romania, Poland, the Netherlands, Luxemburg, Italy, Croatia, Spain, Greece and the Czech Republic.

Exceptions are Portugal and the Former Yugoslav Republic of Macedonia, where the share of females within those employed in education-related childcare decreased.

Figure 12: Development of gender split (Share of women) in employment in education-related childcare, 2001/2004/2007/2011 (%)



Source: IHS based on Eurostat (2012a); Notes: low reliability for AT (01/07/11), HR (04/07), MT (04).

When investigating the age-structure of the employed in education-related childcare over time, we see that the sector is generally dominated by young and middle aged workers (15-49 years). Nevertheless, older workers (50+ years) account for EU-wide one third (32%) of the employed in 2011, with their share increasing in most countries over the last decade. Exceptions are Greece, Luxemburg, the Former Yugoslav Republic of Macedonia and Malta, where shares of older workers decreased. Romania shows fluctuating but more or less stable shares.

Of course developments in the following chart also reflect the general ageing of the work force in Europe. Some of those that were still part of the younger age group in 2001 have – by becoming 10 years older – automatically changed into the second group. Yet, together with our estimate of generally more jobs in this sector from 2007 to 2011, we find that some countries combine an increased absolute number of employed with increased shares of older workers in this time period. This may suggest a provision of new jobs for older workers, at least as reflected in the 2007-2011 data (see chart).

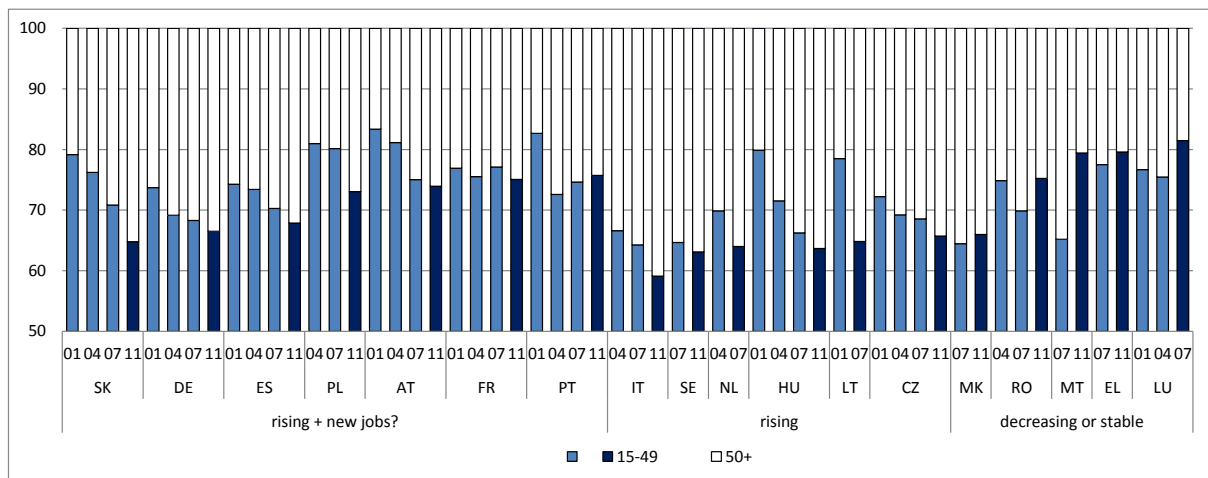
When looking at the actual figures (and as far as data was available), an increase in the absolute number of both total employed and older workers in the sector between 2007 and 2011 is observable in Austria, Germany, Spain, France, Poland and Slovakia. In Portugal, although both figures increased, the share of older workers fell due to higher growing employment in the 15-49 yrs. age group. In Hungary, Italy and Sweden, the absolute number of older workers increased although total employment in the sector decreased – most likely an ageing effect in the work force.

Looking at the gender split of older workers, an increase in the absolute number of older female workers in education-related childcare in these countries between 2007 and 2011 may point to new jobs for older women. Actual figures (as far as available) confirm this, showing that most of (if not all) the increase in 50+ employment is due to higher employment of older women. Although some of this effect is surely due to an ageing of the workforce itself, the strength of this effect in some countries suggest increased older female activity in this sector. Strong increases of 50+ female

employment (in absolute numbers) are observed in Germany, Poland and Italy, milder increases in Spain, France, Slovakia, Sweden and Hungary.

What remains open at this stage is whether this is due to interesting job opportunities in a growing sector or the fact, that workers are made redundant or cannot find a job in another field and thus resort to less prestigious, low skill and thus less-paid jobs.

Figure 13: Share of older workers in education-related childcare, 2001/2004/2007/2011 (%)



Source: IHS based on Eurostat (2013a); Notes: low reliability for LT (01/07), LU (01).

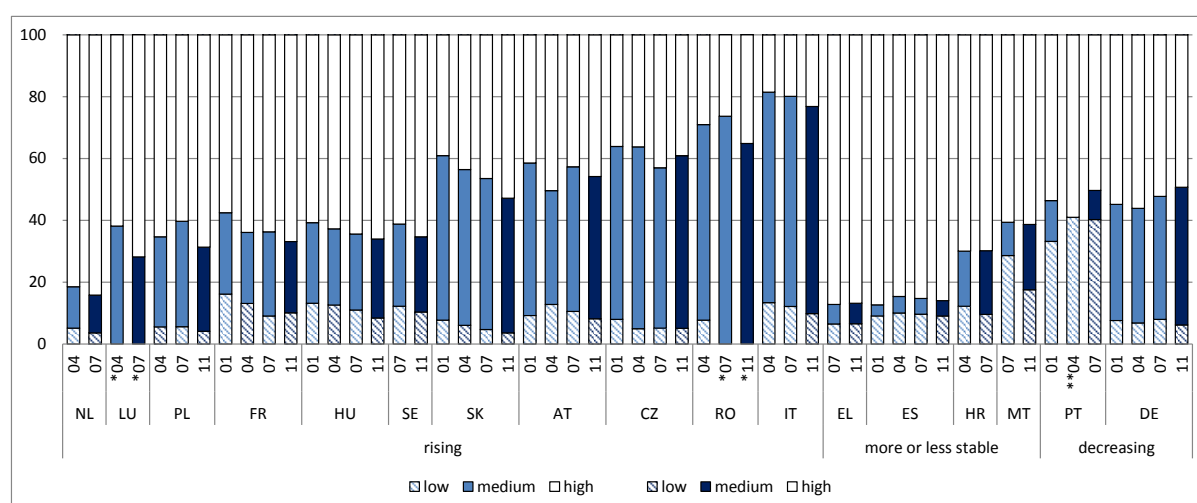
Due to the fact that employment in education-related childcare requires in general a certain pedagogical formal education, many of the jobs are for the highly educated. This became visible in the 2011 analysis and is confirmed when looking at developments in educational levels in European countries over time. Below figure, which maps changes in the composition of education levels over the last decade, confirms the prevalence of large shares of highly educated workers in education-related childcare. Countries fall in one of the three categories:

- rising share of the highly educated: AT, CZ, FR, HU, IT, LU, NL, PL, RO, SE, SK
- (more or less) stable share of highly educated: EL, ES, HR, MT
- decreasing share of highly educated: DE, PT

What is also interesting to see – since it was not in the 2011 analysis due to a lack of data – is that in Portugal, employed with medium education levels are nearly non-existent in education-related childcare. Southern European countries (Spain, Italy and Portugal) have very different compositions of education in their employed – a fact that remains more or less unchanged over time. Greece is similar to Spain.

Our assumption that new jobs in this sector might be of lower quality only is not confirmed in the data. Although the education analysis does not reflect the whole picture because it excludes (a few) non-responses, we find that in countries where more jobs were created between 2007 and 2011, the share of low skilled jobs has in general not increased. Thus, new jobs seem to have been created at similar (or higher) qualification levels than before. The analysis of absolute figures confirms this.

Figure 14: Development in educational levels in employment in education-related childcare, 2001/2004/2007/2011 (%)



Source: IHS based on Eurostat (2012a); Notes: * medium includes low; ** low includes medium; low reliability for AT (01/04), FR (04), HR (04, 07), MT (07), RO (04); 'no answer' excluded.

Employment by working conditions

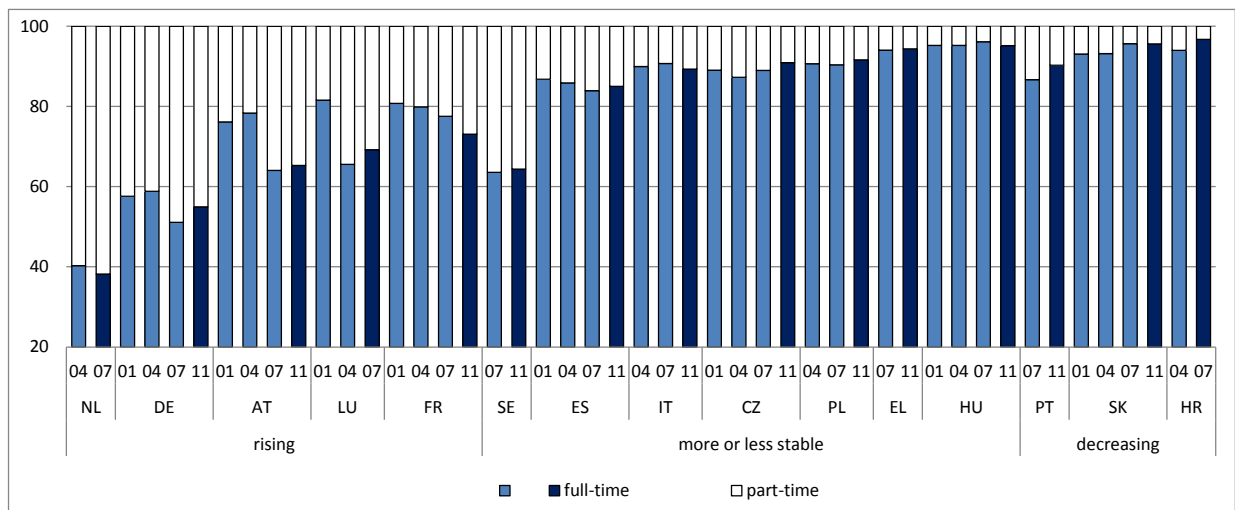
Part-time employment –which was shown to be between 4% and 48% in 2011 (with the Netherlands scoring around 60% but no data for that year) – has been increasing or more or less stable in the last decade. Yet, countries show varying developments, not

least influenced by existing labour market flexibility and thus part-time on offer. The share of part-time in education-related childcare over the last decade was

- rising in AT, DE, FR, LU, NL
- (more or less) stable in CZ, EL, ES, HU, IT, PL, SE
- decreasing in HR, PT, SK

It seems that in countries with lower labour market flexibility part-time remained at similar levels over time. Such countries are those in the South of Europe and post-socialist countries. In contrast, part-time seems to have risen in the last decade in countries where such type of employment is seen as a good way to combine work and private or family life. More flexible labour markets seem to foster such increases over time, such as in Austria, Luxembourg, France, the Netherlands and Germany. Looking for changes in the structure of part-time and gender over time, we could not detect any reportable shifts.

Figure 15: Development of part-time in employment in education-related childcare, 2001/2004/2007/2011 (%)



Source: IHS based on Eurostat (2012a); Notes: low reliability for HR 04/07, LU 01; 'no answer' excluded.

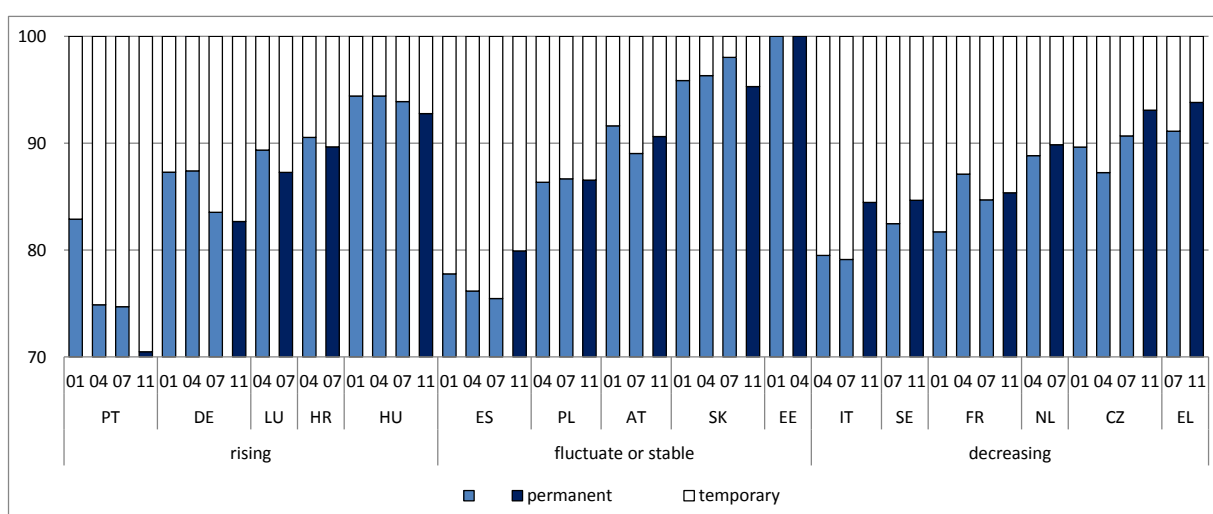
The overall contractual situation in education-related childcare has changed little over the years. During the last decade (at least as far as we can see from our data, mapped in below figure), the shares of temporary contracts (slightly)

- increased in DE, HU, LU, PT, HR
- remained (more or less) stable in PL, EE
- fluctuated: first rose then fell in ES and AT; first fell then rose in SK
- decreased in CZ, EL, FR, IT, NL, SE

Note again that, as in 2011, overall levels of temporary contracts differ between countries. Yet, rises of temporary contracts in education-related childcare were quite high in Germany and Portugal, where they increased by +12pp (PT) and +5pp (DE) between 2001 and 2011.

When looking at gender in temporary contracts, we find that Germany shows rising (and higher than female) shares of male temporary contracts in 2011. Other countries where men have more temporary contracts in education-related childcare (yet without major changes in the last decade) are Hungary, Italy, Poland and Sweden.

Figure 16: Development of temporary contracts in employment in education-related childcare, 2001/2004/2007/2011 (%)



Source: IHS based on Eurostat (2012a); Notes: 'no answer' and 'not applicable' excluded; low reliability for AT (01), HR (07), EL (11), FR (04), LU (04, 07), SK (04, 07)

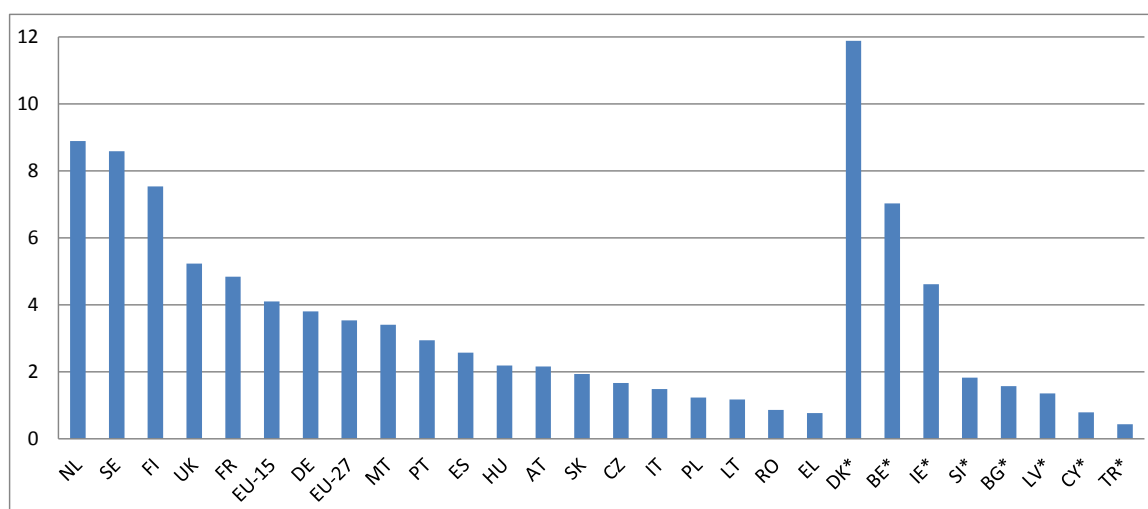
5.2. Employment in social inclusion services and non-educational day-care

This section provides an analysis of the current situation and employment trends in social inclusion services and non-educational day-care, i.e. social services for elderly, disabled and people with mental health problems, day-care for children, social counselling, welfare, ... Again we look at the share of workers in the total economy as well as absolute numbers of employed.

5.2.1. Current situation

Share of workers approach: In 2011, the size of the sector of social inclusion services and non-educational day-care as a share of total employment varied between 0.4% in Turkey and nearly 9% in the Netherlands. The relatively high share in Denmark (12%) may be partly explained by the fact that (in all countries with *) nursing care facilities could not be excluded from the data and might thus increase the share.

Figure 17: Share of social inclusion services and non-educational day-care in total employment, 2011 (%)



Source: IHS based on Eurostat (2012a, 2012b, 2013a); Notes: * includes nursing care facilities.

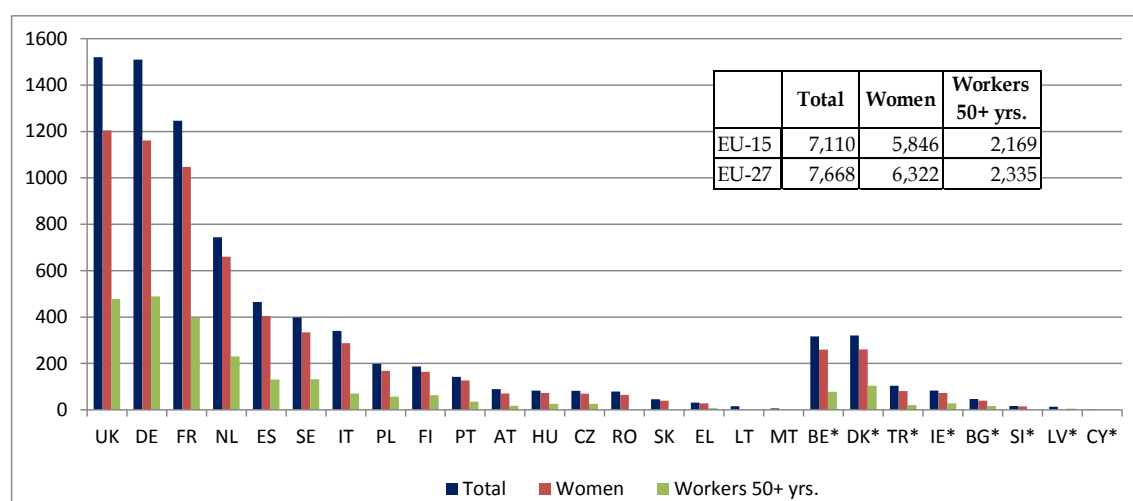
Comparatively high shares are observed in Northern European countries (NL, SE and FI) while the sector's share is particularly low in Southern European countries (IT, EL,

CY and TR) as well as some Eastern European countries, most remarkably in Romania, Poland, Lithuania and Latvia. At EU average, the sector accounted for 3.5% of total employment.

Absolute number of workers approach: In 2011, the number of employed in social inclusion services and non-educational day-care in the EU27 amounted to 7.668 Mio. Women accounted for nearly eight tenth of these workers (6.322 Mio. or 82.4%), while older workers made up nearly one third (2.335 Mio. or 30%) of the sector's workforce.

At country level, the United Kingdom (1.520 Mio.), Germany (1.510 Mio.) and France (1.246 Mio.) were the countries with the highest absolute number of overall (but also female and older) workers in social inclusion services.

Figure 18: Number of employed in social inclusion services and non-educational day-care (in thsd.), 2011



Source: IHS based on Eurostat (2012a, 2013a); Notes: low reliability for SI (50+yrs.).

The share of female workers within the sector was above EU27 level in more than half of the countries for which data was available. The share of older workers within the sector was highest in Latvia, Bulgaria, Finland and Sweden.

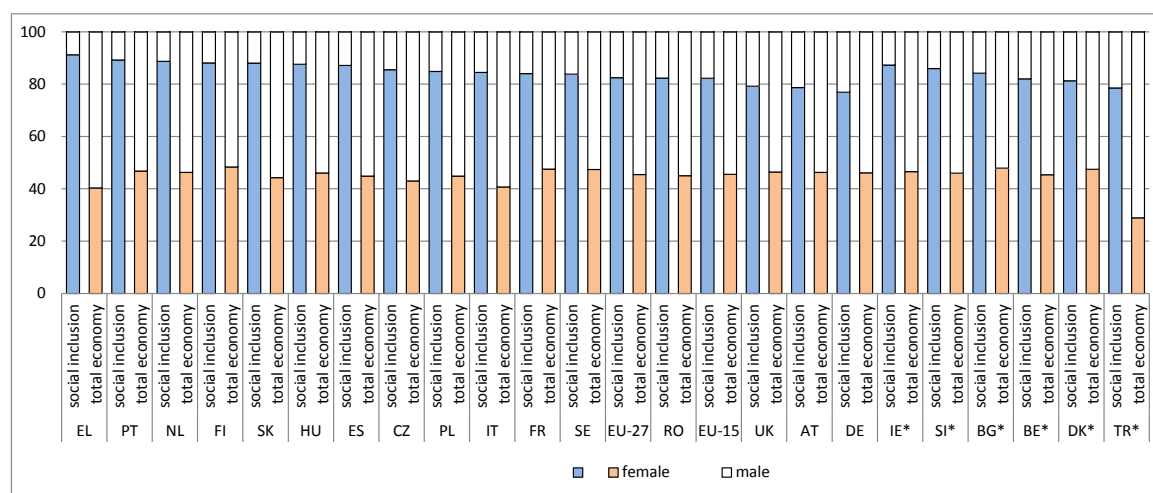
The following discussion of socio-demographic characteristics and working conditions will reveal similarities and differences between the sector and the overall economy.

Employment by socio-demographic characteristics

As in education-related childcare, an analysis of employment by gender shows that the share of female workers in social inclusion services and non-educational day-care is generally much higher than on country average in all observed countries. Note again that the inclusion of nursing care facilities (in some countries) may increase female shares.

At European level, the share of female workers in social inclusion services and non-educational day-care (82.4%) also strongly exceeds the overall EU27 average of female workers (45.5%). At country level, the share of women in social inclusion services and non-educational day-care is highest in Greece (91%) and lowest in Germany (77%). It is also very high in Portugal and the Netherlands (89%), while close to but below EU27 average in Romania, Belgium and Denmark. The largest difference between overall and sectoral share of women is found in Greece and Turkey (approx. 50pp), the smallest in Germany and Austria (approx. 30pp). Detailed country data can be found in the Annex.

Figure 19: Comparison of gender split in employment in social inclusion services and non-educational day-care and the whole economy, 2011 (%)

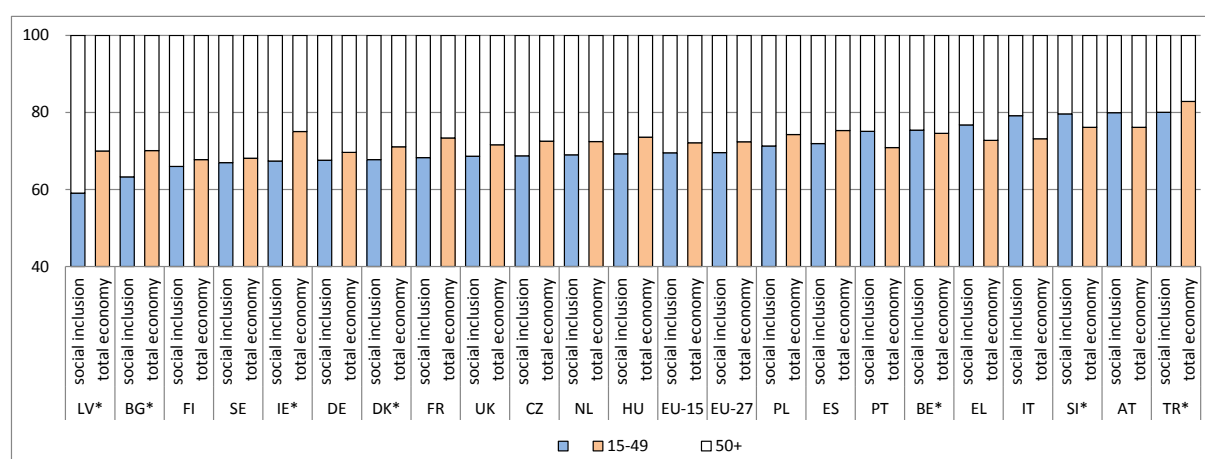


Source: IHS based on Eurostat (2012a, b, 2013a); Notes: low reliability for BG, EL, SI (social inclusion); * incl. nursing care facilities.

The analysis by age compares the shares of ‘younger’ (15-49 yrs.) and older (50 years and over) workers in social inclusion services and non-educational day-care with that in the whole economy. In 2011, the share of older workers in social inclusion services and non-educational day-care varies between two fifth (41%) in Latvia and one fifth (20%) in Austria, Slovenia and Turkey. EU27 average is at 30%, quite similar to education-related childcare.

The share of older workers in the sector is above country average in many of the observed countries; differences are largest in Latvia (11pp), Ireland (8pp), Bulgaria (7pp) and France (5pp). Exceptions are Portugal, Greece, Italy, Austria, Belgium and Slovenia, with Italy showing the largest gap between older workers in the sector and the overall economy (-6pp).

Figure 20: Comparison of age split in employment in social inclusion services and non-educational day-care and the whole economy, 2011 (%)

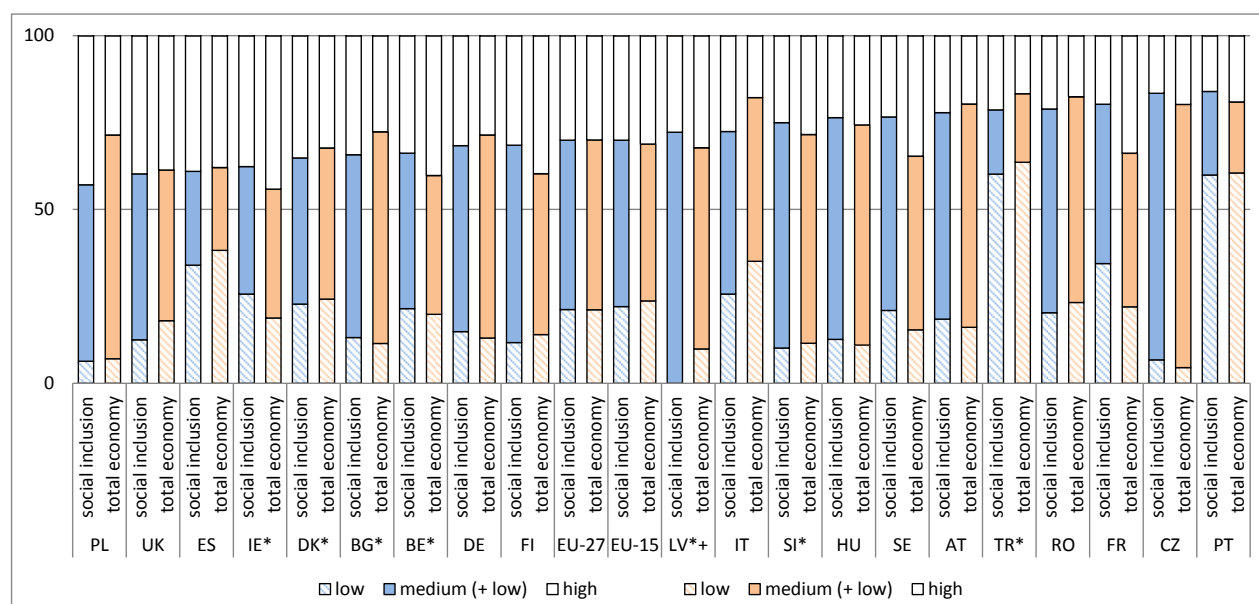


Source: IHS based on Eurostat (2012a, 2013a, 2013b); Notes: low reliability for SI (social inclusion); * includes nursing care facilities.

When looking at educational levels of those employed in social inclusion services and non-educational day-care, we find a huge difference to skill levels in education-related childcare. While the highly educated dominate in education-related childcare, those employed in social inclusion services and non-educational day-care more or less reflect overall country-wise skill splits.

At European level, the sector shows a mix of 21% with low education, 49% with middle education and 30 % with high education. Countries with the highest share of lowly educated in social inclusion services and non-educational day-care are Turkey and Portugal; the lowest share of lowly educated becomes visible in Latvia (not shown), Poland (6%) and the Czech Republic (7%). The largest share of medium education exists in the Czech Republic (77%), Latvia (72%) and Slovenia (65%). Countries with the highest skill levels of employed in the sector are Poland (43%), the UK (40%) and Spain (39%). Again, professional curricula and the structure of local educational systems might play a role in these country differences.

Figure 21: Comparison of education levels of employed in social inclusion services and non-educational day-care and the whole economy, 2011 (%)



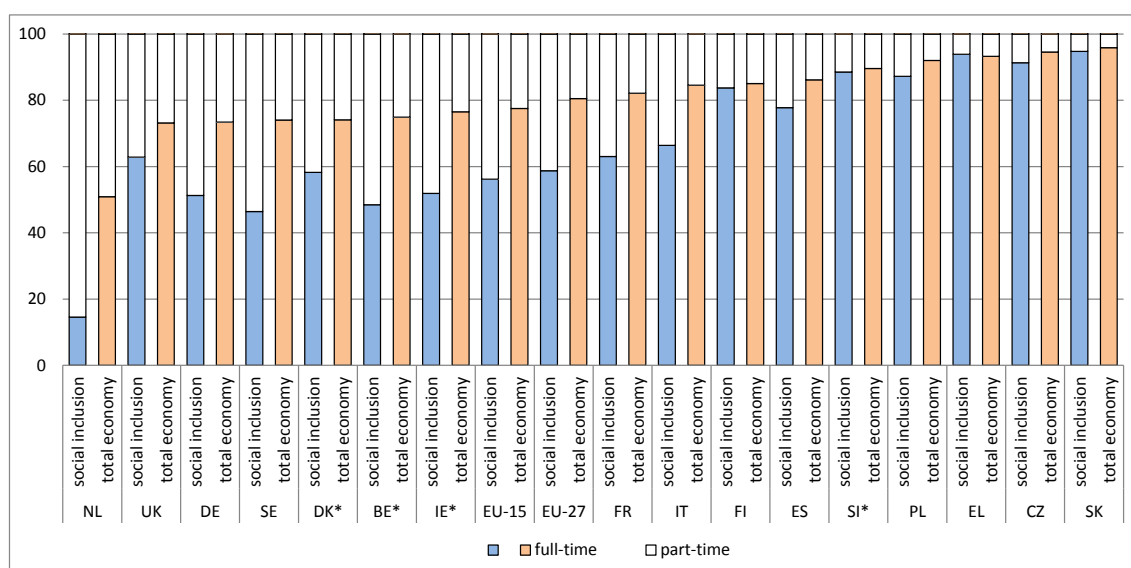
Source: Eurostat (2012a, 2012b, 2013a); Notes: low (ISCED 1+2); medium (ISCED 3+4); high (ISCED 5+6); 'no answer' excluded; * includes nursing care facilities; + low included; low reliability for BG, PL, SI (social inclusion); total economy for 15-74 years only.

The share of foreign nationals in social inclusion services and non-educational day-care (6%) is not very high, even less than on EU average. Only Ireland reports higher foreign engagement (13%). Yet, one has to be aware that this reflects only official statistics, which do not include the (reportedly growing) informal care sector.

Employment by working conditions

One of the most-discussed working conditions is the availability or prevalence of part-time in social inclusion services and non-educational day-care. Sometimes on offer to better combine work and family life, it also seems a (welcomed or disliked) reality for some professions that cater to other people's needs.

Figure 22: Full- vs. part-time in employment in social inclusion services and non-educational day-care and the whole economy, 2011 (%)



Source: IHS based on Eurostat (2012a, b, 2013a); Notes: distinction FT/PT: spontaneous response (LFS); * includes nursing care facilities; low reliability for EL, SK, SI (social inclusion); 'no answer' excluded.

As visible in above chart, the sector is characterised by a high share of part-time employment, which might have various reasons in different EU countries:

- In the Netherlands, exceptionally high part-time in social inclusions and non-educational day-care correlates with generally high shares of part-time in the overall economy. This is true for men and women.
- In Finland, although women in general work more part-time, men in this sector work part-time to a higher degree. In most countries, women dominate part-time not only in the overall economy but also in this sector.

- Female part-time in the sector is medium to high in Nordic and Central European countries (SE, BE, DE, IE, DK, the UK, FR) where part-time is seen as an important way to balance work and family obligations and where women might self-select themselves into sectors that offer such working conditions.
- Yet, some countries have less flexible labour market which do not offer similar part-time options. In our (limited data set), Poland, the Czech Republic, Slovakia, Slovenia and Greece are examples for such situation.

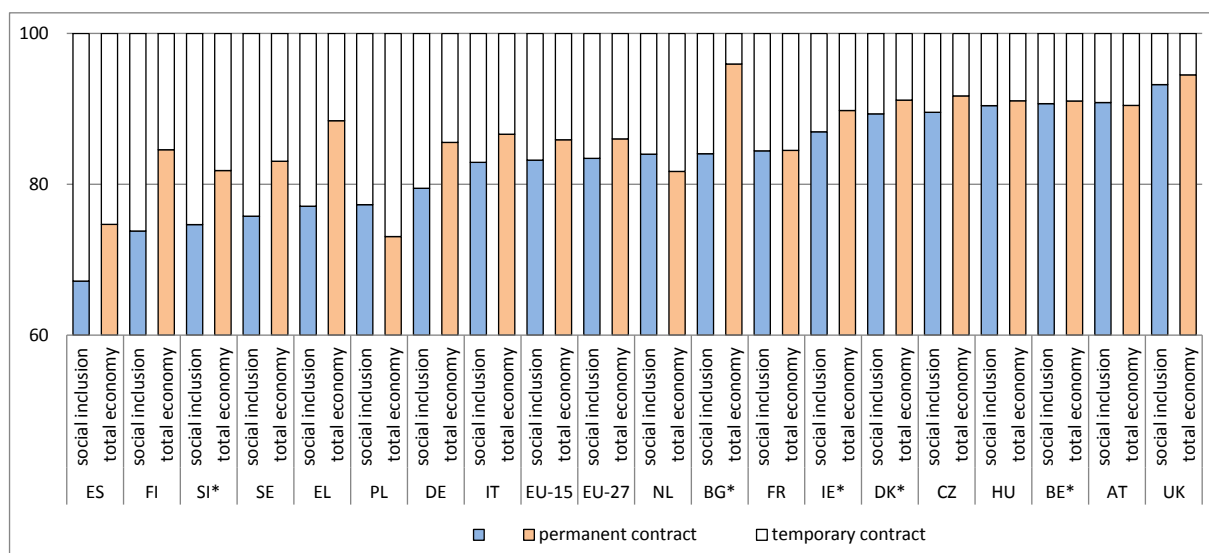
Turning to type of contract, we find visible variations between EU countries. Temporary contracts in social inclusion services and non-educational day-care in 2011 range from 7% in the UK to 33% in Spain. At EU average, temporary contracts in this sector account for 17% of all contracts, which is above EU total economy average of 14%.

The highest share of temporary contracts in this sector is found in Spain, Finland (26%), Slovenia (25%), Sweden (24%), Greece (23%) and Poland (23%) where temporary work accounts for approximately one fourth of all contracts. In all countries but Poland and the Netherlands, temporary contracts are more frequent than on country average. Note that this finding is in contrast to overall education-related childcare where temporary contracts in the sector were lower than on country average.

Investigating gender differences in temporary contracts (for detailed data see Annex) we find three distinct patterns in Europe, with the first two most dominant in the available (limited) LFS dataset:

- (more or less) similar levels: IT, UK, ES
- higher share of men: at EU27 average, DE, FI, FR, SI, SE, DK
- higher share of women: BE

Figure 23: Permanent vs. temporary contracts in employment in social inclusion services and non-educational day-care and the whole economy, 2011 (%)



Source: Eurostat (2012a, 2013d); Notes: low reliability for BG (social inclusion); * includes nursing care facilities, 'no answer' and 'not applicable' excluded.

Scatterplot 2011 – summary of female employment and part-time

The next figure combines the share of female workers and related part-time arrangements in social inclusion services and non-educational day-care in 2011. Unfortunately, the LFS does not include data for all countries. Yet, when looking at EU27 average one quickly observes what was found in above analysis: The share of female workers as well as part-time employment is much higher than average in the social inclusion services and non-educational day-care sector.

When looking at different countries, the picture becomes more complex. The often higher prevalence of part-time in social inclusion services and non-educational day-care seems to be related to the general flexibility of a country's labour market. As in education-related childcare, part-time in the relevant sector is higher when overall (country) part-time is originally higher too.

Again female workers dominate the sector: In all countries in the chart, the share of women workers in social inclusions services and non-educational childcare is much

higher than in the overall economies. Part-time work is higher too, at least in the countries with more flexible labour markets that offer such possibilities (SE, BE, DE, IE; (very high in NL - not in the chart). Another group of countries (FR, IT, DK, the UK) also shows higher part-time in the sector, although not as much higher than in the 'lead' countries. ES and FI form another group with relatively lower part-time.

It should be noted that to some extent in Greece the part-time in the social inclusion service sector is actually lower than in the overall economy. As in the analysis of education-related childcare, the southern and eastern European countries show higher shares of female workers but similar to overall country part-time shares (visible as a 'shift to the right' in below chart).

Figure 24: Share of female workers vs. share of part-time in social inclusion services and non-educational day-care, 2011 (%)



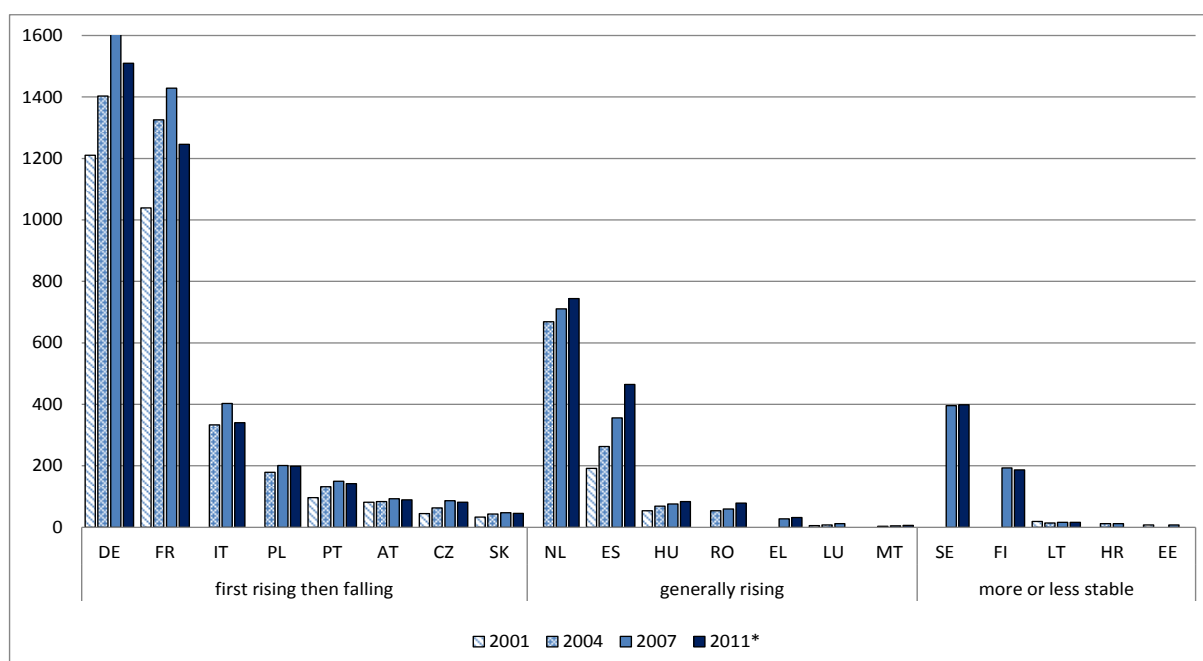
Source: IHS based on Eurostat (2012a, 2012b, 2013a); Notes: Sector (s), total economy (n); low reliability for gender in EL, BG, SI and for working time distinction in EL, SK, SI; 'no answer' excluded.

5.2.2. Employment trends

The analysis of employment trends in social inclusion services and non-educational day-care reveals developments from 2001 until before (2007) and after (2011) the economic crisis. Note that there is a data break in 2008 due to structural changes in the NACE classification, which slightly changed the category under investigation. Nevertheless, we are able to investigate changes (under these mentioned limitations) since the effect of the break resulted in a slight alteration of our group only.

Absolute figures: From 2001 to 2007, the majority of countries (for which data was available at the required 3-digit level) showed a rising trend in employment in social inclusion services and non-educational day-care. After 2007 – and keeping in mind a possible slight effect of the data break and the crisis in general – we observe countries with still increasing and others with then falling employment. Some countries show more or less stable figures throughout the whole observed period.

Figure 25: Development of number of employed in social inclusion services and non-educational day-care, 2001/2004/2007/2011 (in thsd.)



Source: IHS based on Eurostat (2012a, 2013a); Notes: low reliability for LT (04/07), HR (04), EE (01); * data break

The development of the number of employed in social inclusion services and non-educational day-care in the last decade can thus be grouped in three categories:

- first rising then falling: DE, FR, IT, PL, PT, AT, CZ, SK
- generally rising: NL, ES, HU, RO, LU, MT, EL
- (more or less stable): LT, SE, HR, FI, EE

Yet, due to a lack of data in the past, it is not possible to calculate changes in employment. When trying to estimate the most likely change from 2004³ to 2007 – and under the condition that we disregard countries with missing data in either year – we find a visible growth of employment in social inclusion and non-educational day-care of approx. + 600.000. Thus the social inclusion services sector has become a substantial provider of jobs. Yet, from 2007 to 2011, some jobs seem to have been lost again (-200.000), especially in France and Germany, probably due to the crisis. Thus, the net increase between 2004 and 2011 is around + 400.000.

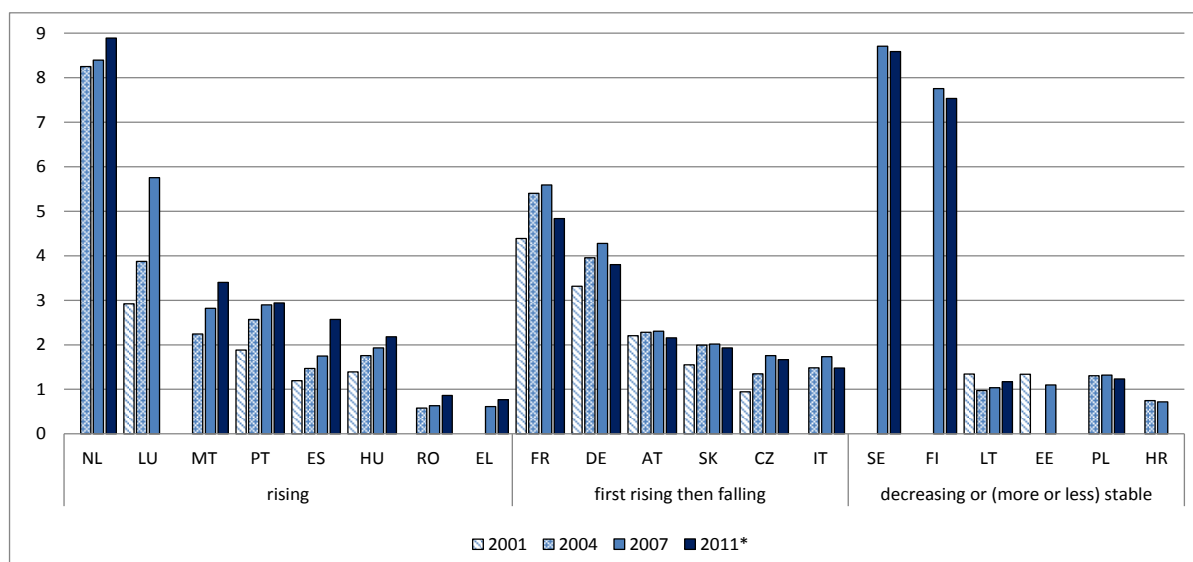
Share of the sector: Looking at the share of employment in social inclusion services and non-educational day-care, we find that the share of this sector within the countries total economy was very high and rising in the Netherlands and high but falling in Sweden and Finland. Luxemburg shows a strongly rising share of this sector too.

Otherwise, for the period of 2001 to 2011, countries can be grouped into three categories in relation to their development of the share of employed in social inclusion services and non-educational day-care within their total economies:

- rising throughout the period: NL, MT, PT, ES, HU, RO, EL, LU
- first rising then falling: FR, DE, AT, SK, CZ, IT
- decreasing or (more or less) stable: SE, FI, PL, EE, LT, HR

³ For 2001, we unfortunately do not have enough data points to estimate changes.

Figure 26: Development of share of social inclusion services and non-educational day-care in total employment, 2001/2004/2007/2011 (%)



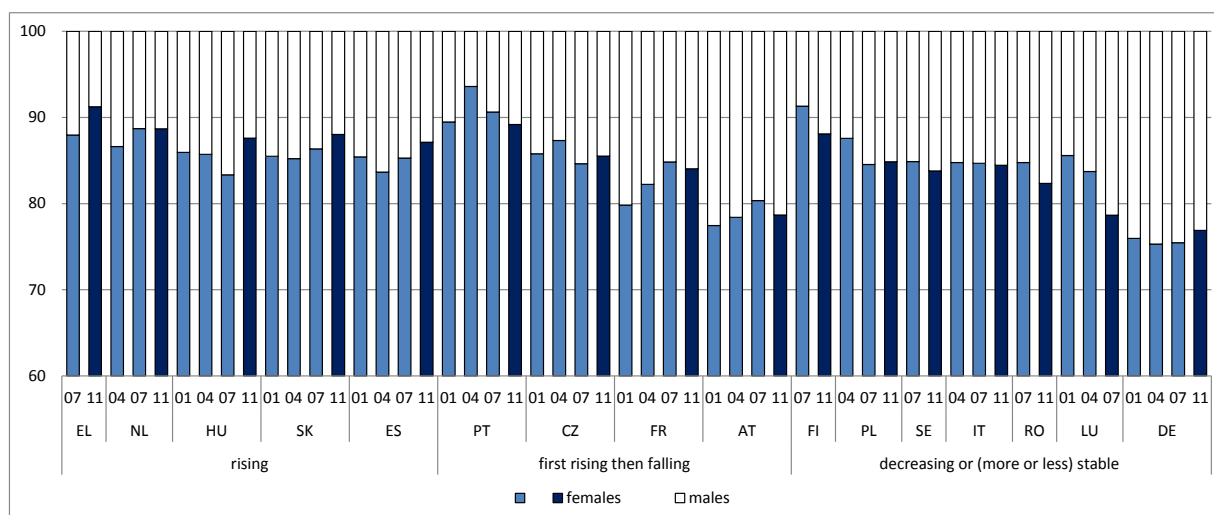
Source: IHS based on Eurostat (2012a, 2012b, 2013a); Notes: break in series AT and IT (04); PT (11); low reliability for LT (04/07), HR (04), EE (01); * data break

Employment by socio-demographic characteristics

Investigating gender splits in social inclusion services and non-educational day-care, we find no great changes over time. Throughout the decade (2001-2011), the sector is characterised by a very high share of female employment across EU countries, varying between nearly 60% and more than 90%. It was highest in Portugal (with 94%) in 2004 and lowest in the former Yugoslav Republic of Macedonia (with 57%; not in chart) in 2007. EU countries (for which data was available) can be grouped into three categories:

- rising female shares in employment: EL, NL, HU, SK, ES
- first rising then falling females shares: PT, CZ, FR, AT
- decreasing or (more or less) stable female shares: FI, PL, SE, IT, RO, LU, DE

Figure 27: Development of gender split in employment in social inclusion services and non-educational day-care, 2001/2004/2007/2011 (%)



Source: IHS based on Eurostat (2012a, 2013a); Notes: low reliability for EL (07; 11), LU (01), RO (07).

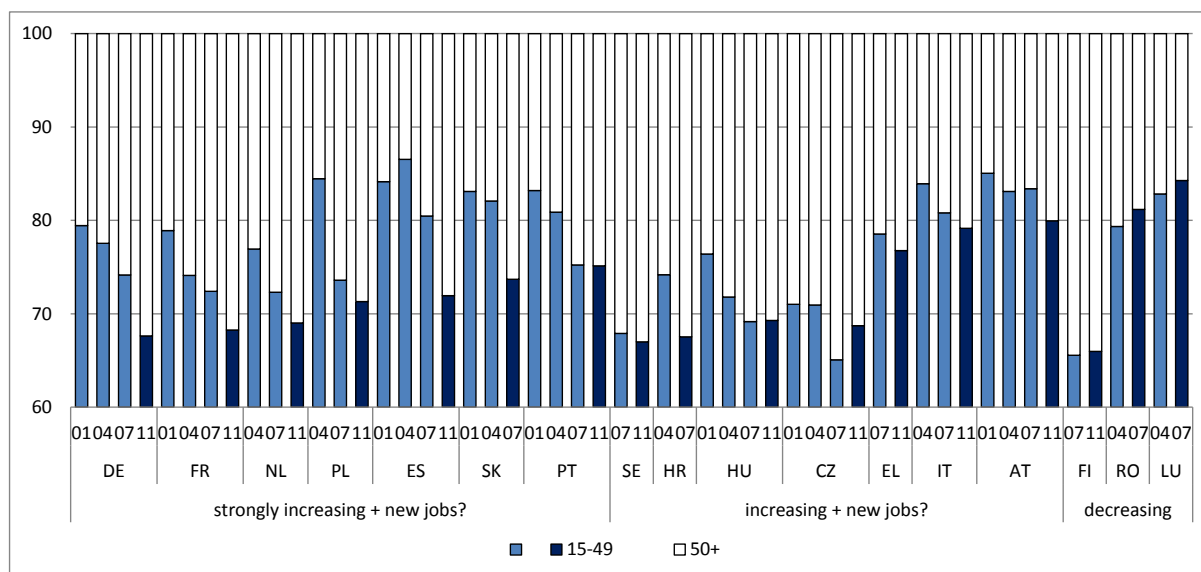
Looking at the development of the age-structure in employment in social inclusions services and non-educational day-care, we find that the share of older workers (50 yrs. and over) from 2001 to 2011 increased in most countries. This may suggest that the workforce in the sector is ageing or that the sector has been recently providing (more) new jobs for older workers. Yet, although increasing, a few countries show declining shares in certain years. Such countries are the Czech Republic (from 2007 to 2011) or Spain (from 2001 and 2004). Finland, Luxemburg and Romania fall into that category too (since we only have two data points available).

Throughout the period, the share of older workers in social inclusions services and non-educational day-care ranged from 13% in Spain (in 2004) to 47% in Estonia (in 2007; not in chart). Regarding the development of the older work force from 2001 to 2011, countries (for which inter-temporal data are available) can be grouped in three main categories:

- strongly increasing: PL, ES, DE, FR, SK, PT, NL
- increasing: HU, HR, AT, IT, CZ, EL, SE
- decreasing (or more or less stable): FI, LU, RO

Absolute figures confirm these trends, with more jobs for older workers from 2004 to 2011 in all EU countries for which data are available. Note yet that some of these ‘new’ jobs might just result from a shift in population ageing (workers become older).

Figure 28: Share of older workers in social inclusion services and non-educational day-care, 2001/2004/2007/2011 (%)



Source: IHS based on Eurostat (2012a, 2013a); Notes: low reliability for HR (04/07), RO (04/07).

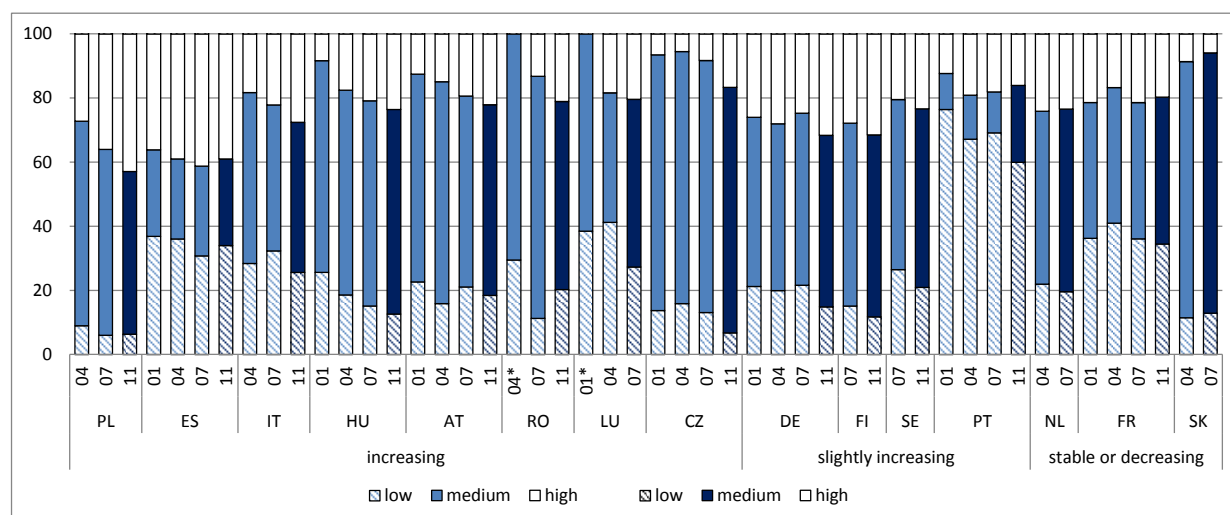
When investigating developments in the educational split, we find that the detected mix of educational levels in social inclusion services and non-educational day-care persists from 2001 to 2011. Nevertheless, we find that higher education (ISCED 5+6) in social inclusion services

- is increasing in AT, CZ, ES, HU, IT, LU, PL, RO
- and slightly increasing in DE, FI, SE, PT,
- (more or less) stable or decreasing in FR, NL, SK,
- while its share remains at quite high levels in ES and PL.

Jobs with only lower skill requirements did increase temporarily in a few countries; yet, the share of employed with low education remained very high in Portugal. Overall it seems that job growth in this sector is not for lower but higher skills, which is also

confirmed by absolute figures – indicating a strong increase in higher skilled employed.

Figure 29: Development in education levels in employment in social inclusion services and non-educational day-care, 2001/2004/2007/2011 (%)



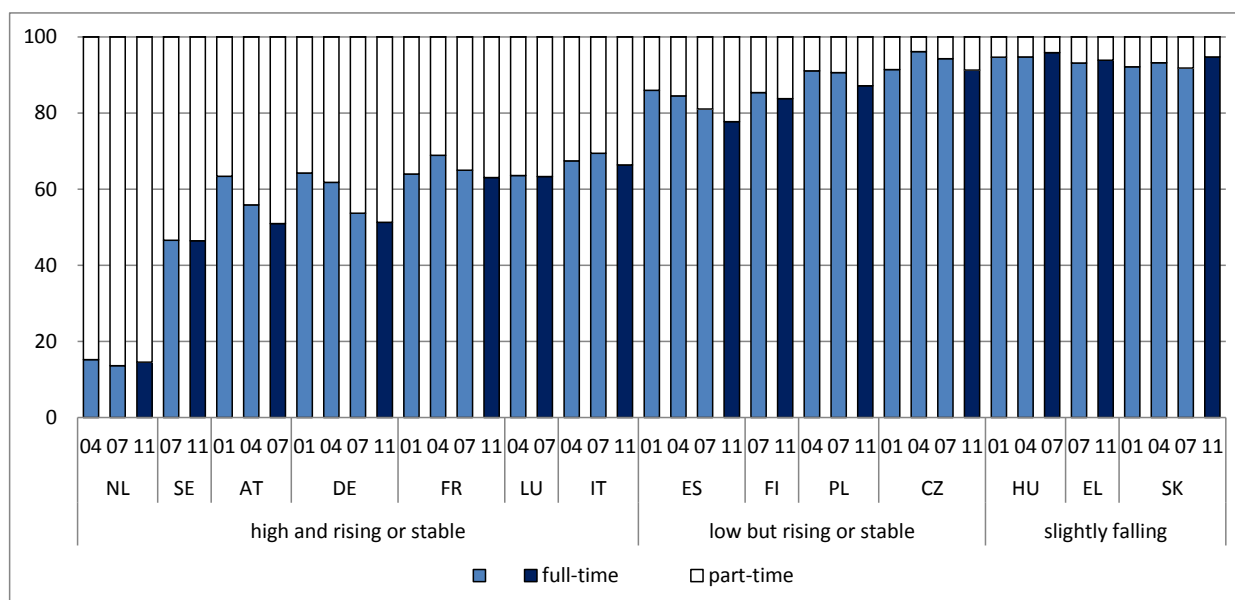
Source: IHS based on Eurostat (2012a, 2013a); Notes: 'no answers' excluded; low reliability for CZ (01/04), HU (01), PL (04/07/11), RO (07), SK (04/07); * medium includes high education

Employment by working conditions

Investigating the development of part-time in the last decade, we find that – for most countries where data was available – the share of part-time employment in social inclusion services and non-educational day-care either increased or remained stable. Only in Greece, Hungary and Slovakia – part-time was low and decreasing. Compared to education-related childcare, the share of part-time employment in social inclusion services and non-educational day-care generally was and remained higher, with detected increases of part-time more visible in this sector. From 2001 to 2011, part-time employment as a share of total employment (the white part of the bar in below chart) was

- high and rising (in AT, DE) or stable (FR, IT, LU, NL, SE)
- low but rising (in ES, FI, PL) or stable (CZ)
- slightly falling in EL, HU, SK

Figure 30: Development of part-time in employment in social inclusion services and non-educational day-care, 2001/2004/2007/2011 (%)



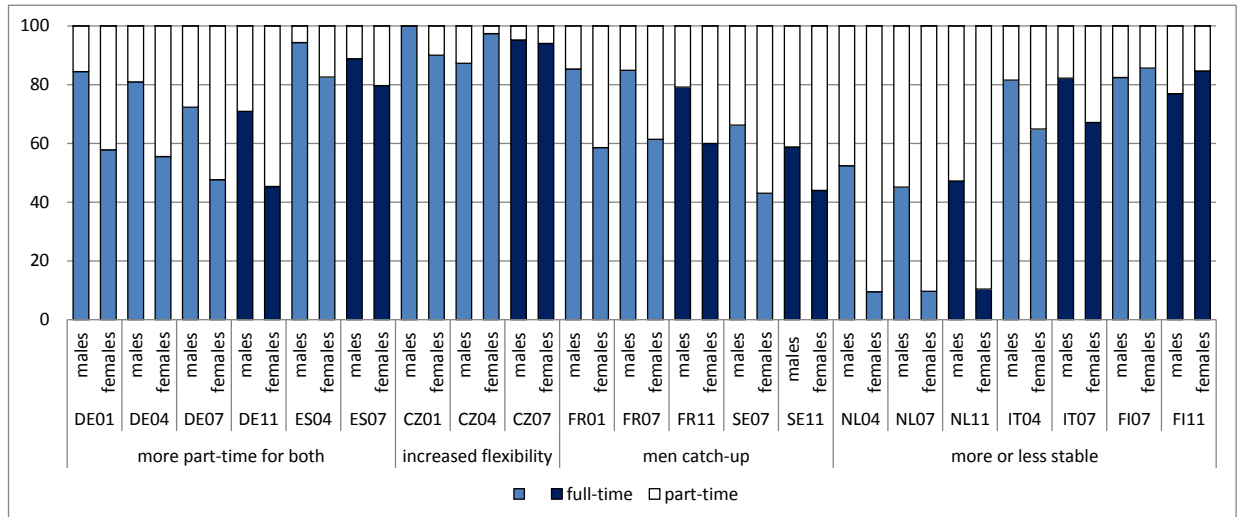
Source: IHS based on Eurostat (2012a, 2013a); Notes: part-time (see Figure 7); 'no answers' excluded; low reliability for CZ (01/04), EL (07/11), HU (01/04/07), PL (04), SK (01/04/11).

Changes in the structure of part-time and gender – although available for a few countries and years only (which should be seen as case studies) – allow interesting insights into recent developments and possible effects of the crisis in the social inclusion services and non-educational day-care sector:

- more part-time for both: In Germany and Spain, although at different level, part-time employment of men and women increased throughout the period. This may either be due to increased (family-friendly) flexibility but also to less full-time jobs available.
- Increased flexibility: In the Czech Republic, female part-time temporarily decreased but increased later (although not to the same level), while male part-time visibly increased but later decreased (crisis?). While female developments may reflect more (desirable) labour market flexibility, male developments may reflect economic cycles.

- Men catch up: In France and Sweden, part-time increased for men while that of women (already at higher level) remained more or less constant. This may reflect gender equality policies but also be an outcome of the recent crisis.

Figure 31: Development of part-time employment by gender in social inclusion services and non-educational day-care, 2001/2004/2007/2011 (%)



Source: IHS based on Eurostat (2012a); Notes: low reliability in CZ (04); CZ (07; males), ES (04; males), FI (07; males); 'no answer' excluded.

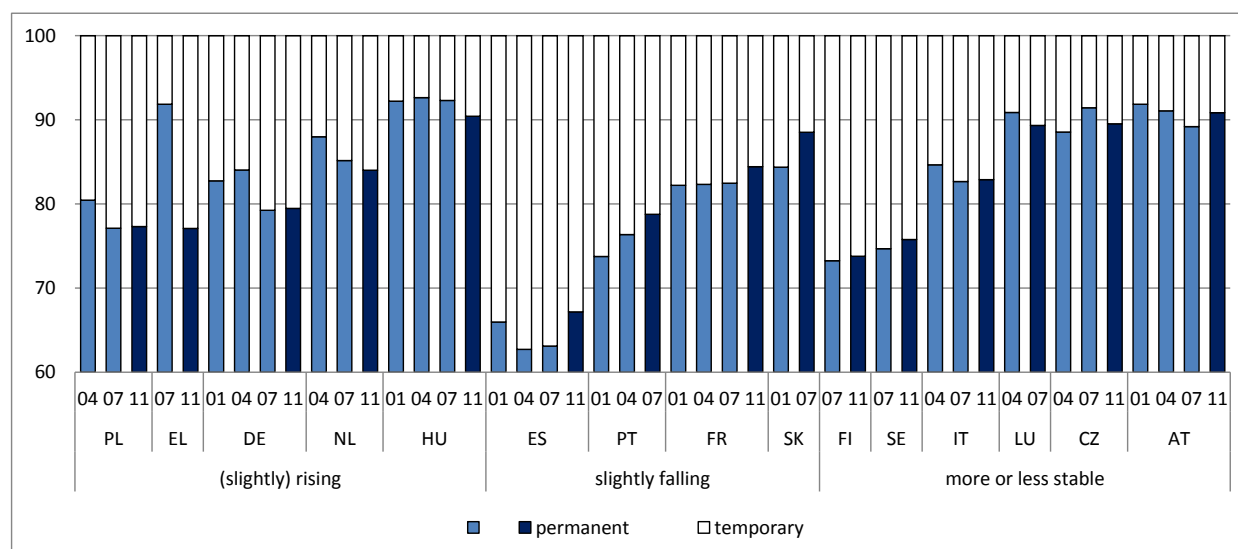
Concerning the development of permanent and temporary contracts in social inclusion services and non-educational day-care, we find three patterns in the last decade. While most countries show slight changes in contractual patterns from 2001 to 2011 only, employment on a temporary basis increased sharply in Greece from 2007 to 2011 – most likely caused by the economic recession or following cut-backs due to austerity measures. Patterns in temporary employment from 2001 to 2011 (as mapped by the white part of the bars in below chart) can be summarized as

- slightly rising in DE, HU, NL, PL; EL (strong increase)
- slightly falling in ES (with temporal increase), FR, PT, SK
- more or less stable in AT, CZ, FI, IT, LU, SE

When looking at gender developments in temporary contracts, we find that in some countries, gender differences in 2011 become small (IT, ES) while they remain constant

in others. In Germany and Finland, men hold more temporary contracts than women throughout the last decade.

Figure 32: Development of temporary contracts in employment in social inclusion services and non-educational day-care by, 2001/2004/2007/2011 (%)



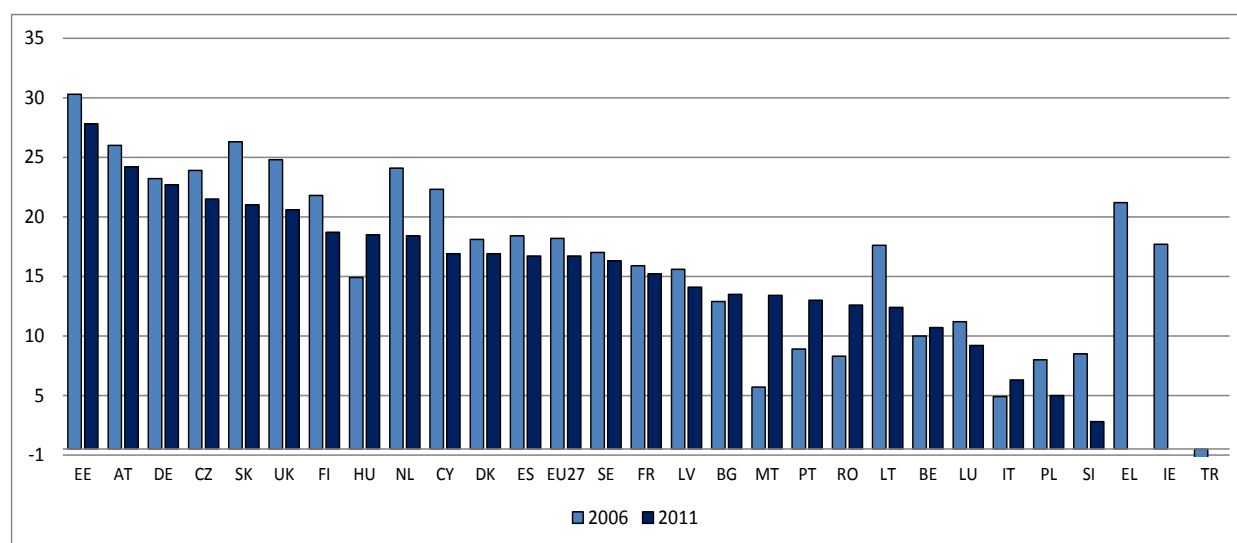
Source: Eurostat (2012a); Notes: low reliability for AT (01/04), EL (07), HU (01), LU (04); 'no answer' and 'not applicable' excluded.

5.3. Gender Pay Gaps

In general, all over the EU, (unadjusted) gender pay gaps⁴ have been decreasing over the last years. The European Commission (2013a) names four reasons for such development: (1) Higher educational achievements of women start to pay off. (2) The recent financial crisis ('the great Mancession') hit worst male-dominated sectors, thus favoring sectors with higher shares of females. (3) Lower male wages – not least resulting from fewer overtime – reduced gender pay gaps. (4) Gender equality policies at national and EU level start to show.

Note though that some countries show increasing gender pay gaps over the last years: Hungary, Malta, Portugal and Romania; to a lesser extent Bulgaria Belgium and Italy.

⁴ Unadjusted Gender Pay Gap represent the difference between average gross hourly earnings of male and female paid employees as a percentage of average gross hourly earnings of male paid employees (Eurostat, 2013b).

Figure 33: Gender Pay Gap in EU countries, 2006 and 2011 (in %)

Source: IHS based on Eurostat (2013b); Notes: GPG unadjusted form, without public administration.

Based on the European Structure of Earnings Survey (Eurostat, 2012d; 2013c), data for gender pay gaps in childcare and social inclusion services were available for 2006 and 2010. When looking at gender pay gaps in these two sectors – based on a combination of relevant occupations within the broader sectors of ‘education’ and ‘social work’⁵ –, we find that in 2010

- in education-related childcare, gender pay gaps are generally much lower than on country average but have been getting larger over time. Although this might be partly explained by the fact that we have data for ‘primary school and early childhood teachers’ only, this is an interesting finding and not what we expected.
- in social inclusion services and non-educational day-care, gender pay gaps – with a few exceptions (Cyprus, Lithuania, Luxembourg and France) - were also lower than on country average. Due to a structural break in series in 2008, an inter-temporal analysis was not possible.

⁵ Until 2007: health and social work

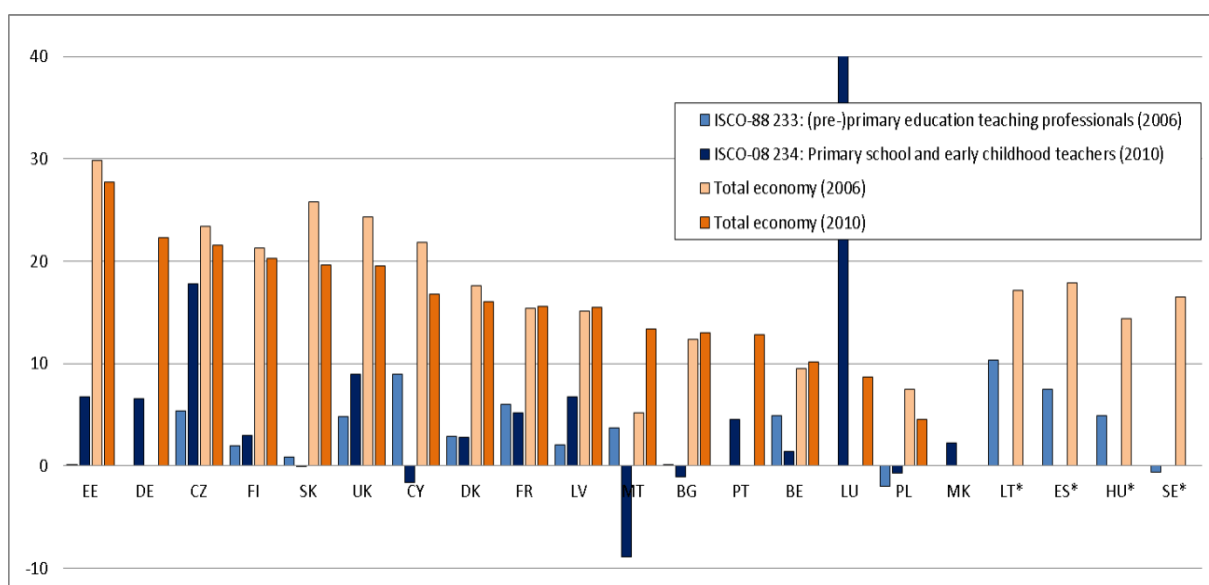
5.3.1. Education-related childcare

Gender pay gaps in education-related childcare – measured as the gap in average gross hourly earnings – are generally much lower than on country average. Although gaps exist, male and female teachers in kindergartens, pre-primary and primary education show less earning differences than other occupations. Only in Luxemburg (with a high gap of more than 41%), the situation is reversed. Unfortunately, data for assistants or other staff does not exist.

In 2010, gender pay gaps in education-related childcare differ across countries. While women earned more than man in Malta, Cyprus, Poland and Bulgaria, and pay was equal for teachers in Slovakia, women earned less in all other countries for which data was available. Since 2006, gender pay gaps (for teachers) in education-related childcare

- increased in CZ, UK, LV, FI
- decreased in FR, BE
- changed direction in favour of women in BG, CY, MT

Figure 34: Gender Pay Gap in education-related childcare and the whole economy, 2006 and 2010 (%)



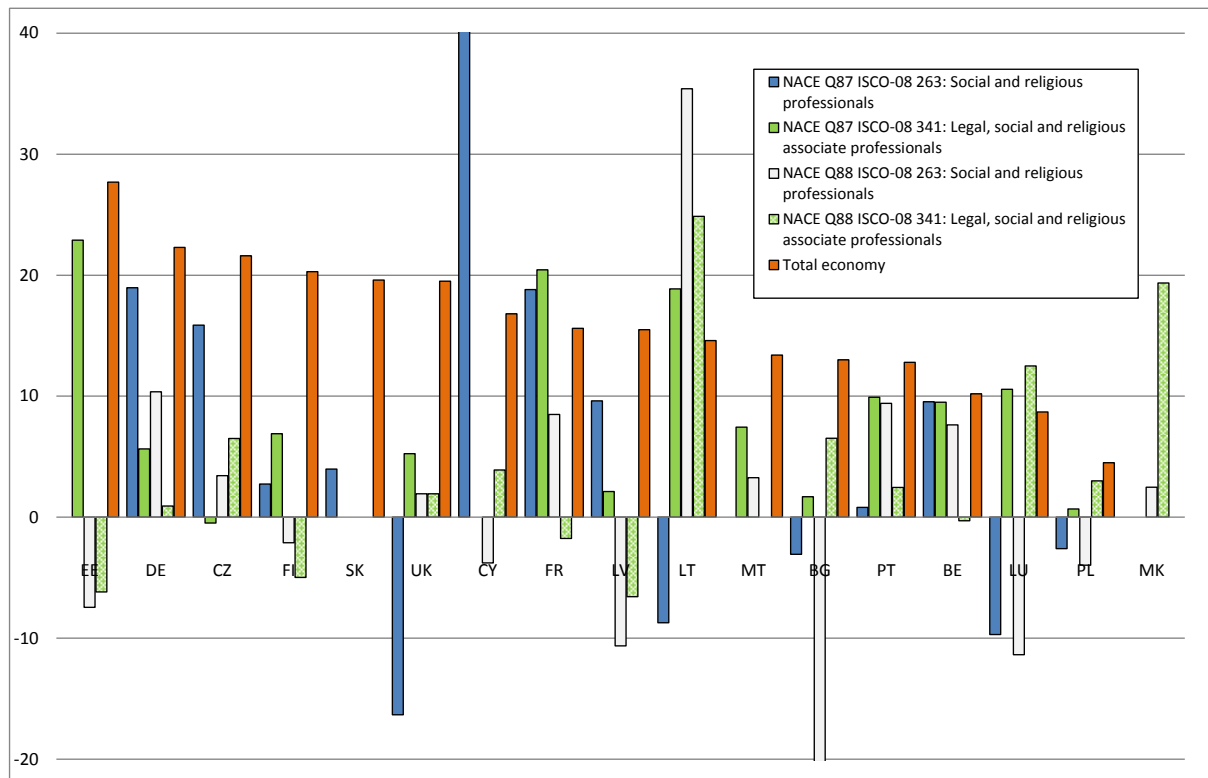
Source: IHS based on Eurostat (2012d, 2013b, 2013c); Notes: GPG (total economy) without public administration in NACE sector 'education' (N80, 2006 and P85, 2010); * data only for 2006.

5.3.2. Social inclusion services

The analysis of gender pay gaps for social inclusion services and non-educational day-care is based on the NACE sector of social work (Q87 and Q88) for professionals and associate professionals in social, legal and religious occupations. Approximately one quarter of these workers are social work and counselling professionals – the group we are interested in (a better split is not available).

In 2010, gender pay gaps in social inclusion services and non-educational day-care (as measured by above group) were lower than country average for most countries for which data was available. Exceptions are Cyprus, France, Lithuania and Luxemburg – with Cyprus at extremely high 54% for (some) professional in the sector.

Figure 35: Gender pay gaps in social work and the whole economy, 2010 (%)



Source: IHS based on Eurostat (2013b, 2013c); Notes: GPG (total economy) without public administration in NACE sector social work activities: residential care activities (Q87) and social work activities without accommodation (Q88).

With Q87 and Q88 distinguishing between social work and care for people in residential care or at home, gender pay gaps for professionals (blue and grey bars in above chart) were highest in Cyprus, Lithuania, Germany and France as well as the Czech Republic. Yet, in some countries (Bulgaria, UK, Luxemburg, Latvia, Estonia Lithuania and Poland), professional women in social work earned more than men – especially in Bulgaria where the gap amounted to 37% in favour of women.

In the case of associate professionals in the same field (green and light green bars), gender pay gaps were highest in Lithuania, Estonia, France and the Former Yugoslav Republic of Macedonia. Despite the general existence of gender gaps, women’s hourly gross wages were higher in some countries: Latvia, Estonia and Finland.

5.4. Summary of Facts & Findings

The most important findings for employment in childcare and social inclusion services (2001-2011; country details in below table and Annex) can be summarized as follows:

- The share of employment in childcare and social inclusion services has been growing in the last decade. In 2011, it amounted to 6.1% of total EU27 employment - 2.6 % in childcare and 3.5% in social inclusion services. In 2011, the sectors provided employment for 13.316 Mio. people - with 5.648 Mio. in childcare and 7.668 Mio in social inclusion services.
- Women strongly dominated both sectors, with EU-wide 88.3% of the employed in childcare and 82.4 % of those in social inclusion services. Part-time and high shares of women are related in both sectors, although general labour market flexibility and thus availability of part-time matters.
- Between 2000 and 2011, childcare and social inclusion services contributed to the increase in the total employment rate in the EU. Our cautious estimate shows approx. + 400,000 jobs in social inclusion services (from 2004 to 2011) and approx. +100,000 jobs in childcare (from 2007 to 2011).
- For women and older workers, job growth in both sectors is visible. Between 2001 and 2011, we observe strong increases of (mostly female) older workers in childcare and social inclusion services. Increases are particularly strong in childcare in Germany, Italy and Poland, while increases of employed in social inclusion services are most marked in Germany, Spain, France and the Netherlands.
- While jobs in childcare show a predominance of high(er) and increasing skills, those in social inclusion show a mix of skills. Both sectors have a generally higher prevalence of part-time while contractual arrangement are more permanent than on country average in childcare but more temporary for social inclusion services.
- Contrary to our expectation, gender pay gaps were lower than on country average in both sectors. Yet, in some countries slight increases became visible over time.

The following table offers a summary of country details in the last decade.



Table 1: Overview of employment in childcare and social inclusion services – structure in 2011 (in relation to average country level) and developments from 2001-2011

	AT	BE*	BG*	CY*	CZ	DE	DK*	EE	EL	ES	EU15	EU27	FI	FR	HR	HU
Education-related childcare																
share in total employment	l/f(r)				l/f	m/r		h/f	m/s	m/r	m	m		l/s	s	h/f
female	h/s				h/r	h/s			h/r	h/r	h	h		h/s	r	h/s
50+	m/r				h/r	h/r			l/f	h/r	h	h		m/r		h/r
high level of education	h/r				h/r	h/f			h/s	h/s				h/r	s	h/r
foreign citizens						l								l		
part-time	h/r				h/s	h/r			m/s	m/s				h/r	f	l/s
temporary	m/(s)				m/f	h/r		s	l/f	l/(s)				m/f	r	l/r
GPG		l/f	l**/r**	l**/f**	m/r	l	l/s	l					l/r	l/f		
Social inclusion services and day-care																
share in total employment	l/r(f)	h	l	l	l/r(f)	m/r(f)	h	f	l/r	m/r	m	m	h/f	m/r(f)	s	l/r
female	h/r(f)	h	h		h/r(f)	h/s	h		h/r	h/r	h	h	h/f	h/r(f)		h/r
50+	l/r	m	h		h/r	h/r	h		l/r	h/r	h	h	h/f	h/r		h/r
high level of education	h/r	l	h		l/r	h/r	h			m/r	m	m	l/r	l/s		l/r
foreign citizens		l	m(0)				m				l	l				
part-time	r	h			h/r(s)	h/r	h		m/f	h/r	h	h	m/r	h/s		f
temporary	m/s	m	h		h/s	h/r	h		h/r	h/f	h	h	h/s	m/f		m/r
GPG professionals (Q87/Q88)		m/l	l**/h**	h/l**	l/l	m/l		-/l**					l/l**	h/l		
GPG associate professionals (Q87/Q88)		m/l**	l/l	-/l	l**/l	l/l		m/l**					l/l**	h/l**		

Source: IHS; Notes: Letters denote level 2011 (GPG: 2010) [h(higher), m (medium=average), l (lower)] and trend from 2001 to 2011 (GPG: 2006-2010) [r (rising), f(falling), s (more or less stable)]; * includes nursing care facilities; ** in favour of women; Q87 residential care or Q88 social work without accommodation.

Table 1 continued

	IE*	IT	LT	LU	LV*	MK	MT	NL	PL	PT	RO	SE	SI*	SK	TR*	UK
Education-related childcare																
share in total employment		m/f	m/f(r)	r		h/s	h/f(r)		m/f	m/r	l/s	h/f		h/f(r)		h
female		h/r		r		h/f	h/s		h/r	h/f	h/r	h/s		h/s		h
50+		h/r		f		h/f	f	r	r	l/r	m/s	h/r		h/r		m
high level of education		h/r					h/s	r	h/r	f	h/r	h/r		h/r		h
foreign citizens		l										m				l
part-time		l/s		r			l	r	m/s	l/f		h/s		m/f		h
temporary		h/f		r			m	f	l/s	h/r		l/f		l/(s)		
GPG				h	l/r	l	m**/r**		l**/f**	l				l		l/r
Social inclusion services and day-care																
share in total employment	m	l/r(f)	l/f	r	l		m/r	h/r	l/s	m/r	l/r	h/f	l	l/r(f)	l	m
female	h	h/s		f				h/r	h/f	h/r(f)	h/f	h/f	h	h/r	h	h
50+	h	l/r		f	h			h/r	h/r	l/r	f	m/r	l	r	h	h
high level of education	l	h/r		r	l			s	h/r	l/r	h/r	l/r	l	f	h	m
foreign citizens	l		l(0)						m(0)			m	l(0)			l
part-time	h	h/s						h/s	h/r			h/s	m	m/f		h
temporary	h	h/s						l/r	l	f		h/s	h	f		m
GPG professionals (Q87/Q88)			l**/h	h**/h**	l/l**	-/l	-/l		l**/l**	l/m				l/-		m**/l
GPG associate professionals (Q87/Q88)			h/h	h/h	l/l**	-/h	l/-		l/m	m/l						l/l

Source: IHS; Notes: Letters denote level 2011 (GPG: 2010) [h(higher), m (medium=average), l (lower)] and trend from 2001 to 2011 (GPG: 2006-2010) [r (rising), f (falling), s (more or less stable)]; * includes nursing care facilities; ** in favour of women; Q87 residential care or Q88 social work without accommodation.

6. Conclusions

The analysis shows that in the last decade, the strongly feminized childcare and social inclusion services sector has become a growing sector and source of additional employment, not only for younger workers but also the older generation.

Despite our initial fears, that growth might be for low-skilled jobs only and thus result in a decrease in job quality or working conditions, this was not the case. With a few exceptions, the analysis of the employed in this sector showed increasing shares of the higher skilled and similar to country average working conditions. Although data on earnings were not available for this special sub-sector, gender pay gap analysis showed lower than country average gaps for the sector.

Generally, the sector is characterized by high levels of part-time – which might be an outcome or source of the high female shares of employed but also relates to labour market flexibility and the special working conditions in the sector. The sector seems to offers interesting perspectives for job-searchers with various skills and employment requests. Under the condition that last decades’ developments persist – which seems likely due to increased female labour market activity as well as population ageing, and thus a rising demand for the provision of childcare and social work - , we expect the sector to also grow in the coming years.

Related to the socio-ecological transition and following societal changes, we find that employment in the childcare and social inclusions services sector is growing. This seems to be driven by above described growing need for such services. In addition, longer life spans and the increasing autonomy of the elderly as well as expected support to attain work-life balance throughout life result in increasing demand for such services. The typical patterns of a work-oriented consumption society, where precious time is spent on a multitude of tasks and the sourcing-out of services (from the family to the market) becomes a daily need, also contributes to the expansion of such service sectors. As a result, communicative abilities and empathy have developed into essential skills needed on the labour market, for both men and women (Fischer-

Kowalski, NEUJOBS project, D1.1., 2012). Regarding global outsourcing to lower income countries or a substitution by ICT, it will less affect sectors which require empathy (Fischer-Kowalski, NEUJOBS project, D1.1., 2012). Outsourcing will thus happen but will be local or handled by (formal or informal) inward migration.

Policy wise it seems important to watch working conditions, earnings and gender pay-gaps in this changing sector, as well as skill upgrading and related educational requirements. In addition, above analysis showed that

- despite the overall EU trend of sectoral growth, skill improvements and higher than country average part-time, we observe different 2011 structures and 2001-2011 development patterns in the strongly gendered childcare and social inclusion services sectors. Whether country deviations are temporal outcomes of the recent economic crisis or mid-to long-term trends will become visible in the next few years, when welfare policies have adjusted to ageing requirements and (new) budgetary constraints. An overview of recent developments is provided at the end of section 5.
- as predicted in the literature, the childcare and social inclusion services sector offers increasing and new employment perspectives for older workers, which currently seem to be mostly taken up by older women. From 2007 to 2011, the strongest increases of 50+ female employment in education-related childcare are observed in Germany, Poland and Italy. Again, explanations can be manifold and are open to further research. Likely reasons might be (a simple) ageing of the (female) workforce, lower sectoral pay, low job stability, etc. but also the possession of required skills, easy re-entry or the availability of (often also flexible) part-time work. Policy makers should watch future developments in working conditions but also gendered employment in this sector.
- countries seem to follow various development paths, depending on their initial situation in terms of sectoral size, age structure and welfare regime orientation. As already pointed out, the trend is for skill increases, part-time and a stronger

feminization of the sector. Again, the overview table at the end of section 5 provides more detailed information on individual countries.

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Table A. 1: Share in total employment by group and country, 2011 (%)

	Female	Age group		Education level, 15-74 yrs.			Foreign citizens	Part-Time	Temporary contracts	GPG
		15-49 yrs.	50+ yrs.	low	medium	high				
EU27	45.5	72.4	27.6	21.1	48.9	30.0	7.0	19.5	14.0	16.2
EU15	45.5	72.1	27.9	23.7	45.1	31.2	8.4	22.5	14.1	
BE	45.4	74.6	25.4	19.9	39.9	40.2	9.0	25.1	9.0	10.2
BG	47.9	70.1	29.9	11.4	60.9	27.7	(0.1)	2.4	4.1	13.0
CZ	43.0	72.6	27.4	4.5	75.7	19.8	1.5	5.5	8.3	21.0
DK	47.4	71.1	28.9	24.2	43.5	32.3	5.9	25.9	8.8	16.4
DE	46.1	69.6	30.4	13.1	58.4	28.6	9.0	26.6	14.5	22.2
EE	50.5	69.3	30.7	8.7	53.3	38.0	14.6	10.6	4.5	27.3
IE	46.6	75.1	24.9	18.8	37.0	44.1	14.8	23.5	10.2	
EL	40.3	72.8	27.2	31.2	39.2	29.6	8.7	6.8	11.6	
ES	44.8	75.3	24.7	38.2	23.8	37.9	13.2	13.8	25.3	16.2
FR	47.5	73.4	26.6	22.0	44.2	33.8	5.4	17.9	15.5	14.7
IT	40.7	73.2	26.8	35.1	47.0	17.8	9.8	15.5	13.4	5.8
CY	45.3	73.3	26.7	22.1	38.1	39.8	22.1	10.0	14.1	16.4
LV	50.7	70.0	30.0	9.9	57.8	32.2	14.5	9.2	6.6	13.6
LT	51.4	69.8	30.2	4.2	55.1	40.7	(0.5)	8.7	2.8	11.9
LU	43.4	77.3	22.7	19.9	39.0	41.1	48.9	18.3	7.4	8.7
HU	46.0	73.6	26.4	11.0	63.3	25.7	0.8	6.8	8.9	18.0
MT	34.6	77.3	22.7	55.1	23.6	21.3	2.7	13.2	6.6	12.9
NL	46.2	72.4	27.6	25.5	42.2	32.3	3.5	49.1	18.3	17.9
AT	46.2	76.1	23.9	16.1	64.2	19.7	11.2	25.2	9.6	23.7
PL	44.9	74.3	25.7	7.1	64.3	28.6	0.2	8.0	26.9	4.5
PT	46.8	70.9	29.1	60.5	20.4	19.1	3.2	13.3	22.2	12.5
RO	45.0	73.7	26.3	23.3	59.2	17.6		10.5	1.5	12.1
SI	45.9	76.1	23.9	11.5	60.0	28.4	2.0	10.4	18.2	2.3
SK	44.3	74.4	25.6	3.9	74.7	21.4	0.2	4.1	6.6	20.5
FI	48.3	67.8	32.2	14.0	46.3	39.7	2.1	14.9	15.4	18.2
SE	47.4	68.1	31.9	15.4	49.9	34.7	4.6	26.0	17.0	15.8
UK	46.4	71.6	28.4	18.0	43.4	38.6	8.8	26.8	5.5	20.1
HR	45.5	63.5	36.5	16.3	61.8	21.9	(0.1)	9.9	12.7	
MK	39.7	73.9	26.1	24.2	52.5	23.3		6.3	14.9	
TR	28.9	82.9	17.1	63.6	19.7	16.7		12.0	12.2	

Source: IHS based on Eurostat (2012b, 2013b, 2013d). Notes: data in brackets – low reliability; education level: low ISCED 0-2, medium ISCED 3-4, high ISCED 5-6; total employment without ‘no response’ and ‘not applicable’; GPG (gender pay gap) without public administration (provisional: EU27, DE, ES, FR, CY, LU, FI; estimated: AT).

Table A. 2: Employed in childcare and social inclusion services, 2011 (in thsd.)

	Pre-primary and primary education			Social inclusion services and day-care		
	Total	Women	50+ yrs.	Total	Women	50+ yrs.**
AT	80.2	75.3	20.9	89.3	70.3	17.9
CZ	99.7	94.7	34.2	81.6	69.8	25.5
DE	928.7	845.8	311.0	1,510.0	1,161.1	488.9
EL	101.9	77.2	20.8	31.3	28.6	7.3
ES	405.6	328.7	130.3	464.9	405.0	130.4
EU-15	4,524.2	3,982.3	1,453.0	7,110.3	5,846.4	2,168.8
EU-27	5,647.6	4,986.3	1,794.9	7,667.8	6,322.1	2,335.3
FI				186.4	164.2	63.4
FR	513.8	429.9	128.1	1,246.1	1,047.2	396.3
HU	193.5	170.1	70.3	83.2	72.9	25.5
IT	625.5	587.3	255.7	339.9	287.1	70.9
LT	30.5			16.1		
MK	25.6	15.9	8.7			
MT	11.9	8.7	2.5	5.8		
NL				743.9	659.7	230.4
PL	545.6	483.0	147.0	198.5	168.4	57.0
PT	150.6	135.0	36.5	142.2	126.8	35.4
RO	128.5	116.2	31.8	78.8	64.9	
SE	325.8	271.5	120.2	398.6	334.0	131.6
SK	95.9	85.3	33.8	45.4	39.9	
UK	1,152.7	1,035.0	348.2	1,520.3	1,204.5	476.9
BE*				316.9	260.0	78.0
BG*				46.3	39.0	17.0
CY*				3.0		
DK*				321.2	261.0	103.5
IE*				83.5	72.9	27.9
LV*				13.1		5.6
SI*				17.0	14.6	(3.5)
TR*				103.8	81.5	20.7

Source: IHS based on Eurostat (2012a, 2013a); Notes: data in brackets - low reliability; * includes nursing care facilities; ** when calculating percentages, small deviations may result from different data extractions.

Table A. 3: Employed in education-related childcare over time, 2001/04/07/11 (in thsd.)

	Total				50+ yrs.				Female 50+ yrs.			
	2001	2004	2007	2011	2001	2004	2007	2011	2001	2004	2007	2011
AT	71.3	58.8	68.6	80.2	11.9	11.1	17.1	20.9				
CZ	169.8	152.2	153.7	99.7	47.2	46.8	48.3	34.2	40.2	41.2	41.2	
DE	688.3	765.5	834.8	928.7	181.0	236.0	264.6	311.0	144.9	192.0	226.0	278.4
EE	16.3	16.1	16.4				5.2					
EL			106.4	101.9			23.9	20.8			14.9	14.3
EU-15				4,524.2				1,453.0				1,252.2
EU-27				5,647.6				1,794.9				1,550.4
ES	294.3	374.2	395.3	405.6	75.8	99.4	117.5	130.3	52.8	73.8	84.9	97.4
FI			71.9				22.3				17.8	
FR	540.1	488.3	505.8	513.8	124.7	119.4	115.6	128.1	103.0		91.5	99.4
HR		55.7	55.4				20.0					
HU	207.1	208.9	201.5	193.5	41.6	59.5	68.0	70.3	34.0	52.0	58.6	62.5
IT		719.1	638.2	625.5		240.0	228.0	255.7		206.6	207.4	234.6
LT	41.5	31.1	37.3	30.5	(8.9)		(13.1)					
LU	5.4	5.7	6.8		(1.3)	1.4	1.3					
MK			22.9	25.6			8.1	8.7			4.7	
MT		5.6	4.7	11.9			1.6	2.5				1.7
NL		206.4	204.0			62.1	73.4			39.9	51.3	
PL		670.4	537.9	545.6		127.5	106.8	147.0		106.4	84.8	123.6
PT	82.7	73.8	95.2	150.6	14.4	20.2	24.1	36.5				
RO		136.0	129.8	128.5		34.2	39.1	31.8				
SE			335.1	325.8			118.4	120.2			98.5	103.0
SK	110.5	93.2	92.1	95.9	23.0	22.2	26.8	33.8	19.8	18.7	22.6	29.7
UK				1,152.7				348.2				310.9

Sources: IHS based on Eurostat (2012a, 2013a); Notes: data in brackets - low reliability.

Table A. 4: Employed in social inclusion services and non-educational day-care over time, 2001/04/07/11 (in thsd.)

	Total				50+ yrs.			
	2001	2004	2007	2011*	2001	2004	2007	2011*
AT	81.6	83.3	92.9	89.3	12.2	14.1	15.4	17.9
CZ	44.3	63.2	86.4	81.6	12.8	18.4	30.2	25.5
DE	1,210.3	1,403.2	1,625.8	1,510.0	248.9	315.3	420.0	488.9
EE	(7.7)		7.2				3.4	
EL			27.7	31.3			5.9	7.3
EU-15				7,110.3				2,168.8
EU-27				7,667.8				2,335.3
ES	191.6	262.6	355.6	464.9	30.4	35.3	69.4	130.4
FI			193.3	186.4			66.5	63.4
FR	1,039.0	1,325.6	1,428.4	1,246.1	219.2	340.2	393.9	396.3
HR		(11.8)	11.6			(3.0)	(3.8)	
HU	53.8	68.5	75.7	83.2	12.7	19.3	23.4	25.5
IT		333.1	402.8	339.9		53.5	77.3	70.9
LT	18.4	(14.0)	(15.9)	16.1			(6.0)	
LU	5.4	7.3	11.7			1.3	1.8	
MK			2.7					
MT		3.3	4.4	5.8			1.1	
NL		668.3	710.5	743.9		154.1	196.8	230.4
PL		178.7	201.2	198.5		27.8	53.1	57.0
PT	96.0	131.8	149.8	142.2	16.1	25.2	37.1	35.4
RO		53.7	59.2	78.8		(11.1)	(11.1)	
SE			395.3	398.6			126.9	131.6
SK	32.8	42.8	47.5	45.4	5.5	7.7	12.5	

Sources: IHS based on Eurostat (2012a, 2013a); Notes: data in brackets - low reliability; * data break; 50+ yrs.: when calculating percentages, small deviations may result from different data extractions.

Table A. 5: Employment in education-related childcare, 2011 (%)

		Share in total employ- ment	Share within education-related childcare**												
			Gender		Age		Education			Citizens		Working time		Contract	
			men	women	15-49	50+	low	medium	high	national	foreign	full- time	part- time	perma- nent	tempo- rary
AT	pre-primary	1.0			80	20	(13)	(76)	(11)			55	45		
	(pre-)primary	1.9	(6)	(94)	74	26	8	46	46			65	35	91	9
	total economy		54	46	76	24	16	64	20			75	25	90	10
CZ	pre-primary	1.0			61	39	8	77	15			90	10	92	8
	(pre-)primary	2.0	5	95	66	34	5	56	39			91	9	93	7
	total economy		57	43	73	27	5	76	20			95	5	92	8
DE	pre-primary	1.3	4	96	72	28	8	63	29	95	5	55	45	80	20
	(pre-)primary	2.3	9	91	67	33	6	45	49	95	5	55	45	83	17
	total economy		54	46	70	30	13	58	29	91	9	73	27	86	14
EE*	pre-primary	2.9			55	45		46	54			83	17		
	(pre-)primary														
	total economy				69	31	9	53	38			89	11		
EL	pre-primary	0.6	(6)	(94)	81	19									
	(pre-)primary	2.5	24	76	80	20	7	7	87			94	6	94	6
	total economy		60	40	73	27	31	39	30			93	7	88	12
ES	pre-primary	0.3	(8)	(92)	79	21	(10)	(9)	(81)			85	15	67	33
	(pre-)primary	2.2	19	81	68	32	9	5	86			85	15	80	20
	total economy		55	45	75	25	38	24	38			86	14	75	25

Source: IHS based on Eurostat (2012a, b; 2013a, b, d); Notes: data in brackets - low reliability; * medium plus low education; ** 'no answer' and 'not applicable' are excluded.

Table A. 5 continued

		Share in total employ- ment	Share within education-related childcare**												
			Gender		Age		Education			Citizens		Working time		Contract	
			men	women	15-49	50+	low	medium	high	national	foreign	full- time	part- time	perma- nent	tempo- rary
EU-15	pre-primary	0.7	5	95	72	28									
	(pre-)primary	2.6	12	88	68	32									
	total economy		55	45	72	28									
EU-27	pre-primary	0.8	5	95	71	29									
	(pre-)primary	2.6	12	88	68	32									
	total economy		55	45	72	28									
FR	pre-primary	0.5	12	88	69	31	13	32	55			70	30	85	15
	(pre-)primary	2.0	16	84	75	25	10	23	67	(98)	(2)	73	27	85	15
	total economy		53	47	73	27	22	44	34	95	5	82	18	84	16
HU	pre-primary	1.7	(5)	(95)	65	35	10	40	50	100	0	(95)	(5)	(93)	(7)
	(pre-)primary	5.1	12	88	64	36	8	26	66			95	5	93	7
	total economy		54	46	74	26	11	63	26	99	1	93	7	91	9
IT	pre-primary	0.9	3	97	65	35	11	72	16			85	15	83	17
	(pre-)primary	2.7	6	94	59	41	10	67	23	99	1	89	11	84	16
	total economy		59	41	73	27	35	47	18	90	10	85	15	87	13
LT*	pre-primary	1.7						49	51	100	0				
	(pre-)primary	2.2													
	total economy						4	55	41	(99)	(1)				

Source: IHS based on Eurostat (2012a, b; 2013a, b, d); Notes: data in brackets - low reliability; * medium plus low education; ** 'no answer' and 'not applicable' are excluded.

Table A. 5 continued

		Share in total employ- ment	Share within education-related childcare**												
			Gender		Age		Education			Citizens		Working time		Contract	
			men	women	15-49	50+	low	medium	high	national	foreign	full- time	part- time	perma- nent	tempo- rary
MK	pre-primary	0.2			(49)	(51)									
	(pre-)primary	4.0	38	62	66	34									
	total economy		60	40	74	26									
MT	pre-primary	3.5	20	80	83	17	21	24	55	100	0			(93)	(7)
	(pre-)primary	7.1	28	72	79	21	18	21	61			91	9	(94)	(6)
	total economy		65	35	77	23	55	24	21	97	3	87	13	93	7
PL	pre-primary	1.0	(5)	(95)	71	29	(3)	(43)	(54)			(92)	(8)	81	19
	(pre-)primary	3.4	11	89	73	27	4	27	69			92	8	87	13
	total economy		55	45	74	26	7	64	29			92	8	73	27
PT	pre-primary	1.2			76	24								76	24
	(pre-)primary	3.1	10	90	76	24						90	10	70	30
	total economy		53	47	71	29						87	13	78	27
RO*	pre-primary	0.8			77	23									
	(pre-)primary	1.4	10	90	75	25		65	35						
	total economy		55	45	74	26	23	59	18						

Source: IHS based on Eurostat (2012a, b; 2013a, b, d); Notes: data in brackets - low reliability; * medium plus low education; ** 'no answer' and 'not applicable' are excluded.

Table A. 5 continued

		Share in total employ- ment	Share within education-related childcare**												
			Gender		Age		Education			Citizens		Working time		Contract	
			men	women	15-49	50+	low	medium	high	national	foreign	full- time	part- time	perma- nent	tempo- rary
SE	pre-primary	2.5	5	95	67	33	15	32	53	97	3	59	41	82	18
	(pre-)primary	7.0	17	83	63	37	10	24	65	97	3	64	36	85	15
	total economy		53	47	68	32	15	50	35	95	5	74	26	83	17
SK*	pre-primary	1.0	0	100	61	39				100	0				
	(pre-)primary	4.1	11	89	65	35	4	44	53			96	4	95	5
	total economy		56	44	74	26	4	75	21	100	0	96	4	93	7
UK	pre-primary	0.5			85	15	10	57	33	(96)	(4)	51	49		
	(pre-)primary	4.0	10	90	70	30	12	33	54	96	4	52	48		
	total economy		54	46	72	28	18	43	39	91	9	73	27		

Source: IHS based on Eurostat (2012a, b; 2013a, b, d); Notes: data in brackets - low reliability; ** 'no answer' and 'not applicable' are excluded; SK: foreign citizens in total economy (0.2%).

Table A. 6: Employment in education-related childcare by age and gender, 2011 (%)

			15-49	50+
DE	pre-primary	males	78	22
		females	72	28
	(pre-) primary	males	61	39
		females	67	33
	total economy	males	69	31
		females	70	30
EL	(pre-) primary	males	73	27
		females	82	18
	total economy	males	71	29
		females	75	25
ES	(pre-) primary	males	57	43
		females	70	30
	total economy	males	74	26
		females	77	23
EU-15	pre-primary	males	71	29
		females	72	28
	(pre-) primary	males	63	37
		females	69	31
	total economy	males	72	28
		females	73	27
EU-27	pre-primary	males	68	32
		females	71	29
	(pre-) primary	males	63	37
		females	69	31
	total economy	males	72	28
		females	73	27
FR	pre-primary	males	(57)	(43)
		females	70	30
	(pre-) primary	males	66	34
		females	77	23
	total economy	males	74	26
		females	73	27

			15-49	50+
HU	(pre-) primary	males	67	33
		females	63	37
	total economy	males	75	25
		females	71	29
IT	pre-primary	males	49	51
		females	65	35
	(pre-) primary	males	45	55
		females	60	40
	total economy	males	72	28
		females	75	25
MT	(pre-) primary	males	(78)	(22)
		females	80	20
	total economy	males	73	27
		females	85	15
PL	(pre-) primary	males	63	37
		females	74	26
	total economy	males	74	26
		females	75	25
SE	(pre-) primary	males	68	32
		females	62	38
	total economy	males	68	32
		females	68	32
SK	pre-primary	males	0	0
		females	61	39
	(pre-) primary	males	62	38
		females	65	35
	total economy	males	75	25
		females	74	26
UK	(pre-) primary	males	68	32
		females	70	30
	total economy	males	71	29
		females	72	28

Source: IHS based on Eurostat (2013a, b); Notes: data in brackets - low reliability.

Table A. 7: Employment in social inclusion services and non-educational day-care, 2011 (%)

		Share in total employ- ment	Share within social inclusion services and non-educational day-care**												
			Gender		Age		Education			Citizens		Working time		Contract	
			men	women	15-49	50+	low	medium	high	national	foreign	full- time	part- time	perma- nent	tempo- rary
AT	social inclusion	2.2	21	79	80	20	18	59	22					91	9
	total economy		54	46	76	24	16	64	20					90	10
CZ	social inclusion	1.7	14	86	69	31	7	77	17			91	9	90	10
	total economy		57	43	73	27	5	76	20			95	5	92	8
DE	social inclusion	3.8	23	77	68	32	15	54	32			51	49	79	21
	total economy		54	46	70	30	13	58	29			73	27	86	14
EL	social inclusion	0.8	(9)	(91)	77	23						(94)	(6)	77	23
	total economy		60	40	73	27						93	7	88	12
ES	social inclusion	2.6	13	87	72	28	34	27	39			78	22	67	33
	total economy		55	45	75	25	38	24	38			86	14	75	25
EU-15	social inclusion	4.1	18	82	70	30	22	48	30	94	6	56	44	83	17
	total economy		55	45	72	28	24	45	31	92	8	78	22	86	14
EU-27	social inclusion	3.5	18	82	70	30	21	49	30	94	6	59	41	83	17
	total economy		55	45	72	28	21	49	30	93	7	80	20	86	14
FI	social inclusion	7.5	12	88	66	34	12	57	32			84	16	74	26
	total economy		52	48	68	32	14	46	40			85	15	85	15
FR	social inclusion	4.8	16	84	68	32	34	46	20			63	37	84	16
	total economy		53	47	73	27	22	44	34			82	18	84	16
HU	social inclusion	2.2	12	88	69	31	13	64	24					90	10
	total economy		54	46	74	26	11	63	26					91	9

Source: IHS based on Eurostat (2012a, b; 2013a, b, d); Notes: data in brackets - low reliability; * includes nursing care facilities; ** 'no answer' and 'not applicable' are excluded; + medium plus low education.

Table A. 7 continued

		Share in total employ- ment	Share within social inclusion services and non-educational day-care**												
			Gender		Age		Education			Citizens		Working time		Contract	
			men	women	15-49	50+	low	medium	high	national	foreign	full- time	part- time	perma- nent	tempo- rary
IT	social inclusion	1.5	16	84	79	21	26	47	28			66	34	83	17
	total economy		59	41	73	27	35	47	18			85	15	87	13
LT	social inclusion	1.2								100	0				
	total economy									(99)	(1)				
MT	social inclusion	3.4													
	total economy														
NL	social inclusion	8.9	11	89	69	31						15	85	84	16
	total economy		54	46	72	28						51	49	82	18
PL	social inclusion	1.2	15	85	71	29	(6)	(51)	(43)	100	0	87	13	77	23
	total economy		55	45	74	26	7	64	29	100	0	92	8	73	27
PT	social inclusion	2.9	11	89	75	25	60	24	16						
	total economy		53	47	71	29	61	20	19						
RO	social inclusion	0.9	18	82			20	59	21						
	total economy		55	45			23	59	18						
SE	social inclusion	8.6	16	84	67	33	21	56	23	95	5	46	54	76	24
	total economy		53	47	68	32	15	50	35	95	5	74	26	83	17
SK	social inclusion	1.9	12	88								(95)	(5)		
	total economy		56	44								96	4		

Source: IHS based on Eurostat (2012a, b; 2013a, b, d); Notes: data in brackets - low reliability; * includes nursing care facilities; ** 'no answer' and 'not applicable' are excluded; + medium plus low education; PL: foreign citizens in total economy (0.2%).

Table A. 7 continued

		Share in total employ- ment	Share within social inclusion services and non-educational day-care**												
			Gender		Age		Education			Citizens		Working time		Contract	
			men	women	15-49	50+	low	medium	high	national	foreign	full- time	part- time	perma- nent	tempo- rary
UK	social inclusion	5.2	21	79	69	31	12	48	40	93	7	63	37	93	7
	total economy		54	46	72	28	18	43	39	91	9	73	27	94	6
BE*	social inclusion	7.0	18	82	75	25	21	45	34	94	6	48	52	91	9
	total economy		55	45	75	25	20	40	40	91	9	75	25	91	9
BG*	social inclusion	1.6	(16)	(84)	63	37	(13)	(53)	(34)	100	0			(84)	(16)
	total economy		52	48	70	30	11	61	28	(100)	(0)			96	4
CY*	social inclusion	0.8													
	total economy														
DK*	social inclusion	11.9	19	81	68	32	23	42	35	94	6	58	42	89	11
	total economy		53	47	71	29	24	43	32	94	6	74	26	91	9
IE*	social inclusion	4.6	13	87	67	33	26	37	38	87	13	52	48	87	13
	total economy		53	47	75	25	19	37	44	85	15	77	23	90	10
LV*+	social inclusion	1.3			59	41		72	28						
	total economy				70	30	10	58	32						
SI*	social inclusion	1.8	(14)	(86)	(80)	(20)	(10)	(65)	(25)	100	0	(88)	(12)	75	25
	total economy		54	46	76	24	12	60	28	98	2	90	10	82	18
TR*	social inclusion	0.4	21	79	80	20	60	18	21						
	total economy		71	29	83	17	64	20	17						

Source: IHS based on Eurostat (2012a, b; 2013a, b, d); Notes: data in brackets - low reliability; * includes nursing care facilities; ** 'no answer' and 'not applicable' are excluded; + medium plus low education; BG: foreign citizens in total economy (0.1%).

Table A. 8: Employment in social inclusion services and non-educational day-care by full- time vs. part-time, 2011 (%)

			Working time	
			full-time	part-time
DE	social inclusion	males	71	29
		females	45	55
	total economy	males	90	10
		females	54	46
EU-15	social inclusion	males	74	26
		females	52	48
	total economy	males	90	10
		females	62	38
EU-27	social inclusion	males	75	25
		females	55	45
	total economy	males	91	9
		females	68	32
FI	social inclusion	males	77	23
		females	85	15
	total economy	males	89	11
		females	80	20
FR	social inclusion	males	79	21
		females	60	40
	total economy	males	93	7
		females	70	30
NL	social inclusion	males	47	53
		females	10	90
	total economy	males	75	25
		females	23	77

			Working time	
			full-time	part-time
SE	social inclusion	males	59	41
		females	44	56
	total economy	males	86	14
		females	60	40
UK	social inclusion	males	81	19
		females	58	42
	total economy	males	87	13
		females	57	43
BE*	social inclusion	males	80	20
		females	41	59
	total economy	males	90	10
		females	57	43
DK*	social inclusion	males	68	32
		females	56	44
	total economy	males	85	15
		females	62	38
IE*	social inclusion	males	68	32
		females	49	51
	total economy	males	87	13
		females	64	36

Source: IHS based on Eurostat (2012 a, b); Notes: data in brackets - low reliability; 'no answer' are excluded; * includes nursing care facilities.

Table A. 9: Employment in social inclusion services and non-educational day-care by type of contract, 2011 (%)

		Contract	
		permanent	temporary
DE	males	76	24
	females	80	20
ES	males	67	33
	females	67	33
EU-15	males	82	18
	females	84	16
EU-27	males	82	18
	females	84	16
FI	males	67	33
	females	75	25
FR	males	81	19
	females	85	15
IT	males	83	17
	females	83	17
SI*	males	(61)	(39)
	females	(77)	(23)
SE	males	70	30
	females	77	23
UK	males	93	7
	females	93	7
BE*	males	(92)	(8)
	females	90	10
DK*	males	86	14
	females	90	10

Source: IHS based on Eurostat (2012a); Notes: data in brackets - low reliability; 'no answer' and 'not applicable' are excluded; * includes nursing care facilities.

Table A. 10: Employment in education-related childcare services, 2001/04/07/11 (%)

		Share in total employ- ment	Share within education-related childcare***										
			Gender		Age		Education			Working time		Contract	
			men	women	15-49	50+	low	medium	high	full- time	part- time	perma- nent	tempo- rary
AT	01	1.9	(7)	(93)	83	17	(9)	(49)	(41)	76	24	(92)	(8)
	04	1.6	14	86	81	19	(13)	(37)	(50)	78	22		
	07	1.7	(7)	(93)	75	25	11	47	43	64	36	89	11
	11	1.9	(6)	(94)	74	26	8	46	46	65	35	91	9
CZ	01	3.6	10	90	72	28	8	56	36	89	11	90	10
	04	3.2	10	90	69	31	5	59	36	87	13	87	13
	07	3.1	12	88	69	31	5	52	43	89	11	91	9
	11	2.0	5	95	66	34	5	56	39	91	9	93	7
DE	01	1.9	11	89	74	26	8	38	55	58	42	87	13
	04	2.2	12	88	69	31	7	37	56	59	41	87	13
	07	2.2	11	89	68	32	8	40	52	51	49	84	16
	11	2.3	9	91	67	33	6	45	49	55	45	83	17
EE	01	2.8										100	0
	04	2.7										100	0
	07	2.5			68	32				(89)	(11)		
EL	07	2.4	30	70	78	22	6	6	87	94	6	91	9
	11	2.5	24	76	80	20	7	7	87	94	6	(94)	(6)

Source: IHS based on Eurostat (2012a, b; 2013a); Notes: break in series AT (04); data in brackets - low reliability; ***'no answer' and 'not applicable' are excluded.

Table A. 10 continued

		Share in total employ- ment	Share within education-related childcare***										
			Gender		Age		Education			Working time		Contract	
			men	women	15-49	50+	low	medium	high	full- time	part- time	perma- nent	tempo- rary
EU-15	11	2.6	12	88	68	32							
EU-27	11	2.6	5	95	68	32							
ES	01	1.8	24	76	74	26	9	4	87	87	13	78	22
	04	2.1	20	80	73	27	10	5	85	86	14	76	24
	07	1.9	21	79	70	30	10	5	85	84	16	75	25
	11	2.2	19	81	68	32	9	5	86	85	15	80	20
FI	07	2.9	23	77	69	31	(5)	(25)	(70)	88	12	75	25
FR	01	2.3	17	83	77	23	16	26	58	81	19	82	18
	04	2.0	15	85	76	24	(13)	(23)	(64)	80	20	(87)	(13)
	07	2.0	17	83	77	23	9	27	64	78	22	85	15
	11	2.0	16	84	75	25	10	23	67	73	27	85	15
HR	04	3.5	(17)	(83)			(12)	(18)	(70)	(94)	(6)	91	9
	07	3.4	(15)	(85)	64	36	(10)	(21)	(70)	(97)	(3)	(90)	(10)
HU	01	5.4	13	87	80	20	13	26	61	95	5	94	6
	04	5.4	11	89	72	28	13	25	63	95	5	94	6
	07	5.1	12	88	66	34	11	25	64	96	4	94	6
	11	5.1	12	88	64	36	8	26	66	95	5	93	7

Source: IHS based on Eurostat (2012a, b; 2013a); Notes: data in brackets - low ***'no answer' and 'not applicable' are excluded.

Table A. 10 continued

		Share in total employ- ment	Share within education-related childcare***										
			Gender		Age		Education			Working time		Contract	
			men	women	15-49	50+	low	medium	high	full- time	part- time	perma- nent	tempo- rary
IT	04	3.2	10	90	67	33	13	68	19	90	10	79	21
	07	2.7	7	93	64	36	12	68	20	91	9	79	21
	11	2.7	6	94	59	41	10	67	23	89	11	84	16
LT	01	3.0			(79)	(21)				(82)	(18)		
	04	2.2										100	0
	*07	2.4			(65)	(35)		(53)	(47)				
	11	2.2											
LU	01	2.9	28	72	(77)	(23)				(82)	(18)		
	*04	3.0	22	78	75	25		38	62	66	34	(89)	(11)
	*07	3.4	20	80	81	19		28	72	69	31	(87)	(13)
MK	07	3.9	33	67	64	36	10	14	76	91	9	91	9
	11	4.0	38	62	66	34							
MT	04	3.8	(29)	(71)									
	07	3.0	26	74	65	35	(29)	(11)	(61)				
	11	7.1	28	72	79	21	18	21	61	91	9	(94)	(6)
NL	04	2.5	23	77	70	30	5	13	81	40	60	89	11
	07	2.4	20	80	64	36	4	12	84	38	62	90	10

Source: IHS based on Eurostat (2012a, b; 2013a); Notes: break in series IT (04); data in brackets - low reliability; * medium including low education; ***'no answer' and 'not applicable' are excluded.

Table A. 10 continued

		Share in total employ- ment	Share within education-related childcare***										
			Gender		Age		Education			Working time		Contract	
			men	women	15-49	50+	low	medium	high	full- time	part- time	perma- nent	tempo- rary
PL	04	4.9	14	86	81	19	6	29	65	91	9	86	14
	07	3.5	12	88	80	20	6	34	60	90	10	87	13
	11	3.4	11	89	73	27	4	27	69	92	8	87	13
PT	01	1.6			83	17	33	13	54			83	17
	**04	1.4			73	27	41		59			75	25
	07	1.8	8	92	75	25	40	9	50	87	13	75	25
	11	3.1	10	90	76	24				90	10	70	30
RO	04	1.5	14	86	75	25	(8)	(63)	(29)				
	*07	1.4	11	89	70	30		74	26				
	*11	1.4	10	90	75	25		65	35				
SE	07	7.4	16	84	65	35	12	27	61	64	36	82	18
	11	7.0	17	83	63	37	10	24	65	64	36	85	15
SK	01	5.2	11	89	79	21	8	53	39	93	7	96	4
	04	4.3	12	88	76	24	6	50	44	93	7	(96)	(4)
	07	3.9	11	89	71	29	5	49	46	96	4	(98)	(2)
	11	4.1	11	89	65	35	4	44	53	96	4	95	5
UK	11	4.0	10	90	70	30	12	33	54	52	48		

Source: IHS based on Eurostat (2012a, b; 2013a); Notes: break in series PT (11); data in brackets - low reliability; * medium including low education; ** low including medium education; ***'no answer' and 'not applicable' are excluded.

Table A. 11: Employment in education-related childcare: full-time vs. part-time and type of contract, 2001/04/07/11 (%)

		Working time		Contract	
		full-time	part-time	perma-nent	tempo-rary
CZ01	males			(89)	(11)
	females			90	10
CZ04	males	(90)	(10)	(83)	(17)
	females	87	13	88	12
CZ07	males	(94)	(6)	(93)	(7)
	females	88	12	90	10
DE01	males	86	14	90	10
	females	54	46	87	13
DE04	males	86	14	87	13
	females	55	45	87	13
DE07	males	73	27	79	21
	females	48	52	84	16
DE11	males	75	25	75	25
	females	53	47	83	17
EL07	males			(95)	(5)
	females			89	11
ES01	males	(93)	(7)	88	12
	females	85	15	75	25
ES04	males	(93)	(7)	80	20
	females	84	16	75	25
ES07	males	90	10	80	20
	females	82	18	74	26
ES11	males	91	9	83	17
	females	84	16	79	21
FR01	males			(84)	(16)
	females			81	19
FR07	males			(86)	(14)
	females			84	16
FR11	males	(89)	(11)	(89)	(11)
	females	70	30	85	15
FI07	males			(81)	(19)
	females			73	27
HU04	males			(89)	(11)
	females			95	5
HU11	males			(88)	(12)
	females			93	7
IT04	males	(91)	(9)	84	16
	females	90	10	79	21
IT07	males	92	8	78	22
	females	91	9	79	21
IT11	males	92	8	83	17
	females	89	11	85	15
NL04	males	77	23	(95)	(5)
	females	29	71	87	13
NL07	males	72	28	(93)	(7)
	females	30	70	89	11
PL04	males	(83)	(17)	(82)	(18)
	females	92	8	87	13
PL07	males	(80)	(20)	(81)	(19)
	females	92	8	87	13
PL11	males	(86)	(14)	(85)	(15)
	females	92	8	87	13
SE07	males	79	21	76	24
	females	61	39	84	16
SE11	males	78	22	78	22
	females	62	38	86	14
SK11	males			100	0
	females			95	5
UK11	males	74	26		
	females	49	51		

Source: IHS based on Eurostat (2012a); Notes: data in brackets - low reliability; 'no answer' and 'not applicable' are excluded.

Table A. 12: Employment in social inclusion services and non-educational day-care, 2001/04/07/11 (%)

		Share in total employ- ment	Share within social inclusion services and non-educational day-care**										
			Gender		Age		Education			Working time		Contract	
			men	women	15-49	50+	low	medium	high	full- time	part- time	perma- nent	tempo- rary
AT	01	2.2	23	77	85	15	23	65	13	63	37	(92)	(8)
	04	2.3	22	78	83	17	16	69	15	56	44	(91)	(9)
	07	2.3	20	80	83	17	21	60	19	51	49	89	11
	11	2.2	21	79	80	20	18	59	22			91	9
CZ	01	0.9	14	86	71	29	(14)	(80)	(7)	(91)	(9)		
	04	1.4	13	87	71	29	(16)	(79)	(6)	(96)	(4)	89	11
	07	1.8	15	85	65	35	13	79	8	94	6	91	9
	11	1.7	14	86	69	31	7	77	17	91	9	90	10
DE	01	3.3	24	76	79	21	21	53	26	64	36	83	17
	04	4.0	25	75	78	22	20	52	28	62	38	84	16
	07	4.3	25	75	74	26	22	54	25	54	46	79	21
	11	3.8	23	77	68	32	15	54	32	51	49	79	21
EE	01	(1.3)											
	07	1.1			53	47				(80)	(20)		
EL	07	0.6	(12)	(88)	79	21	28	32	40	(93)	(7)	(92)	(8)
	11	0.8	(9)	(91)	77	23				(94)	(6)	77	23

Source: IHS based on Eurostat (2012a, b; 2013a); Notes: break in series AT (04); data in brackets - low reliability; **'no answer' and 'not applicable' excluded.

Table A. 12 continued

		Share in total employ- ment	Share within social inclusion services and non-educational day-care**										
			Gender		Age		Education			Working time		Contract	
			men	women	15-49	50+	low	medium	high	full- time	part- time	perma- nent	tempo- rary
ES	01	1.2	15	85	84	16	37	27	36	86	14	66	34
	04	1.5	16	84	87	13	36	25	39	85	15	63	37
	07	1.7	15	85	80	20	31	28	41	81	19	63	37
	11	2.6	13	87	72	28	34	27	39	78	22	67	33
EU-15	11	4.1	18	82	70	30	21	49	30	56	44	83	17
EU-27	11	3.5	18	82	70	30	22	48	30	59	41	83	17
FI	07	7.8	9	91	66	34	15	57	28	85	15	73	27
	11	7.5	12	88	66	34	12	57	32	84	16	74	26
FR	01	4.4	20	80	79	21	36	42	21	64	36	82	18
	04	5.4	18	82	74	26	41	42	17	69	31	82	18
	07	5.6	15	85	72	28	36	43	21	65	35	82	18
	11	4.8	16	84	68	32	34	46	20	63	37	84	16
HR	04	(0.7)			(74)	(26)							
	07	0.7	(16)	(84)	(68)	(32)	(16)	(65)	(19)			(88)	(12)
HU	01	1.4	14	86	76	24	(26)	(66)	(8)	(95)	(5)	(92)	(8)
	04	1.8	14	86	72	28	19	64	18	(95)	(5)	93	7
	07	1.9	17	83	69	31	15	64	21	(96)	(4)	92	8
	11	2.2	12	88	69	31	13	64	24			90	10

Source: IHS based on Eurostat (2012a, b; 2013a); Notes: data in brackets - low reliability; **'no answer' and 'not applicable' excluded.

Table A. 12 continued

		Share in total employ- ment	Share within social inclusion services and non-educational day-care**										
			Gender		Age		Education			Working time		Contract	
			men	women	15-49	50+	low	medium	high	full- time	part- time	perma- nent	tempo- rary
IT	04	1.5	15	85	84	16	28	53	18	67	33	85	15
	07	1.7	15	85	81	19	32	45	22	69	31	83	17
	11	1.5	16	84	79	21	26	47	28	66	34	83	17
LT	01	1.3											
	04	(1.0)											
	07	(1.0)			(62)	(38)							
	11	1.2											
LU*	01	2.9	(14)	(86)			38	62					
	04	3.9	16	84	83	17	41	40	18	64	36	(91)	(9)
	07	5.8	21	79	84	16	27	52	20	63	37	89	11
MK	07	0.5	43	57								(81)	(19)
MT	04	2.2										100	0
	07	2.8	37	63	74	26	(70)	(14)	(16)	64	36		
	11	3.4											
NL	04	8.2	13	87	77	23	22	54	24	15	85	88	12
	07	8.4	11	89	72	28	20	57	23	14	86	85	15
	11	8.9	11	89	69	31				15	85	84	16

Source: IHS based on Eurostat (2012a, b; 2013a); Notes: break in series IT (04); data in brackets - low reliability; * medium includes low edu; **'no answer' and 'not applicable' excluded.

Table A. 12 continued

		Share in total employ- ment	Share within social inclusion services and non-educational day-care**										
			Gender		Age		Education			Working time		Contract	
			men	women	15-49	50+	low	medium	high	full- time	part- time	perma- nent	tempo- rary
PL	04	1.3	12	88	84	16	(9)	(64)	(27)	(91)	(9)	80	20
	07	1.3	15	85	74	26	(6)	(58)	(36)	91	9	77	23
	11	1.2	15	85	71	29	(6)	(51)	(43)	87	13	77	23
PT	01	1.9	11	89	83	17	76	11	12			74	26
	04	2.6	6	94	81	19	67	14	19			76	24
	07	2.9	9	91	75	25	69	13	18	96	4	79	21
	11	2.9	11	89	75	25	60	24	16				
RO*	04	0.6			(79)	(21)	29	71					
	07	0.6	(15)	(85)	(81)	(19)	(11)	(76)	(13)				
	11	0.9	18	82			20	59	21				
SE	07	8.7	15	85	68	32	26	53	20	47	53	75	25
	11	8.6	16	84	67	33	21	56	23	46	54	76	24
SK	01	1.5	14	86	83	17				(92)	(8)	84	16
	04	2.0	15	85	82	18	(12)	(80)	(9)	(93)	(7)		
	07	2.0	14	86	74	26	(13)	(81)	(6)	92	8	89	11
	11	1.9	12	88						(95)	(5)		

Source: IHS based on Eurostat (2012a, b; 2013a); Notes: break in series PT (11); data in brackets - low reliability; * medium includes low edu; ** 'no answer' and 'not applicable' excluded.

Table A. 13: Employment in social inclusion services and non-educational day-care by full-time vs. part-time and type of contract, 2001/04/07/11 (%)

		Working time		Contract	
		full-time	part-time	perma-nent	tempo-rary
AT07	males	(75)	(25)	(82)	(18)
	females	45	55	91	9
CZ01	males	100	0		
	females	90	10		
CZ04	males	(87)	(13)	(84)	(16)
	females	(97)	(3)	89	11
CZ07	males	(95)	(5)	(91)	(9)
	females	94	6	91	9
DE01	males	84	16	84	16
	females	58	42	82	18
DE04	males	81	19	82	18
	females	56	44	85	15
DE07	males	72	28	77	23
	females	48	52	80	20
DE11	males	71	29	76	24
	females	45	55	80	20
ES01	males			(73)	(27)
	females			65	35
ES04	males	(94)	(6)	70	30
	females	83	17	61	39
ES07	males	89	11	71	29
	females	80	20	62	38
ES11	males			67	33
	females			67	33
FI07	males	(82)	(18)	67	33
	females	86	14	74	26
FI11	males	77	23	67	33
	females	85	15	75	25
EU-15	males	74	26	82	18
	females	52	48	84	16
EU-27	males	75	25	82	18
	females	55	45	84	16
FR01	males	85	15	82	18
	females	59	41	82	18
FR04	males			(85)	(15)
	females			82	18
FR07	males	85	15	84	16
	females	61	39	82	18
FR11	males	79	21	81	19
	females	60	40	85	15
IT04	males	82	18	(88)	(12)
	females	65	35	84	16
IT07	males	82	18	87	13
	females	67	33	82	18
IT11	males			83	17
	females			83	17
NL04	males	52	48	87	13
	females	9	91	88	12
NL07	males	45	55	84	16
	females	10	90	85	15
NL11	males	47	53		
	females	10	90		
PL04	males			(71)	(29)
	females			82	18
SE07	males	66	34	70	30
	females	43	57	76	24
SE11	males	59	41	70	30
	females	44	56	77	23
SK01	males	100	0		
	females	(91)	(9)		

Source: IHS based on Eurostat (2012a); Notes: data in brackets - low reliability; 'no answer' and 'not applicable' excluded.

Table A. 14: Gender pay gap in education by occupations, 2006 and 2010 (%)

	ISCO-88		ISCO-08	
	233: (pre-)primary education teaching professionals (2006)	Total economy (2006)	234: Primary school and early childhood teachers (2010)	Total economy (2010)
LU			41.21	8.7
CZ	5.35	23.4	17.81	21.6
UK	4.81	24.3	8.94	19.5
LV	2.05	15.1	6.79	15.5
EE	0.17	29.8	6.75	27.7
DE			6.52	22.3
FR	5.99	15.4	5.23	15.6
PT			4.52	12.8
FI	1.98	21.3	3.02	20.3
DK	2.85	17.6	2.82	16.0
MK			2.24	
BE	4.94	9.5	1.43	10.2
SK	0.91	25.8	-0.03	19.6
PL	-2.02	7.5	-0.71	4.5
BG	0.04	12.4	-1.06	13.0
CY	8.94	21.8	-1.60	16.8
MT	3.70	5.2	-8.89	13.4
LT	10.37	17.1		
ES	7.44	17.9		
HU	4.95	14.4		
SE	-0.63	16.5		

Source: IHS based on Eurostat (2012d, 2013b, 2013c); Notes: GPG (total economy) without public administration in NACE sector 'education' (N80, 2006 and P85, 2010).

Table A. 15: Gender pay gap in social work by occupations, 2010 (%)

	NACE Q87		NACE Q88		Total economy
	ISCO-08		ISCO-08		
	263: Social and religious professionals	341: Legal, social and religious associate professionals	263: Social and religious professionals	341: Legal, social and religious associate professionals	
EE		22.90	-7.46	-6.18	27.7
DE	18.97	5.64	10.36	0.92	22.3
CZ	15.87	-0.48	3.43	6.50	21.6
FI	2.73	6.89	-2.11	-4.98	20.3
SK	3.97				19.6
UK	-16.33	5.25	1.94	1.93	19.5
CY	54.08		-3.79	3.90	16.8
FR	18.81	20.45	8.50	-1.76	15.6
LV	9.61	2.12	-10.64	-6.57	15.5
LT	-8.73	18.86	35.41	24.86	14.6
MT		7.43	3.27		13.4
BG	-3.08	1.69	-37.50	6.52	13.0
PT	0.80	9.91	9.40	2.46	12.8
BE	9.54	9.50	7.63	-0.29	10.2
LU	-9.70	10.56	-11.37	12.50	8.7
PL	-2.61	0.68	-3.97	3.00	4.5
MK			2.48	19.36	

Source: IHS based on Eurostat (2013b, 2013c); Notes: GPG (total economy) without public administration in NACE sector 'education' (Q87+Q88).

ABOUT NEUJOBS

‘Creating and adapting jobs in Europe in the context of a socio-ecological transition’

NEUJOBS is a research project financed by the European Commission under the 7th Framework Programme. Its objective is to analyse likely future developments in the European labour market(s), in view of four major transitions that will impact employment - particularly certain sectors of the labour force and the economy - and European societies in general. What are these transitions? The first is the **socio-ecological transition**: a comprehensive change in the patterns of social organisation and culture, production and consumption that will drive humanity beyond the current industrial model towards a more sustainable future. The second is the **societal transition**, produced by a combination of population ageing, low fertility rates, changing family structures, urbanisation and growing female employment. The third transition concerns **new territorial dynamics** and the balance between agglomeration and dispersion forces. The fourth is a **skills (upgrading)** transition and its likely consequences for employment and (in)equality.

Research Areas

NEUJOBS consists of 23 work packages organised in six groups:

- **Group 1** provides a conceptualisation of the **socio-ecological transition** that constitutes the basis for the other work-packages.
- **Group 2** considers in detail the main drivers for change and the resulting relevant policies. Regarding the drivers we analyse the discourse on **job quality**, **educational** needs, changes in the organisation of production and in the employment structure. Regarding relevant policies, research in this group assesses the impact of changes in **family composition**, the effect of **labour relations** and the issue of financing transition in an era of budget constraints. The regional dimension is taken into account, also in relation to **migration** flows.
- **Group 3** models economic and employment development on the basis of the inputs provided in the previous work packages.
- **Group 4** examines possible employment trends in key sectors of the economy in the light of the transition processes: energy, health care and goods/services for the **ageing** population, **care services**, housing and transport.
- **Group 5** focuses on impact groups, namely those vital for employment growth in the EU: **women**, the **elderly**, immigrants and **Roma**.
- **Group 6** is composed of transversal work packages: implications NEUJOBS findings for EU policy-making, dissemination, management and coordination.

For more information, visit: www.neujobs.eu

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