

## BENEFITS OF SCHOOL AGE CHILDCARE- LITERATURE REVIEW DATABASE (September 2021)

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Title	Year	Primary/s econdary	Geography	Economic benefits to parents	Non-economic benefits to parents	Benefits to others	Impact on the economy
<p>Scott E and Scobie G. 2015. NHS Health Scotland Evidence briefing on the impact of out of school care. NHS Health Scotland. <a href="#">[Link]</a></p>	2015	Secondary	UK and 'international'	<p>- Positive labour market impact, includes enabling parents to enter, remain in or extend work, training or education, resulting in lower levels of unemployment and increased family income.</p> <p>- There is also some evidence that it can enhance the quality of work and training and reduce unplanned absence from work.</p> <p>- These benefits are perceived as being particularly important to lone parents.</p>	<p>- Non-economic impacts reported by parents in deprived communities include practical support in terms of childcare to help manage crisis situations and provide respite.</p> <p>- Play workers are also seen as an informal source of emotional support and as signposting to or helping to access other services.</p>	<p>- Perceived social benefits of out of school care for children, by children, parents and staff include:</p> <ul style="list-style-type: none"> <li>• the ability to make new friendships across different ethnic and cultural groups</li> <li>• the chance to develop relationships with play workers as adult role models</li> <li>• increased opportunities for play in a safe environment</li> <li>• increased social skills, confidence and self-esteem</li> <li>• promotion of diversity and multicultural inclusion.</li> </ul> <p>- Children from more deprived backgrounds may experience greater benefits</p> <p>- Perceived negative impacts include tiredness, the impact of reduced time spent with family and friends, and the shortage of activities aimed at older children</p>	

<p>John Barker, Fiona Smith, Virginia Morrow, Susie Weller, Valerie Hey, Judith Harwin. 2003. The impact of out of school care: A qualitative study examining the views of children, families and playworkers. <a href="#">[Link]</a></p> <p><i>Literature section only</i></p>	<p>2003</p>	<p>Secondary</p>	<p>UK and 'international'</p>	<ul style="list-style-type: none"> <li>- Between 26%-50% of parents experience a positive labour market impact as a result of using OOSC</li> <li>- Between 6%-22% of parents state they have entered employment as a direct consequence of using OOSC</li> <li>- 6%-25% have entered training or education</li> <li>- Labour market impacts are most significant for lone parents, minority ethnic parents, and low income families</li> <li>- Between 21%-50% state they have increased the number of hours in employment as a direct result of the service</li> <li>- Over one third (35%) of all families report increased earnings</li> <li>- Families with higher incomes are more likely to report income gains (and higher income gains) from OOSC.</li> <li>- The majority of parents state that OOSC reduces the need for them to rush away from employment or training, and a significant minority (27%) state it has resulted in less unplanned absences from work</li> </ul>	<ul style="list-style-type: none"> <li>- OOSC supports parents in a variety of activities, such as carrying out wider caring responsibilities or voluntary work and providing respite care for children in need</li> </ul>	<ul style="list-style-type: none"> <li>- One of the most significant benefits of OOSC is that it provides a safe place for children to play</li> <li>- Over two thirds (70%) of parents state that clubs provide play opportunities that children could not otherwise experience</li> <li>- Through encouraging friendships, OOSC can be seen to improve children's social skills and social competence</li> <li>- In increasing social skills and social competence, researchers have identified that OOSC can help to boost self confidence.</li> <li>- 40% of teachers perceive that OOSC improves children's behaviour</li> <li>- OOSC is seen to help build a more positive relationship with school for individual children and wider communities. This role is seen to be especially significant within disadvantaged areas where greater educational attainment may be encouraged</li> <li>- There is considerable debate as to whether OOSC has a positive effect on educational</li> </ul>	
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John Barker, Fiona Smith, Virginia Morrow, Susie Weller, Valerie Hey, Judith Harwin. 2003. The impact of out of school care: A qualitative study examining the views of children, families and playworkers. <a href="#">[Link]</a>	2003	Primary	UK (6 OSC clubs)	<ul style="list-style-type: none"> <li>- Twelve per cent (12%, n=9) of parents responding to the survey reported entering training as a result of using OOSC</li> <li>- Twelve per cent (12%, n=9) of parents responding to the survey had entered employment as a result of using OOSC</li> <li>- One in ten (10%, n=7) of survey respondents reported that using the club had enabled them to increase their hours of employment</li> <li>- Almost one half of the respondents to the</li> </ul>	<ul style="list-style-type: none"> <li>- Almost one third (30%, n=22) of respondents to the questionnaire survey stated that the service provided regular respite care and time out for children and families</li> <li>- There were a number of different circumstances in which the club provided childcare for families facing a variety of crises.</li> </ul>	<ul style="list-style-type: none"> <li>- The opportunity to establish new friendships and to strengthen existing ones is seen by children and parents as a key positive impact of OOSC.</li> <li>- One of the most positive impacts of OOSC is in providing a dedicated and uninterrupted play space for children</li> <li>- Parents, playworkers and children were aware of the contribution that OOSC can make to children's self confidence, in terms of making friends and trying out new activities.</li> </ul>	

Primary research only				survey (47%, n=34) stated that the club supported them at work by providing greater peace of mind.		<ul style="list-style-type: none"> <li>- Over half of parents state that their children learn through play, and that OOSC helped to foster a more positive attitude to school.</li> <li>- A significant minority of parents also thought that it had no effect on their children's attitude to school.</li> <li>- No respondents identified that OOSC helped to directly raise educational achievement.</li> <li>- Fifty five per cent (55%, n=41) of parents stated that the club helped their child feel more comfortable about being in school</li> </ul>	
Scottish Government. 2019. Draft Framework: Out of School Childcare in Scotland. <a href="#">[Link]</a>				<ul style="list-style-type: none"> <li>- Reports then findings of the 2015 NHS study</li> <li>- OSC increases female participation in the workplace</li> </ul>	- Reports then findings of the 2015 NHS study	- Reports the findings of the 2015 NHS study	
Eurofound (2020), Out-of-school care: Provision and public policy, Publications Office of the European Union, Luxembourg.	2020	Secondary	UK and EU	- The limited research examining the relationship between provision of OSC and work-life balance indicates a positive impact on working parents, who were able to make future career plans, be more focused at work and enjoy more leisure time.		- There is a solid body of research on OSC quality, which focuses on social and academic benefits for the child along with the aspiration to foster social cohesion and social integration, especially for children with a migratory background or children living	

<a href="#">[Link]</a>				- Reports the findings from Barker et al. 2003.		in a socio-economically deprived context.	
Heather Malcolm, Valerie Wilson and Julia Davidson. 2002. Out of School Care: A Brief Literature Review. <a href="#">[Link]</a>	2002	Secondary	UK, "Europe and Scandinavia"	- A major benefit of care-focused provision was found to be that it enabled parents to enter or extend work or training. Some parents felt their employment and training opportunities had improved, others that the quality of their work improved and others stated that they had fewer unplanned absences.	- Survey of 282 parents found that found benefits for family life were peace of mind, reduction of stress and a general increase in parents' ability to cope with life.	- Survey of 282 parents found that almost all said their children were happy attending an after-school club and three quarters reported social benefits, especially social interaction and development. - These were especially valued by parents of 'only' children and those living in isolated areas .	
National Institute on Out-of-School Time, Wellesley Centres for Women at Wellesley College. 2009. Making the Case: A 2009 Fact Sheet on Children and Youth in Out-of-School Time <a href="#">[Link]</a>	2009	Secondary	United States			- Research suggests youth who participate in after-school programs improve significantly in three major areas: Feelings and attitudes; - Increased indicators of behaviour adjustment which includes positive social behaviours and reduction in aggression, conduct problems, and drug use; and - - Increased school and achievement test scores - Those who participate more frequently and for longer periods of time are most likely to benefit from out-of-school time opportunities - Participation in various	- Every dollar invested in high quality after-school programs saves tax payers on average \$3.00, according to a study by the Rose Institute - Additional saving can be realized if crime reduction is factored in. - Financing strategies include making better use of existing funds; maximizing available federal dollars; creating more flexibility in funding streams; developing new dedicated revenue sources for after-school programs; gaining access to additional resources; and creating partnerships between public and private-sector organizations and funding

						structured out-of-school time activities has been shown to have the greatest impact and most positive effect on those who are most at-risk	sources
National Institute on Out-of-School Time, Wellesley Centres for Women at Wellesley College. 2016. Advancing the Status of Women & Girls, Families & Communities: Policy Recommendations for the Next U.S. President <a href="#">[Link]</a>	2016	Secondary	United States			<ul style="list-style-type: none"> <li>- Over 25 years of research in the field has demonstrated that youth who participate in high-quality OST programs show: increased self-confidence and self-esteem; improved social skills with peers; increased pro-social behaviors; intrinsic motivation, concentrated effort, and positive states of mind; improved attitudes and feelings towards school; reduced problem behaviors; and reduced engagement in risky behaviors</li> <li>- Research also shows that participation in high-quality OST programs helps to close the achievement gap, has positive long-term effects on school attendance and task persistence, has positive effects on school grades and academic work habits, and improves achievement test scores</li> </ul>	
Brown, W., Frates, S., Rudge, I., & Tradewell, R.	2002	Secondary	United States				- Non-crime benefits of investment in after school programmes are estimated to be between US\$2.99 and

<p>2002. The costs and benefits of after school programs: The estimated effects of the after school education and safety program act of 2002. Claremont, CA: Claremont McKenna College, Rose Institute of State and Local Government. <a href="#">[Link]</a></p> <p><i>Executive summary only</i></p>							<p>US\$4.05 for every US\$ spent</p> <ul style="list-style-type: none"> <li>- Non-crime benefits include reduced child-care costs to parents, improved school performance, higher incomes in later life among children and reduced welfare costs.</li> <li>- Including benefits of reduced crime in later life shows that each \$US invested bring a return of between US\$8.92 and US\$12.90.</li> </ul>
<p>Gillian Davidson and Anne Marie Barry. 2003. Assessment of Benefits and Costs of Out of School Care. Scottish Executive Education Department <a href="#">[Link]</a></p> <p><i>Executive summary only</i></p>	2003	Secondary	UK and international	<p>Economic benefits for parents include:</p> <ul style="list-style-type: none"> <li>- Access to employment, education and training</li> <li>- Increased or stable earnings</li> <li>- Decreased dependency on benefits</li> <li>- Increase in working hours</li> <li>- Movement from part-time to full-time working</li> <li>- Increased ability to do a job and increased job satisfaction</li> <li>- Fewer unplanned absences</li> </ul>		<p>Economic benefits for communities include:</p> <ul style="list-style-type: none"> <li>- Contributes to tackling poverty, disadvantage and regeneration</li> <li>- Creation of a positive environment for children</li> <li>- Employment creation and job opportunities in OSC</li> </ul> <p>Benefits for employers include :</p> <ul style="list-style-type: none"> <li>- Better staff retention rates and associated reduction in recruitment costs</li> </ul>	<ul style="list-style-type: none"> <li>- OSC services are both direct and indirect economic contributors.</li> <li>- They offer a direct contribution in the form of the creation of a small business, the creation of local employment and financial gains to the local economy as a whole</li> <li>- SC are indirect contributors because of the service they provide to enable parents to take up paid work or training</li> <li>- Economic benefits of OSC</li> </ul>

						<ul style="list-style-type: none"> <li>- Investment in training and staff development programmes recouped</li> <li>- Reduction in unplanned absences</li> <li>- Wider pool of potential recruits for jobs</li> <li>- Employment creation in OSC</li> </ul> <p>Benefits for children include:</p> <ul style="list-style-type: none"> <li>- Improvements to their life and social skills. OSC provides a variety of activities including free-play, organised games, sports, arts and supervised homework to complement the educational focus of the school day. This helps to counter under achievement which is especially valuable in deprived areas.</li> <li>- Safe and secure environment</li> <li>- Social interaction with children of different ages, ethnic backgrounds and with additional needs. This was considered particularly important for 'only' children and those from rural areas</li> <li>- Increased confidence, self-esteem and motivation</li> <li>- Broadening of experiences and skills</li> <li>- Curriculum enrichment and</li> </ul>	<p>can be evidenced for parents through access to paid work and training and decreased dependency on benefits, for the community through the development of employment opportunities, for employers through increased staff retention, and for the public purse through avoided costs and increased revenue from national insurance and income tax.</p>
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						<p>learning environment</p> <ul style="list-style-type: none"> <li>- Health benefits through healthy eating and physical activity</li> <li>- Consultation opportunities with children</li> </ul>	
<p>Pamela Reid and Douglas White. 2007. Out-of-school care services for children living in disadvantaged areas . Luxembourg: Office for Official Publications of the European Communities <a href="#">[Link]</a></p>	2007	Secondary	UK and EU	<ul style="list-style-type: none"> <li>- Summarises the findings of Davidson and Barry (2003).</li> <li>- In the UK, one third of families have reported an increase in income as a direct result of using OSC provision.</li> <li>- It is clear that OSC can play an important role in supporting access to the labour market for parents in disadvantaged areas.</li> </ul>	<ul style="list-style-type: none"> <li>- Summarises the findings of Davidson and Barry (2003).</li> <li>- OSC can also deliver a wide range of non-economic benefits to families living in disadvantaged areas</li> </ul>	<ul style="list-style-type: none"> <li>- Summarises the findings of Davidson and Barry (2003).</li> <li>- OSC provides children with opportunities for safe ‘free play’. Without OSC, such children would otherwise have limited access play because of busy family lifestyles, lack of resources at home or fears over safety in public places</li> <li>- Benefits are likely to be particularly pronounced in disadvantaged areas. As well as having a developmental impact on children in disadvantaged areas, OSC can also play a preventive role. For example, in Estonia, it has been found that providing activities and opportunities for children in a safe and supervised environment can help reduce the possibility of their becoming disengaged from society, or engaging in problem behaviour or anti-social activities. The OSC services provided by the National Charitable Society for</li> </ul>	<ul style="list-style-type: none"> <li>- Summarises the findings of Davidson and Barry (2003).</li> <li>- The development of OSC services can in itself have a positive impact on the range of employment opportunities that are available in disadvantaged areas.</li> </ul>

						<p>Gypsies in the Ameixoeira district in Lisbon, Portugal, were found to have a similar impact.</p> <p>- Some small-scale studies in the UK suggest that many teachers believe that OSC can lead to improved behaviour at school.</p>
<p>Fiona Smith and John Barker . 2004. Inclusive Environments? The Expansion of Out-of-School Child Care in the United Kingdom. Children, Youth and Environments Vol. 14, No. 2 <a href="#">[Link]</a></p> <p><i>Abstract only</i></p>				<ul style="list-style-type: none"> <li>- Good quality childcare can have an impact on the lives of parents and children in general .</li> <li>- It's greatest potential is on the lives of those at risk of social exclusion.</li> </ul>		