

# Participation in ECE

The ECE market caters to 95% of the population.

The remaining 5% are predominantly Māori, Pasifika, or from low SES families; exactly the children that have most to gain from participation.

There are many reasons why these whānau do not participate, and our responses need to be flexible.

There can be gaps in **supply** – where there are not enough services, where available services are too far away, where available services do not cater to the needs and aspirations of whānau, or where available services are too expensive.

There can be gaps in **demand** – where families do not see the need for, or value of, ECE, where they prefer to keep children at home, or are facing a range of other problems.

We place greatest emphasis on areas with the largest numbers of children entering school who have not participated

## Auckland

1461 children not participating

	European	Māori	Pasifika	Asian	Other	Total
Manukau Ward	0	104	309	17	1	431
Manurewa-Papakura Ward	15	194	130	20	3	362
Waitakere Ward	10	55	57	13	9	144
Maungātekie-Tamaki Ward	0	39	90	7		137
Albert-Eden-Roskill Ward	6	11	35	13	6	71
Franklin Ward	12	37	9	5	1	64
Whau Ward	4	11	29	9	7	60
North Shore Ward	14	13	8	12	4	51
Howick Ward	5	8	14	13	4	44
Rodney Ward	11	13	0	2		26
Waiemata and Gulf Ward	5	4	9	6		24
Albany Ward	7	8	3	4	2	24
Orakei Ward	5	8	9	0	1	23



The Far North, and Kaikohe, have high numbers of Māori children not participating. 72% of the 20-64 year old population receive income support, and 40% are sole parents. There is a shortfall of ECE places, and transport is an obvious problem.

We have established a project working with the most vulnerable families to help them participate and successfully transition to school (EPF), which is being supplemented by ECE enrolment in Te Kura.

**Far North**  
123 children not participating

**Lower North Island**  
184 children not participating



Porirua and Lower Hutt have two small pockets where participation is a concern. We have –

- contracted providers to assist families to enrol (EPF scheme)
- established Supported Playgroups
- provided a small incentive grant to a kōhanga reo to enable it to enrol more children

The population of Waitakere (West Harbour and Royal Heights) is mostly Māori and Pasifika, and predominantly low SES. Infrastructure works against participation – the motorway cuts through the area. Local scoping works suggests whānau valuing ECE is a particular problem. We have –

- contracted providers to assist families to enrol (EPF scheme)
- established a local playgroup that is easier to get to
- sponsored local events to raise awareness of ECE
- provided incentive funding for a service with a particular focus on vulnerable children (TAP scheme)

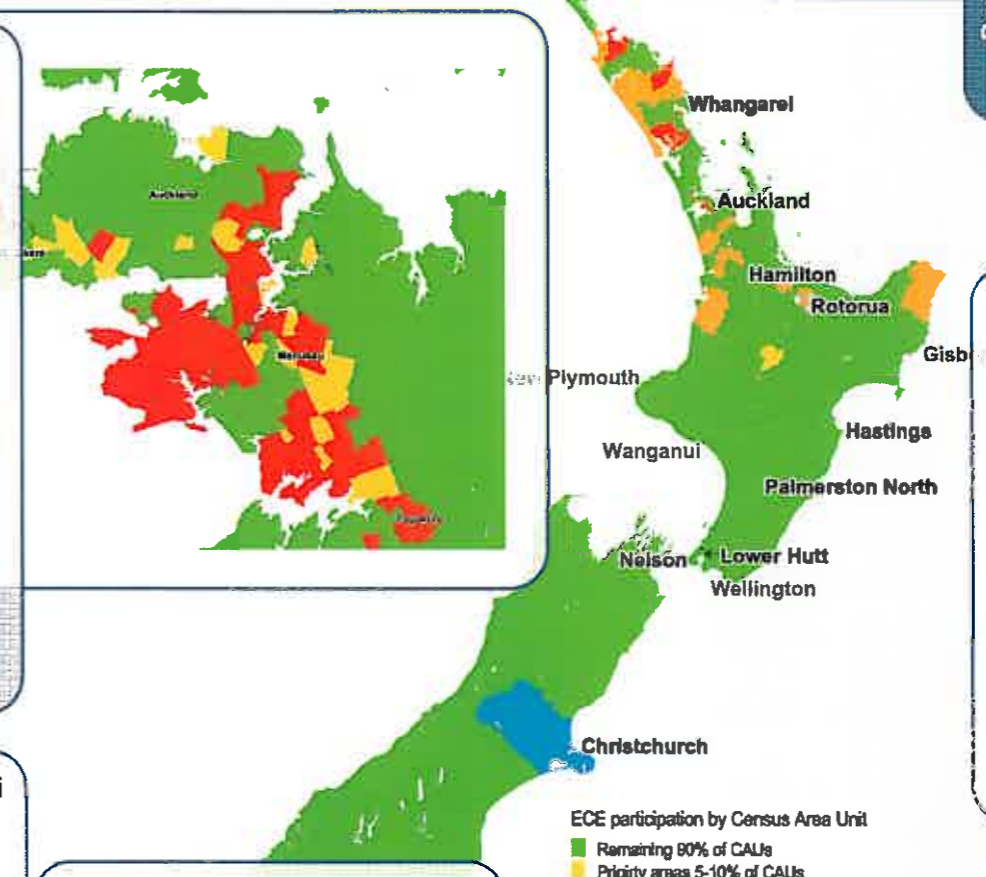
South Auckland has the largest number of areas with the lowest levels of participation – nearly all Māori or Pasifika. We have implemented a range of solutions –

- invested directly in new ECE services on school sites
- provided incentive grants to establish new services (TAP)
- provided Identity, language and culture support to make services more responsive to priority whānau

- contracted providers to assist families to enrol (EPF scheme)
- Set up Supported Playgroups, where parents attend with children

Rotorua has a high Māori population, but low Māori participation, particularly in Western Heights and Owkata West. There is available capacity in services, but it does not appear well-matched to the community.

- We have –
- provided identity, language and culture support to local services to ensure they are responsive to Māori
  - partnered with Ngati Whakaue to establish a te reo Māori immersion ECE service



## Central North

504 children not participating



ECE participation by Census Area Unit  
 Remaining 90% of CAUs  
 Priority areas 5-10% of CAUs  
 High priority areas 0-5% of CAUs

Demand side  
Supply side

Supply side (market failure)  
Demand side

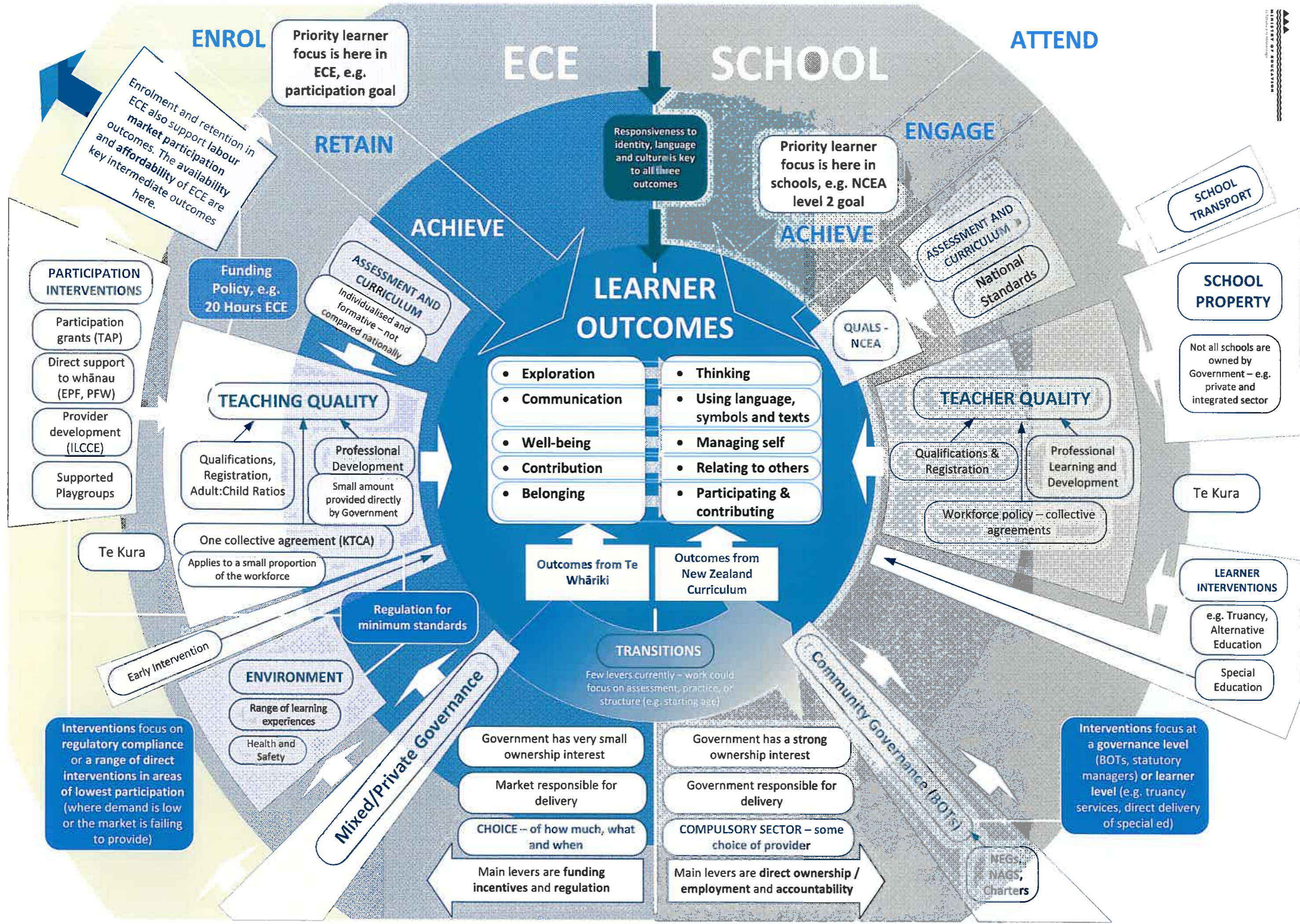
Demand side

Supply side

Demand side

Demand side

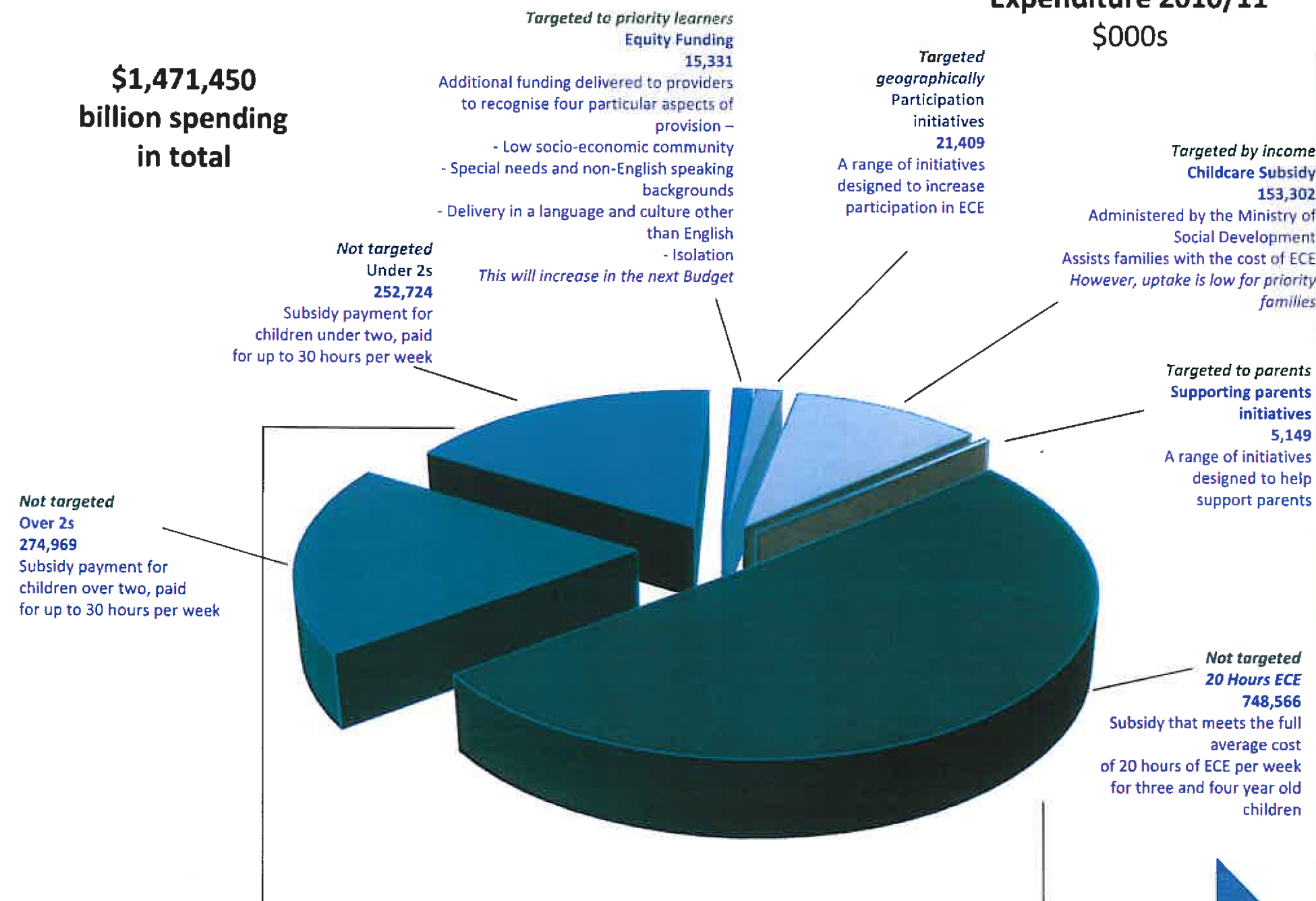
Supply side



# Targeting ECE to support low income, high risk families and whānau

**\$1,471,450 billion spending in total**

## Government ECE Expenditure 2010/11 \$000s



### Participation Programme

The ECE Participation Programme seeks to increase ECE participation, particularly among Māori and Pasifika children, and children from low socio-economic communities.

The programme addresses multiple barriers to participation through a range of initiatives that:

- ensure solutions are appropriate to particular local communities
- improve the responsiveness of ECE services to the needs of non-participating children and their families by using different models of provision (e.g. supported playgroups, home-based projects and identity, language and culture projects).
- increase the supply of ECE services in target communities through full and partial funding of property projects and one-off grants
- provide intensive support to three and four year olds and their families resulting in enrolment in ECE, regular participation, support for learning at home and a successful transition to school.

### Early Learning Information

This project will provide more detailed child-based participation data to the Ministry of Education, which would enable Government to:

By focusing on individual children, the Ministry can also more quickly identify which children are missing out on ECE, and target resources to those children.

### New Funding System

The purpose of the review is to consider how funding could better support achievement and quality, particularly for Māori and Pasifika, learners from low socio-economic status backgrounds, and learners with special education needs.

### ECE as at July 2011

- 4,439 licensed ECE services
- 194,101 enrolments in licensed ECE services
- Of these enrolments, 18% under-2s; 19% aged-2; 63% aged-3 & over
- 94.7% overall prior participation in ECE; 90.0% Māori prior participation in ECE; 85.9% Pasifika prior participation in ECE
- 103,852 enrolments in 20 Hours ECE
- 20,644 teachers in teacher-led ECE services. Of these 69% were registered teachers. Around 51% (or 3,244) were in study to be a registered teacher
- Te reo Māori was used as the language of communication for 81%-100% in 474 licensed services
- Pasifika languages were used as the languages of communication for 81%-100% in 55 licensed services

**Not targeted, so...**

Withheld under s9(2)(f)(iv)