



Participation in Early Childhood Education

Evidence Booklet



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WHY IS PARTICIPATING IN EARLY CHILDHOOD EDUCATION IMPORTANT?

Participation in quality early childhood education (ECE) has significant benefits for children and their future learning outcomes. Studies have found that engagement with ECE helps to develop strong foundations for future learning success (Statistics NZ and Ministry of Pacific Island Affairs, 2010). These benefits apply to all children but may be particularly important for building academic achievement in children from low socio-economic backgrounds (ibid, and Mitchell et al, 2008).

ECE has been shown to positively impact literacy, numeracy and problem-solving skills well into the teenage years; high-quality ECE encourages the development of cognitive and attitudinal competencies, and leads to higher levels of achievement and better social outcomes (ibid, OECD, 2011, Statistics NZ and Ministry of Pacific Island Affairs, 2010, and Wylie et al, 2009).

International and longitudinal studies have also found that participation in high-quality ECE can translate into improved longer-term outcomes. Several studies have identified links between ECE participation and better social and economic outcomes for children when they reach older ages (ibid). This link is, again, stronger for children from low socio-economic backgrounds. Some studies have also identified positive relationships between ECE participation and the effect on wider societal outcomes, for example, ensuring participation in the labour force and building labour force capability (Ministry of Women's Affairs, 2004).

WHY DO SOME CHILDREN MISS OUT ON ECE?

There are a number of reasons why children don't participate in ECE, which range from cost to cultural preferences. The Ministry has identified several key barriers including:

- the cost – not only of service attendance but also of transport and other associated expenses
- services not being available that meet the cultural needs of families – particularly for the Māori and Pasifika families who seek community services within cultural settings such as marae and churches
- the practical needs of families – most importantly whether services provide the types of hours and are placed in locations that mean their child's attendance in ECE can be accommodated amongst other commitments such as work or study
- personal barriers – such as reluctance to engage outside of their own community, anxiety due to negative past educational experiences or for health reasons
- lack of awareness – including lack of knowledge about the benefits of ECE, the potential long-lasting impacts of ECE attendance, and where services may be located in their area
- other priorities or issues – which include restrictive demands on family income, time and resources, but can also include, for example, issues such as parental arrangements, drug dependencies, or domestic abuse
- parental choice – some parents may be aware of ECE and the services available to them, but may choose to retain their children in the home or not to enrol their children for reasons other than resource, access, or cultural requirements.

INCREASING ECE PARTICIPATION TO 98 PERCENT

BETTER PUBLIC SERVICES PROGRAMME

In 2012, Cabinet released a set of targets for the Better Public Services Programme. These targets focus public sector efforts on progressing key social and economic issues and are categorised under five themes.

The first result set under the second theme – *Supporting Vulnerable Children* – aims to increase participation in ECE. The Programme set the target: ‘in 2016, 98% of children starting school will have participated in quality ECE’ (State Services Commission, 2012).

The Programme proposed seven key actions to achieve this target:

- Improve information collection to identify vulnerable children
- Change funding policies to incentivise better support for and participation by vulnerable children
- Increase information sharing to locate children and improve services
- Improve cohesiveness of front line public services and other providers for vulnerable families using already successful work across agencies
- Government agencies will scale up initiatives already showing success in supporting vulnerable children to participate in ECE
- The Ministry of Education will introduce new approaches to providing ECE to better meet the needs of vulnerable families
- Gain support from schools to find and engage children under six.

THE EARLY LEARNING TASKFORCE

The Ministry of Education has launched five taskforces to achieve the Better Public Services Results, the Ministry’s strategic goals, and other Government priorities. They represent:

- Early Learning
- Literacy and Numeracy
- NCEA Level 2
- Inclusive Education
- Greater Christchurch Education Renewal and Recovery.

The Taskforces are mandated to progress education outcomes for Māori learners, Pasifika learners, learners with special education needs and learners from low socio-economic backgrounds. They design and prioritise actions, based on data, to achieve results. Taskforce membership includes policy, operational, analytical and regional teams from across the Ministry, as well as partner government agencies (MoH, MSD, TPK and MPIA) and external members from the community.

The Early Learning Taskforce target is: ‘in 2016, 98 percent of children starting school will have participated in quality ECE’.

THIS EVIDENCE BOOKLET

This Evidence Booklet is a key resource to inform the work of the Early Learning Taskforce. It supports the Taskforce by indicating the areas and communities in New Zealand where the Taskforce should focus, and underpins discussions about what needs to be done to raise the value of early learning and increase ECE participation.

It will also be used as a general reference for wider audiences and to engage people with little or no prior knowledge of non-participation in ECE in New Zealand.

BOOKLET CONTENT

This Booklet is divided into three parts.

Part 1 provides a big-picture snapshot of non-participation in ECE at a national level and provides overview information about:

- non-participation
- low levels of participation as a feature of non-participation (measured by the duration children spend in ECE and the time they spend in ECE – hours per week)
- service provision or an overview of the services that make up the ECE sector and the level of service provision at a national level. This section includes data about the types and number of services available in New Zealand, as well as the level of service use (or number of enrolments).

Where available, breakdowns of ethnic group and age will also be included.

Part 2 of the Booklet focuses on regional breakdowns of the sections covered in Part 1. It provides insights into the unique regional profiles of non-participation.

A small section is also included for each region, where applicable, that outlines 'pockets of interest' within that region. These areas (to census area unit level) have been identified as having the highest estimated numbers (the top five percent) of non-participating children.

Note that participation rates will only be provided in large area and national analysis as they can misrepresent levels of participation in areas with low numbers of children.

Part 3 will present an overview of the funding programmes and participation initiatives already in place in New Zealand.

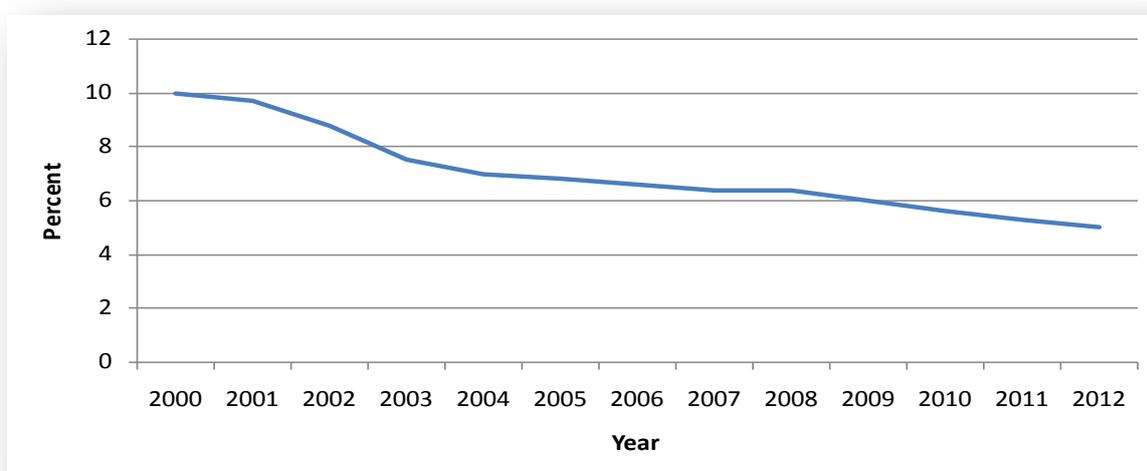
PART 1 – A SNAPSHOT OF ECE IN NEW ZEALAND

NON-PARTICIPATION

For the year ending June 2012, 5.0 percent of all children starting school (2,816 children) did not participate in ECE. This is a fall from 5.3 percent for the year ending June 2011.

The non-participation rate excludes children that did not tell us about their participation in ECE. These children make up 2.5 percent of the 60,413 children that started school in 2012.

Figure 1: ECE non-participation rate by year, 2000-2012¹



Changes in ECE policy have affected non-participation during two distinct periods shown in figure 1. The first was between 2001 and 2004, when developments in ECE and related policy were designed to increase access to and uptake of ECE for families from lower socio-economic and disadvantaged backgrounds (Adema, 2006, and McTaggart, 2005). They include:

- rises in funding for the Childcare Subsidy in the early-2000s
- the expansion of the *Family Start* programme in 2001
- the initiation of Equity Funding for community-based services in 2002.

The other significant period of decline in non-participation started around 2008, possibly as a result of the introduction of *20 Hours ECE* the previous year. Participation will have also been affected by the suite of targeted initiatives developed as part of the *ECE Participation Programme* that was launched in 2010.

¹ Information about prior participation in ECE is collected from children when they enrol in school. Information is collected about whether the child attended ECE and, if so, the types of services they attended as well as the number of hours and duration of their attendance.

NON-PARTICIPATION ACROSS PRIORITY GROUPS

The data provided in this Booklet is intended for use to support actions to progress education outcomes for our priority groups - Māori learners, Pasifika learners, learners with special education needs, and learners from low socio-economic backgrounds.

Analysis in this Booklet uses school decile analysis as a proxy to identify children from low socio-economic backgrounds. This can help us understand how issues like income, housing and standard of living can affect ECE attendance.

All schools are given a decile rating depending on the socio-economic status of the community their students come from. Decile 1 schools are the 10 percent of schools with the highest proportion of students from low socio-economic communities. Decile 10 schools are the schools with the lowest proportion of these students².

Table 1 shows a strong relationship between the school decile a child attends and their ECE participation before they start school. Seventeen percent of children from Decile 1 schools did not participate in ECE, compared with one percent of children from Decile 10 schools.

Table 1: ECE non-participation rates by school decile, 2012

	1	2	3	4	5	6	7	8	9	10
Percent in decile	17	10	6	5	4	3	3	2	2	1

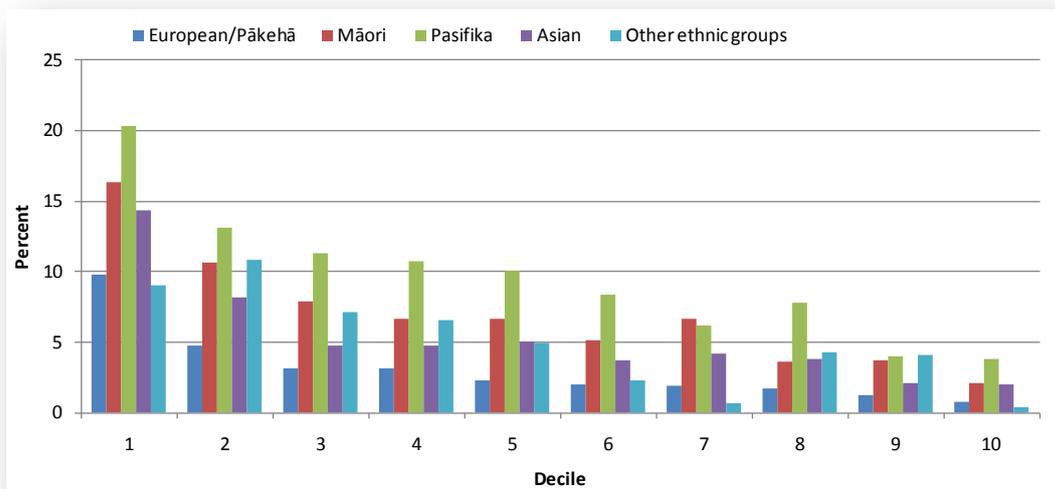
This can be further broken down by ethnic group to show how children belonging to certain ethnic groups – particularly the priority groups of Māori and Pasifika children – within certain deciles are even less likely to participate in ECE.

Figure 2 shows that children that attend Decile 1 schools make up a significant proportion of all those that do not attend ECE. The non-participation of Māori and Asian children is particularly related to the school decile they are in, particularly for those in the lower deciles.

However, Pasifika children have a unique decile profile. They are still over-represented in Decile 1 schools, like the children in the other ethnic groups, but Pasifika children maintained higher rates of non-participation across the mid-range deciles. This suggests that socio-economic status may not be as important in predicting non-participation for some groups.

² Appendix 1 includes two tables of figures that show the total number of children starting school in each decile, as well as the number of children starting school that did not participate in ECE.

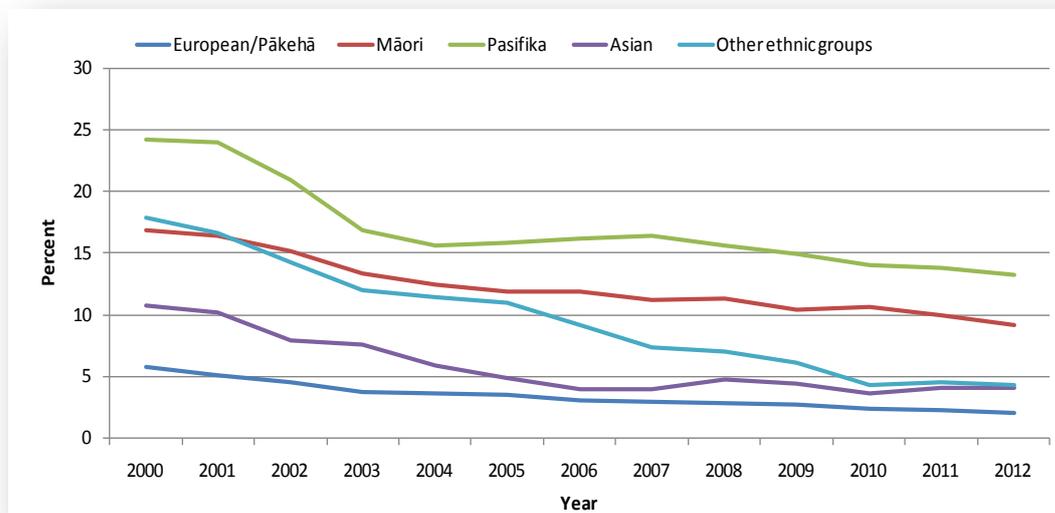
Figure 2: ECE non-participation rate by school decile and ethnic group (total response³), 2012



Ethnic groups have very clear patterns of non-participation outside of their decile profiles.

Again, Pasifika children consistently had the highest levels of ECE non-participation between 2000 and 2012, with Māori children closely following (see figure 3). They also experienced some of the largest falls in non-participation over the period, of 10.9 and 7.7 percentage points, respectively.

Figure 3: ECE non-participation rate by year and ethnic group (total response), 2000-2012



By contrast, European/Pākehā and Asian children had the lowest levels of non-participation across the ethnic groups, which led to the smallest decreases across the ethnic groups. Children from

³ Students who identify with more than one ethnic group have been counted in each group they identified with. This is a change from previously published data about prior participation, which was calculated on a 'prioritised' ethnicity basis, which means each child is assigned a single ethnic group.

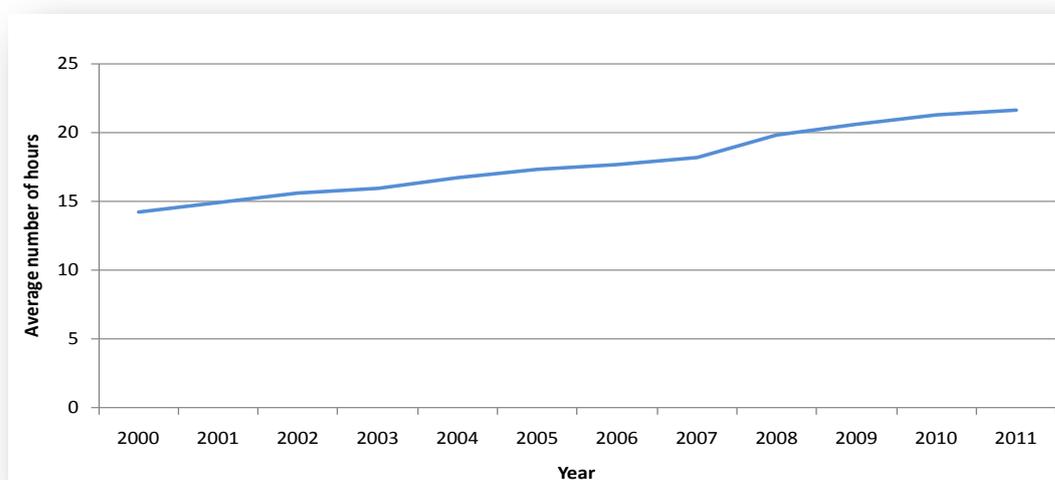
other ethnic groups had the largest fall (13.4 percentage points); however, this relates to comparatively few children due to small group size.

LOW PARTICIPATION

Non-participation data tells us about children who are missing out on ECE. However, some children that do attend ECE might not get significant benefit from their attendance. This may be due to sporadic attendance, fewer hours spent in ECE, or shorter durations of attendance. In other words, we might also like to find out about children who experience low levels of ECE participation.

We know from enrolment information⁴ that the amount of time children aged four years⁵ spend in ECE per week has steadily increased over time. Between 2000 and 2011, it rose from 14 to 22 hours, levelling off in 2010, which may be a direct result of changes made to *20 Hours ECE*⁶.

Figure 4: Time spent in ECE per week for year-olds, 2000-2011



The rest of this section will look at patterns of participation across the priority groups to see if their attendance is close to that of the national average. To do this, the data that will be used will come from the same information used to measure non-participation. This data allows us to look in more detail at the time children spend in ECE each week, as well as the length of their ECE attendance.

There are limitations to the conclusions we can draw using this data because of the high number of children who report participating in ECE but who do not provide details about their levels of participation. For instance, around one in five children (22.0 percent) who confirmed their ECE attendance provided no information about the number of hours per week they attended.

⁴ The RS61 annual census held in June each year collects information about the number of hours that children attend ECE. This data can be used to calculate average hours spent per week in ECE across time series.

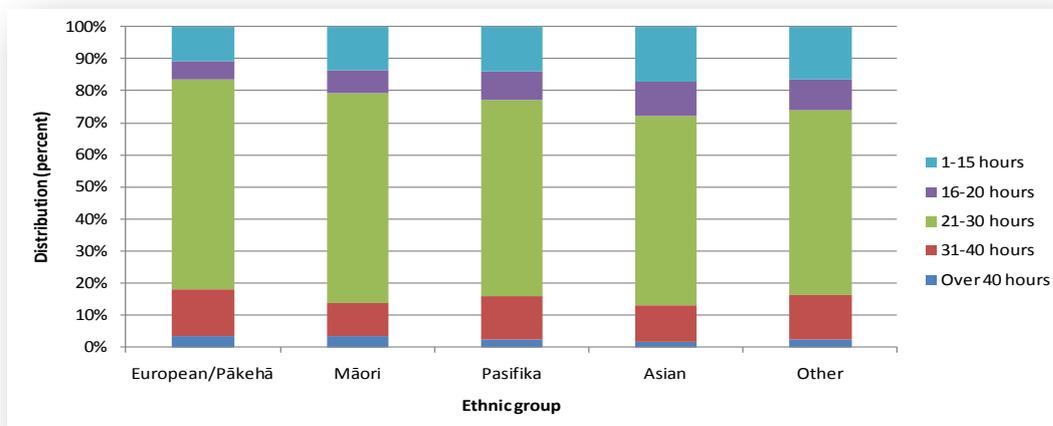
⁵ Enrolment data is only provided for four-year-old children because the time spent and duration information collected from children when they enrol at school relates to the six-month period prior to starting school, meaning participation data is about children's attendance from the perspective of when they're aged between four and five years.

⁶ *20 Hours ECE* was initiated in 2007 for all three- and four-year-old children to access ECE services for 20 hours a week at no charge. Since 1 July 2010, five-year-olds, Kōhanga Reo and Playcentres have been included.

Time spent in ECE

There remains some debate about the number of hours per week that indicate a beneficial amount of attendance. For the purposes of this Booklet, the threshold of 15 hours has been used as identified in other Ministry analysis.

Figure 5: Distribution of time spent in ECE by ethnic group (total response), 2012



Children in the European/Pākehā ethnic group were the least likely of the ethnic groups to spend 15 hours or less in ECE, while Asian children and those in the other ethnic groups were the most likely to attend ECE for up to 15 hours per week.

Just under one-quarter of Māori and Pasifika children attended ECE for 20 hours or less per week, which is the average number of weekly attendance hours across the ethnic groups.

Duration of ECE attendance

Levels of participation can be measured by both time spent in ECE per week and the duration of ECE attendance. ENROL data collects information about the duration of ECE attendance, which means we can examine the length of time different groups tend to stay in the ECE environment.

Figure 6: Distribution of ECE duration by ethnic group (total response), 2012

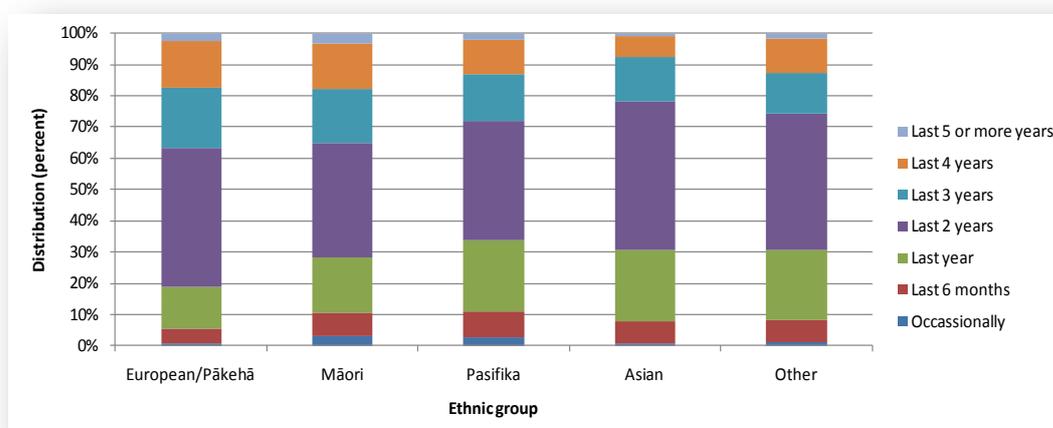


Figure 6 shows us how long different ethnic groups will go to ECE before starting school. Children in all the ethnic groups are most likely to attend ECE for a period of two years (between 36 and 47 percent of each ethnic group).

But children in the Pasifika, Asian, and other ethnic groups are most likely to attend for shorter durations. Asian and other ethnic groups, in particular, showed high levels of lower participation; over three-quarters of both groups attended ECE for two years or shorter durations (77.2 and 73.2 percent, respectively).

In contrast, children in the European/Pākehā and Māori ethnic groups are the most likely of the ethnic groups to attend ECE for longer periods. Over one-third of both ethnic groups attended ECE for a period of three years or longer (36.5 and 35.0 percent, respectively).

Notably, children in the Māori and Pasifika ethnic groups had relatively higher levels of occasional ECE attendance than any other ethnic group, although occasional attendance only accounted for 3.2 and 2.7 percent respectively of each ethnic group's duration profiles.

Figure 7: Distribution of ECE duration by decile, 2012

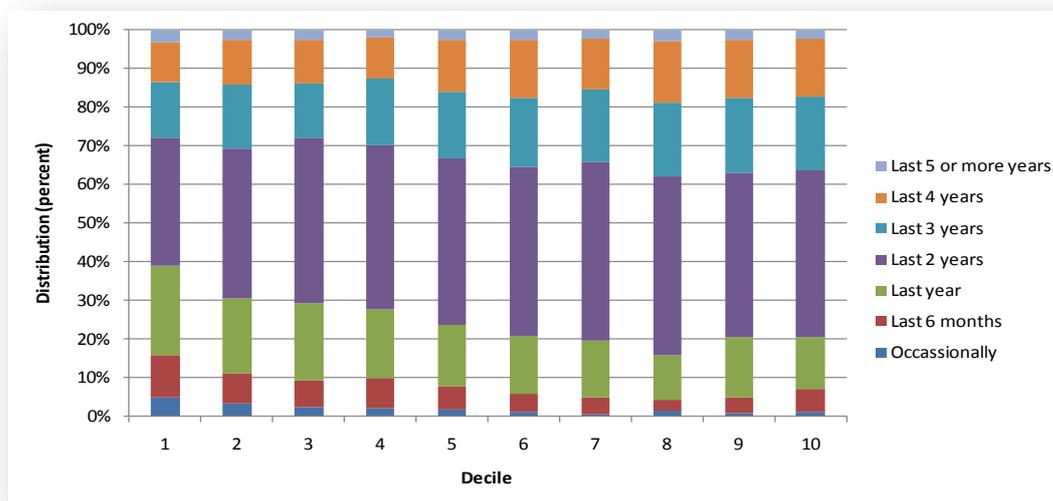


Figure 7 suggests that the duration profiles of the deciles could be placed into one of four groupings based on similar attendance trends – Decile 1, where almost 40 percent of ECE enrolments were in ECE for one year or less; Deciles 2-4, where 30 percent or less of enrolments attend ECE for one year or less; Deciles 5-7, where 21 percent or less of enrolments attend ECE for one year or less; Deciles 8-10, which have similar levels of low attendance as Deciles 5-7 but also have the highest rates (around 20 percent) of long-term ECE attendance.

Decile analysis in later sections of this Booklet will group the deciles in this way to more easily identify trends across similar socio-economic groups.

In June 2012, there were 4,290 licensed⁷ ECE services in New Zealand (see table 2). Numbers rose by 23.3 percent between 2001 and 2012. Playgroups have been omitted from this section because they are certificated as opposed to licensed, and there is less robust data about these types of services and the children who attend them.

Table 2: ECE service provision by service types, 2012

	2012
Education & Care	2,333
Kindergarten	642
Home-based	355
Playcentre	458
Te Kōhanga Reo	465
Casual Education & Care	26
Hospital-based	11
Total	4,290

These services have different characteristics that cater for parents' different needs and preferences. Some services also adopt specific approaches that cater for different learning requirements or styles. These include cultural-based services such as those that accommodate Māori, Pasifika or Chinese learners, or services that follow an educational philosophy including Montessori and Steiner providers.

Education and Care centres

These services can offer session (part-day) and/or all-day provision for children of all ages and are diverse in structure and philosophy. Their ownership ranges from independent sole operators to large companies with large numbers of services and from community- or charitably-operated to for-profit businesses.

Casual Education and Care centres are usually based at services such as gyms or shopping malls and can have children attend for short periods and without booked times.

Kindergartens

Kindergartens have traditionally provided three-hour sessions, but many have moved over recent years toward longer sessions or all day provision. Most enrolments are of 3- and 4-year-olds and all teaching staff are qualified teachers. Traditional Kindergartens are not-for-profit organisations and are managed by regional Kindergarten Associations governed by the State Sector Act.

Home-based networks

These services are made up of networks of educators who work in their or the children's own homes. Each network is coordinated by a qualified and registered ECE teacher. Educators are not required to be qualified. These services are managed by a range of governance structures.

⁷ A 'licensed' service is one that is licensed under the Education (Early Childhood Services) Regulations 2008.

Playcentres

These are generally open for half-day sessions providing play-based learning that is led by parents who may or may not be qualified (including Playcentre qualifications). They are community-based and not-for-profit and cater for children of all ages. They are managed by regional Playcentre Associations that affiliate to the New Zealand Playcentre Federation.

Kōhanga Reo

These are Māori immersion services managed by whānau and led by Kaiako. Kaiako receive Te Kōhanga Reo training and qualifications through the Whakapakari programme which is designed to specifically meet the needs of Te Kōhanga Reo philosophy in Te Reo Māori. They are generally open all day and focus on whānau and language development. Individual Kōhanga Reo are affiliated to Te Kōhanga Reo National Trust.

Māori-medium immersion services

Māori medium immersion services are services that use te reo Māori more than 80 percent of the time. This includes all Kōhanga Reo services plus 11 Education and Care – referred to as Puna Reo – services.

In 2011, Māori immersion services accounted for 11.5 percent of all ECE services.

Hospital-based

Hospital-based ECE services are Education and Care services operating from hospital premises and providing education and care only to children who are patients of that hospital.

Correspondence School

The Correspondence School (Te Aho Te Kura Pounamu) provides learning programmes for 3- to 5-year-old children who are not able to attend ECE centres for reasons such as living in remote areas. Correspondence School is also an option for children who can't attend other services because they are ill or have a disability, or shift homes at least once a term.

Pasifika-oriented services

Some services cater specifically to children from Pasifika backgrounds and aim to build young children's knowledge of their Pasifika language and culture. They may include Pasifika cultures from countries such as Samoa, Tonga, Cook Islands, Niue, Tokelau, Tuvalu and Fiji. Learning may be in both English and a Pasifika language or in the Pasifika language only. These services are often supported by church or community groups and are provided across a range of service types.

There is no specific Pasifika service 'type'. Rather, Pasifika services can be defined by the cultural background of their students and teachers, and the use of Pasifika languages. For the purposes of this Booklet, Pasifika services are services:

- a) that use Pasifika language more than 50 percent of the time, or
- b) where Pasifika teachers make up at least 75 percent of the teaching staff *and* Pasifika children make up at least 75 percent of the services' enrolments, or
- c) that are a combination of both⁸.

⁸ The ethnicity of educators and carers in home-based was included in the data extraction; however, language information is not collected for home-based services so they were assessed on the number of Pasifika teachers and

Over the nine-year period from 2002, the total number of Pasifika-oriented services rose steadily from 86 services in 2002 to 107 in 2011. The majority of this rise was in Education and Care services, which increased by 22.6 percent.

In 2011, Pasifika-oriented services accounted for around two percent of ECE services in New Zealand. They made up around 4.0 percent of all Education and Care services. Approximately two-thirds of Pasifika Education and Care services were located in the Auckland region (67 services).

Pasifika enrolments made up 85.2 percent of all enrolments in Pasifika-oriented services. Pasifika enrolments accounted for around one-quarter (22.7 percent) of all Pasifika children enrolled in ECE.

Service provision and use

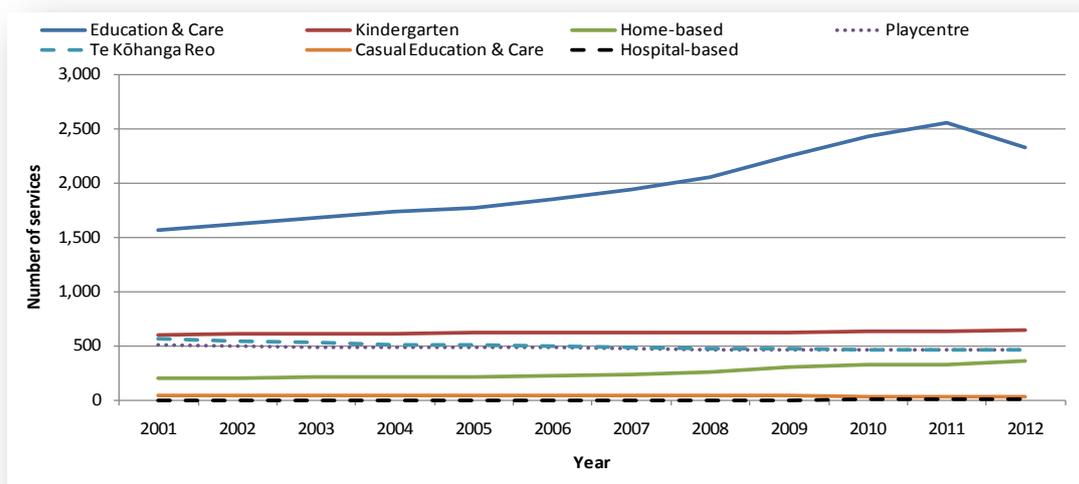
The composition of the ECE sector and service provision has changed significantly in recent years as a response to changes in demand and parental preference, funding and licensing parameters, and changes in policy.

Changes in service preference, for instance, may be linked to how parents have been participating in the labour market, and have meant that factors like cost, flexibility in the length of sessions provided, and levels of parental involvement have influenced the type of ECE accessed by families (Adema, 2006).

Amendments to licensing regulations also influenced service provision levels, particularly for Education and Care services, as shown in figure 8.

From 2011, the number of Education and Care services fell by 225. This fall happened because the maximum permitted number of licensed places per service was increased from 50 to 150 in 2011. This resulted in some services merging their licences, which led to a fall in the actual number of services.

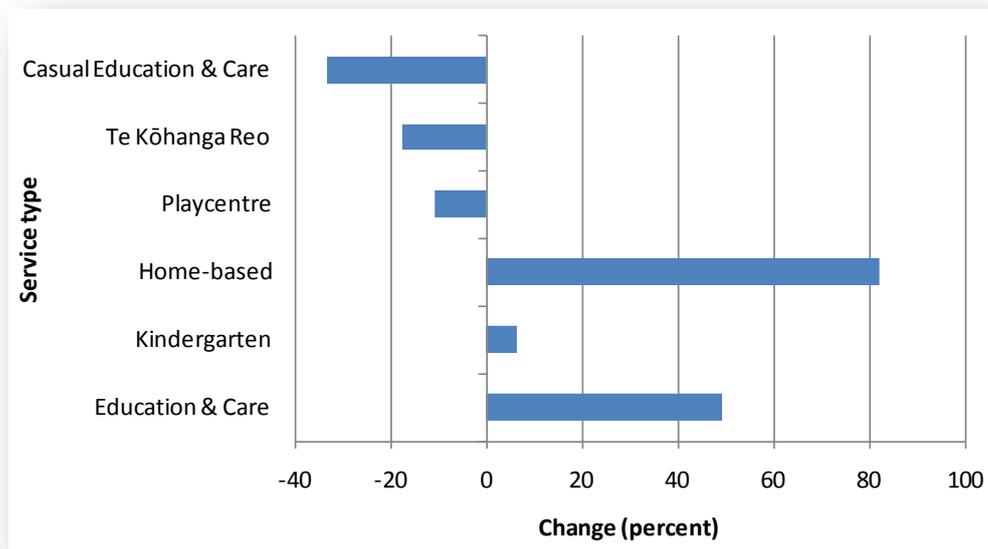
Figure 8: ECE service provision by service type, 2001-2012



enrolments only. Teacher information is not collected for Playcentres, so these types were assessed on whether their rolls consisted of 75 percent or more Pasifika children.

Figures 8 and 9 both show significant positive growth in Education and Care and home-based services, which largely offer all-day provision. This happened alongside a notable fall in sessional services such as Playcentres. The number of home-based services also rose from 2001 as more parents were choosing to have their children engage in ECE in a home environment.

Figure 9: Percentage change in ECE service provision by service type, 2001-2012



Although figure 9 shows a significant fall in the number of casual Education and Care services, much of this stems from the removal of 10 hospital-based services in this service type category from 2010.

Numbers of Kindergartens also experienced a small amount of positive growth between 2001 and 2012. Notably, over the same period, the number of Kindergarten enrolments fell slightly (see figure 10). These patterns may reflect the gradual shift to longer and full-day provision associated with higher funding rates, as well as the increase in funding for older children as *20 Hours ECE* was implemented.

Service provision largely mirrored service use as shown in figures 10 and 11, which show increases in the use of services that provided all-day sessions such as Education and Care, which rose considerably from around 2006.

Figure 10: Number of enrolments by service type, 2000-2011

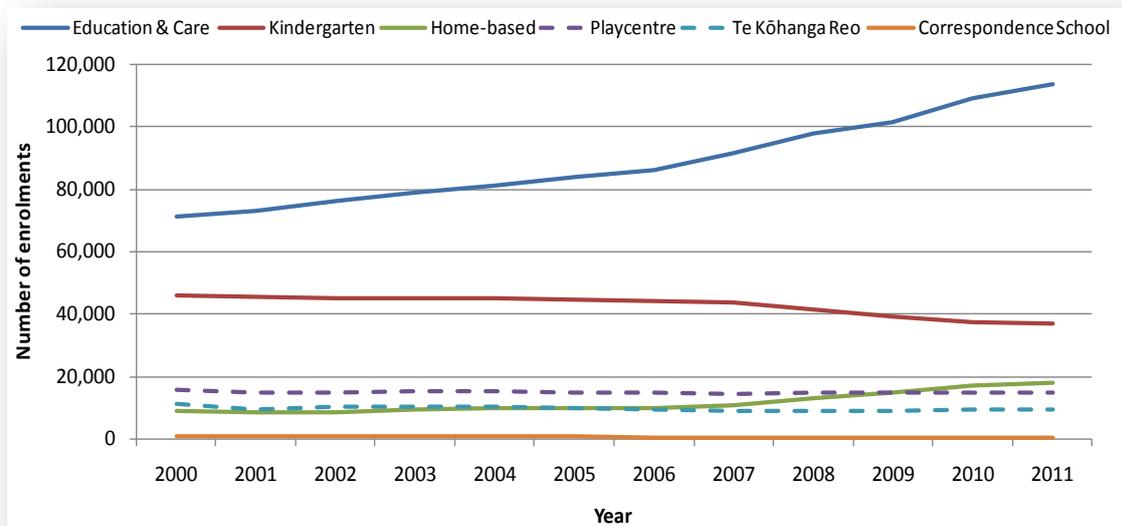
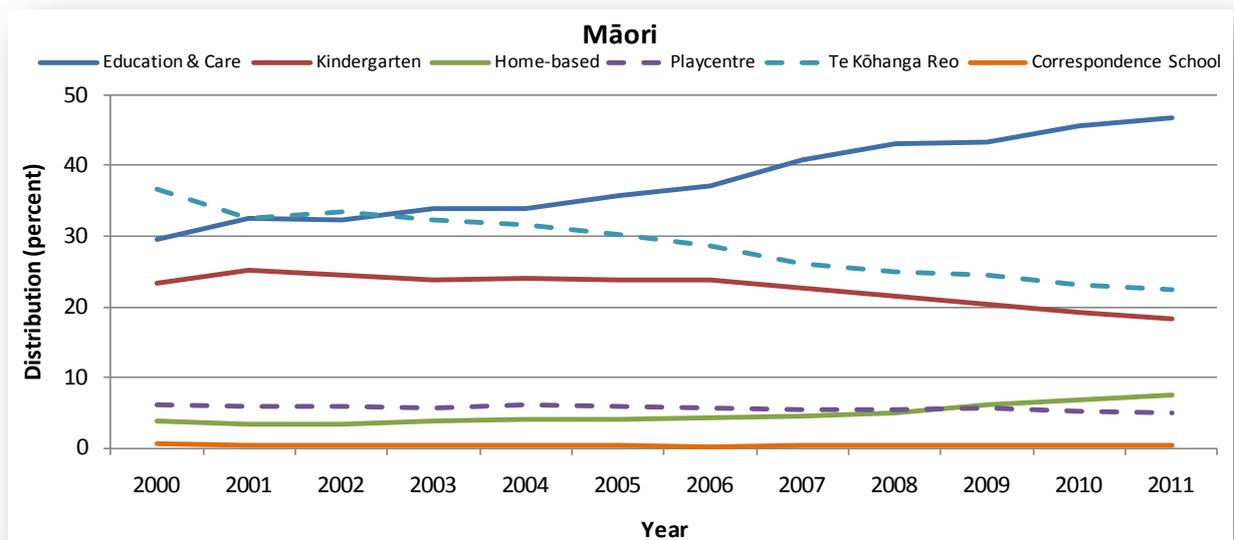
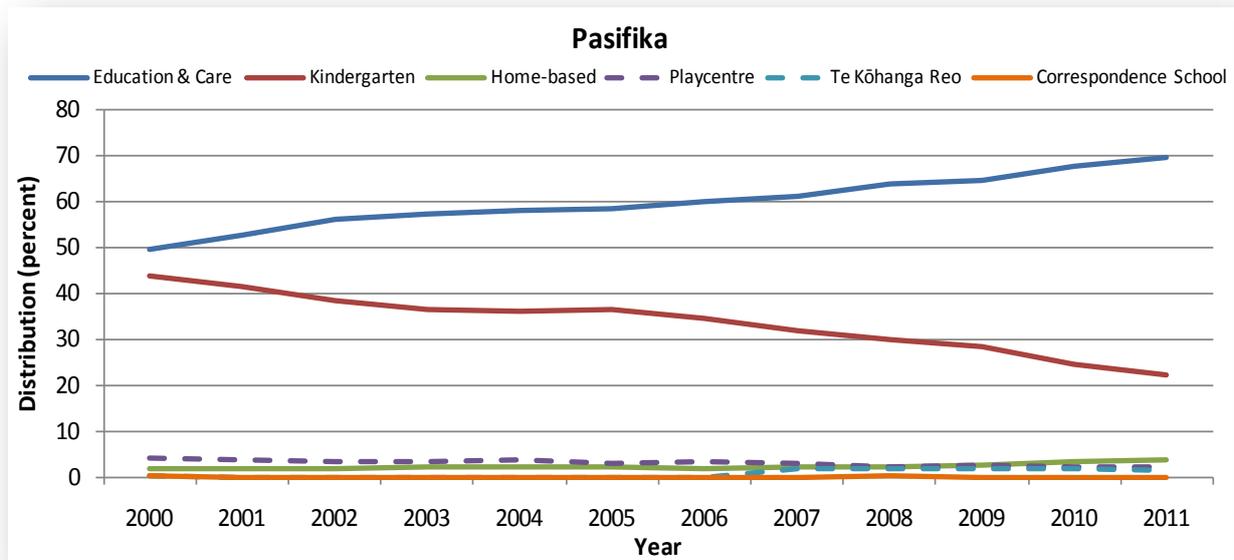


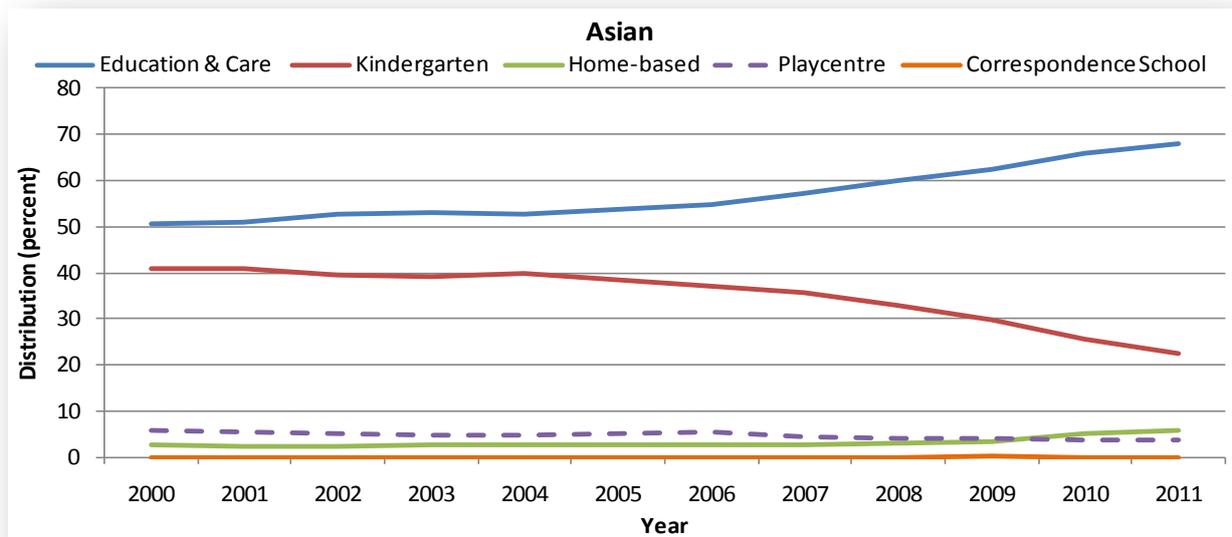
Figure 11 also shows that enrolment trends for Correspondence School, Playcentre, and home-based services were similar across the ethnic groups between 2000 and 2011. Enrolment rates for these services tended to stay around or below 10 percent across the period for all the ethnic groups.

Trends for Education and Care and Kindergarten services were also similar across the groups, although preferences differed slightly. Kindergarten enrolments, for instance, made up just over 40 percent of Pasifika and Asian enrolments in 2000, compared with one-quarter to one-third for the other ethnic groups. By 2012, around 20 percent of all ethnic groups attended Kindergarten services.

Figure 11: Distribution of ECE enrolments by ethnic group (total response) and service types⁹, 2000-2011



⁹ Approximately two percent of all Kōhanga Reo enrolments were made up of European/Pākehā children. Their participation in this service type is not included here because their attendance at Kōhanga Reo was often grouped with children from other ethnic groups. These groupings also changed over time, making reporting of this data inconsistent.



The most notable exception to trends was in enrolments for Māori children. This group had similar rates of enrolment in Education and Care and Kōhanga Reo services to around 2004. From 2005, their enrolments in the latter service fell by more than one-third (35.3 percent), while their Education and Care enrolments increased to almost match the other ethnic groups' 2001 rates.



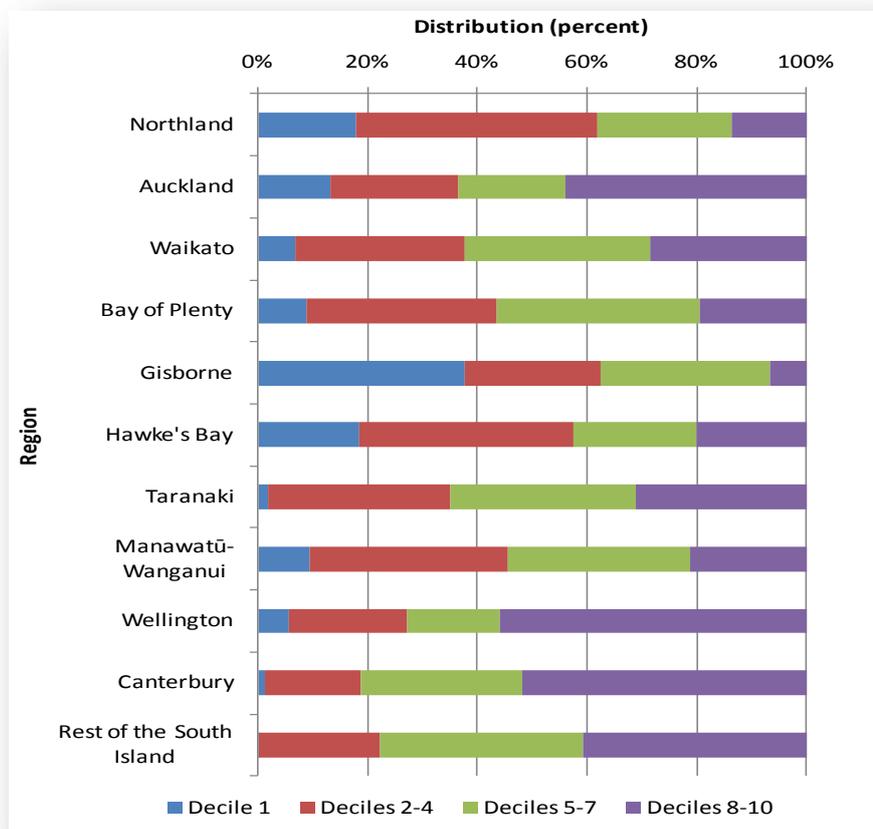
PART 2 – THE REGIONS

Regional breakdowns¹⁰ of non-participation are important because non-participation varies so widely across regions, even those in close proximity to one another.

Some regions are rural in character and contend with long distances between services and other resources. Others are made up of large urban areas with higher concentrations of particular population groups.

Regions also have unique demographic and decile profiles that affect trends in ECE attendance. Figure 12 shows that some regions have more children starting school in the upper deciles compared with other regions (such as Wellington, Canterbury, and the rest of the South Island), while many of the northernmost regions have a greater proportion of children starting school in lower decile schools (such as Northland, Auckland, Waikato, Gisborne, and Hawke's Bay).

Figure 12: Distribution of children starting school by region and grouped school decile, 2012



These patterns will affect how some groups of non-participating children are identified in each of the regions. For instance, some regions may have consistently higher numbers of non-participating

¹⁰ The two key sources for the regional descriptions provided in this section are the government-administered *Te Ara – The Encyclopaedia of New Zealand* website (each is cited in the 'References' section), and Census 2006 (Statistics New Zealand).

children across deciles, which may mean that socio-economic status doesn't play such a significant role in non-participation compared with other regions.

Overall, these regional breakdowns provide numbers of non-participating children rather than rates of participation as this provides a more accurate picture of non-participation in the regions. This is because, at a regional level, the sample size is often so small that rates of participation can be misleading.

To further mitigate the effect of small numbers and to provide more meaningful analysis, all the South Island regions (except Canterbury) have been aggregated together to form the 'rest of the South Island'.

Figure 13: Total number of children aged 0-4 years, number of children who did not attend ECE, and ECE non-participation rate¹¹ by region, 2012

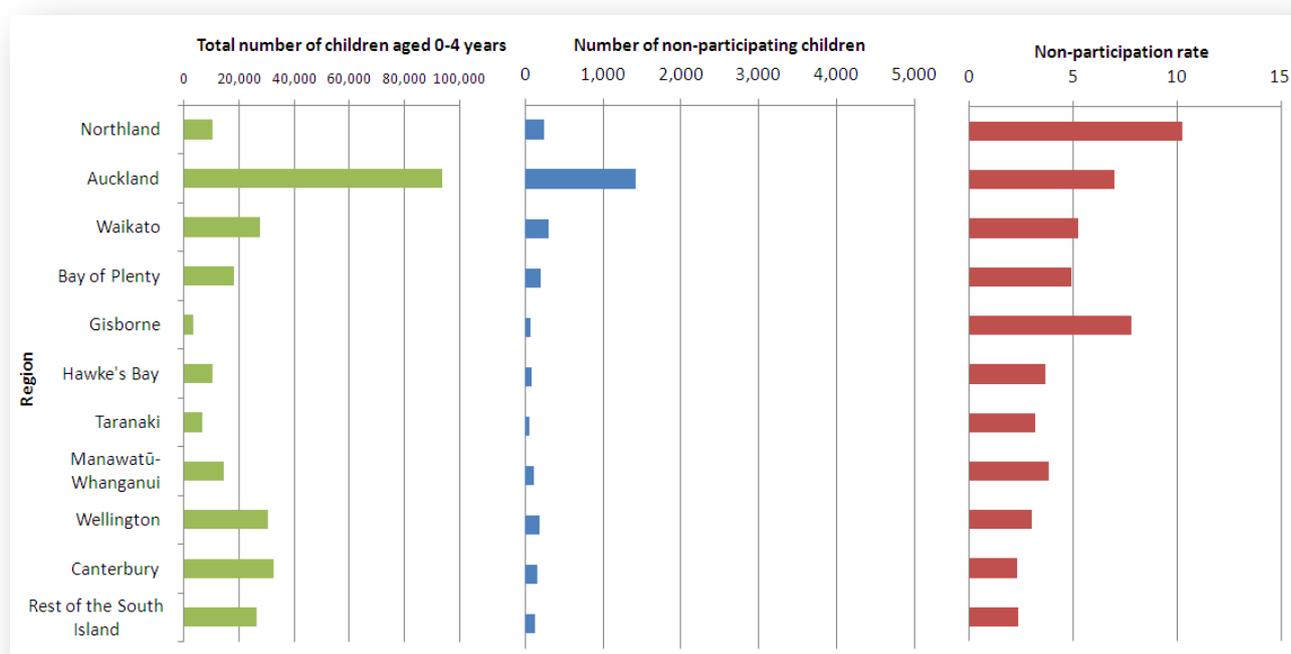


Figure 13 shows where regions with a non-participation rate of around five percent also tend to have relatively similar numbers of non-participating children compared with the smaller regions (with the exception of Auckland).

It is important to note that the geographic information presented here is based on the location of the service rather than where the children who attend the service live. Home-based services, for instance, have been assigned to the location of the coordinator, or local or national office, of the service. These locations may not match the areas where the services' attending children live.

¹¹ As in 'Part 1', the non-participation rate is not calculated using the total number of children in a region (the data provided in the first graph). It is calculated using the number of children who had provided information about their ECE participation when they started school.



NORTHLAND

HAS 10,300 CHILDREN AGED 0-4 YEARS, A NON-PARTICIPATION RATE OF 10.3 PERCENT (240 CHILDREN), AND ACCOUNTS FOR 8.2 PERCENT OF ALL NON-PARTICIPATING CHILDREN

- Northland is a remote and rural part of the country
- It has relatively low median incomes and high unemployment
- It accounts for 3.7 percent of the national population and 7.7 percent of the Māori population
- Almost one-third (31.7 percent) of the region's population identified as Māori
- Around half of the region's population lives in rural areas
- Northland is home to relatively few Pasifika, Asian or other non-European people

Northland's status as a region with lower resources and remote geography may account for much of its disparity, as reflected in figure 14. It showed that 61.9 percent of the region's children enrol in Decile 1 or 2 schools.

Figure 14: Distribution of non-participating children starting school in Northland by grouped school decile, 2012

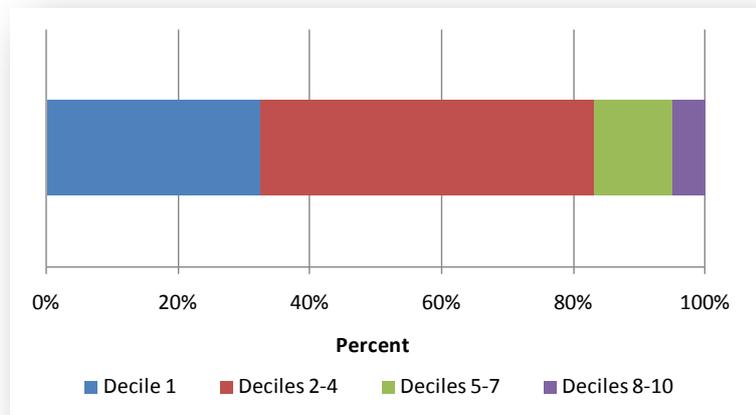
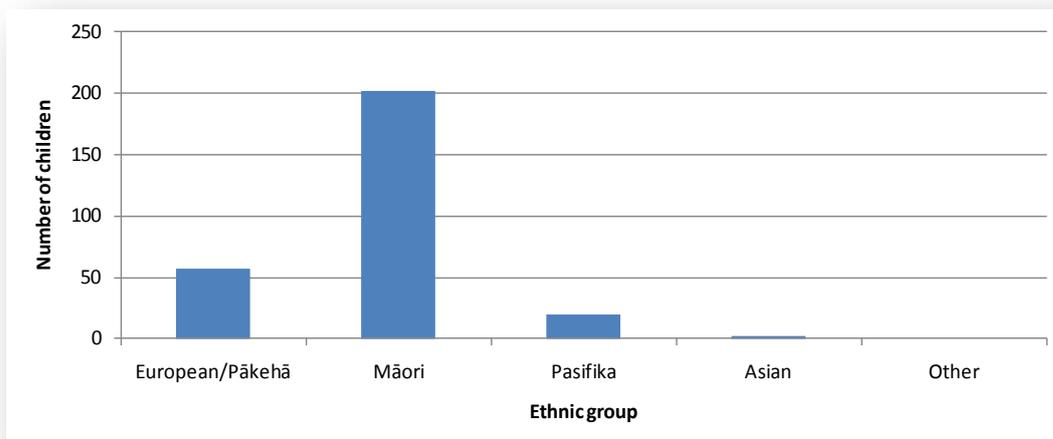


Figure 14 mirrors these figures. Background data shows that 83.0 percent of the region's non-participating children fall within Deciles 1-4. Children attending Decile 10 schools make up 4.9 percent of all non-participating children.

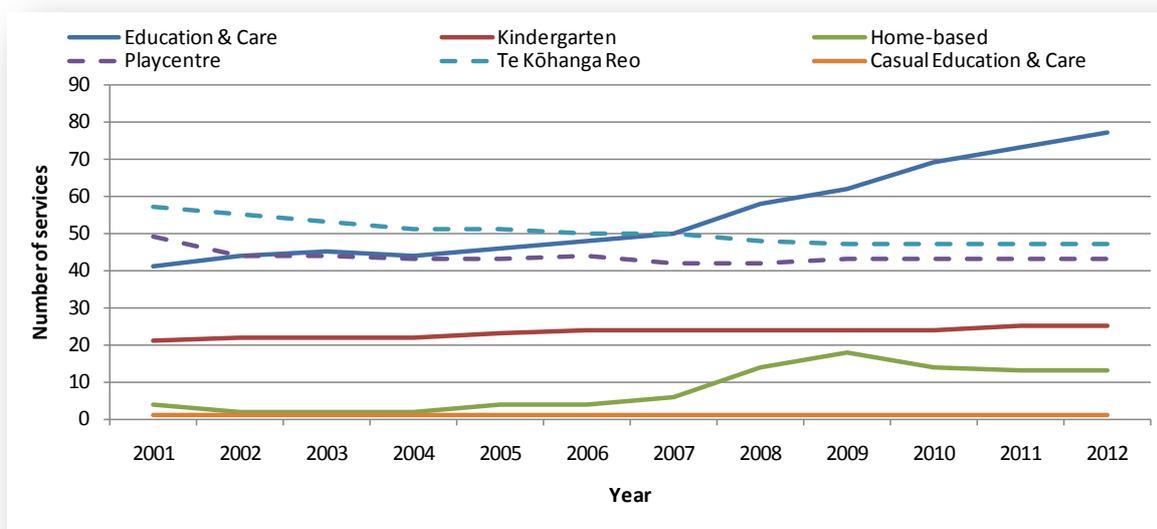
The region's higher concentration of Māori is also represented in the region's ethnic group profile. Māori make up around three-quarters of non-participating children in the region (71.8 percent or 202 children). However, this is still disproportionate given that Māori only make up one-third of the region's total population.

Figure 15: Number of children in Northland who did not attend ECE by ethnic group (total response), 2012



The region’s service growth was lower than that of the national rate but only by four percentage points (19.0 percent compared with 23.3 percent) between 2000 and 2012 (see figure 16). By 2012, the region accounted for 4.8 percent of all New Zealand ECE services.

Figure 16: Number of ECE services in Northland by service type, 2001-2012



The region’s low level of service growth may have been driven by a range of factors including economic and employment conditions, rural and isolation impacts and changes in ECE preferences and priorities.

Kōhanga Reo had the second highest number of services in the Northland region in 2012 behind Education and Care but in 2001 it had the highest number followed by Playcentres.

The number of Education and Care services increased when teacher-led services and those with longer sessional formats rose in number over the period, with Education and Care service numbers rising by nearly 88 percent.

Pockets of high non-participation in the Northland region

Northland is home to nine areas with relatively high numbers of non-participating children. They are:

- Kaitaia West (Far North District)
- Moerewa (Far North District)
- Kawakawa (Far North District)
- Pokere-Waihaha (Far North District)
- Kaikohe (Far North District)
- Otangarei (Whangarei District)
- Tikipunga West (Whangarei District)
- Waiotira-Springfield (Whangarei District)
- Rehia-Oneriri (Whangarei District).





AUCKLAND

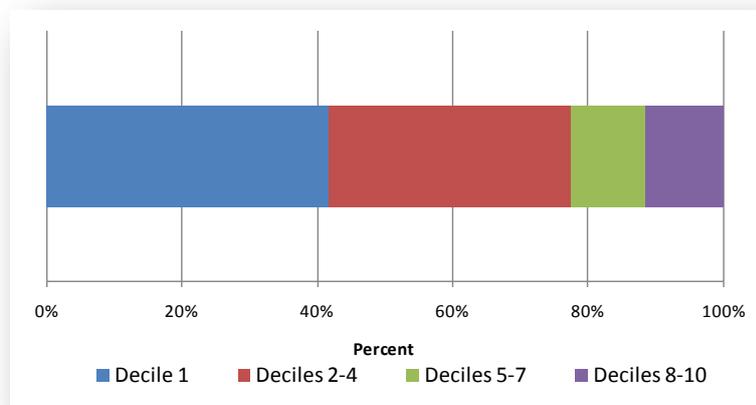
HAS 93,900 CHILDREN AGED 0-4 YEARS, A NON-PARTICIPATION RATE OF 7.0 PERCENT (1,420 CHILDREN), AND ACCOUNTS FOR 48.3 PERCENT OF ALL NON-PARTICIPATING CHILDREN

- Auckland is the country's most populous region
- It accounts for one-third of the national population and one-quarter of the Māori population (24.3 percent)
- It has slightly higher median income and unemployment rates than total New Zealand
- In 2006, 11.1 percent of Auckland residents identified as Māori
- Auckland is the most common region for Pasifika people to reside, with 67 percent of all people in this ethnic group living in Auckland
- It is New Zealand's most ethnically diverse region with different groups living in distinct communities
- Auckland's population grew by 24,000 (1.6 percent) in the June 2011 year, accounting for 64 percent of New Zealand's population growth

Auckland is the country's largest city and therefore accounts for the largest share of non-participating children in the country. Almost half of all children who do not attend ECE live in Auckland.

Although Auckland has one of the highest proportions of children starting school in Deciles 8-10 (43.5 percent), 41.6 percent (or 593 children) of its non-participating children attend Decile 1 schools (see figure 17). Deciles 2-4 account for a further third of non-participating children, while just over 20 belong in Deciles 5-10.

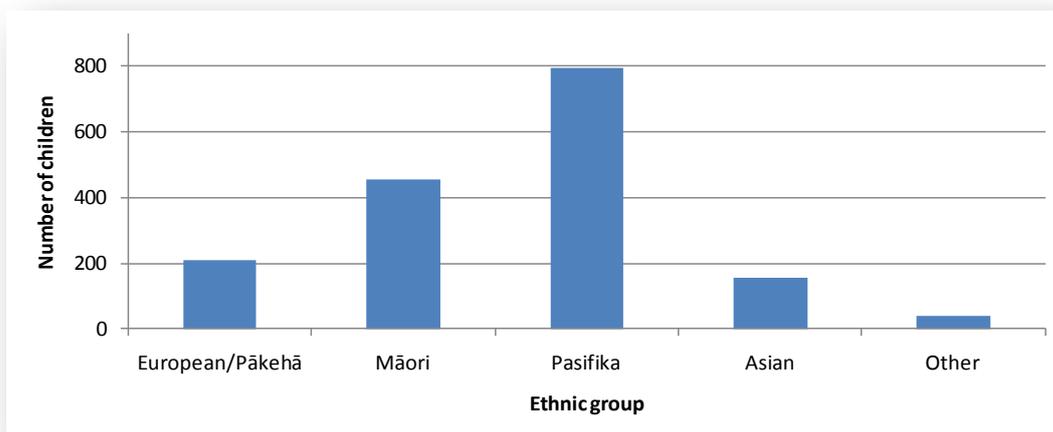
Figure 17: Distribution of non-participating children starting school in Auckland by grouped school decile, 2012



Auckland's position as the most ethnically diverse region – particularly in its high composition of Pasifika people – is shown in figure 18. Pasifika children make up almost half of the region's non-participating children (48.0 percent) followed by Māori (27.6 percent).

As high numbers of Pasifika children live in communities in the Manukau and Waitakere areas, further analysis of these areas may reveal particular factors that contribute to such high concentrations of non-participating Pasifika children in the Auckland region

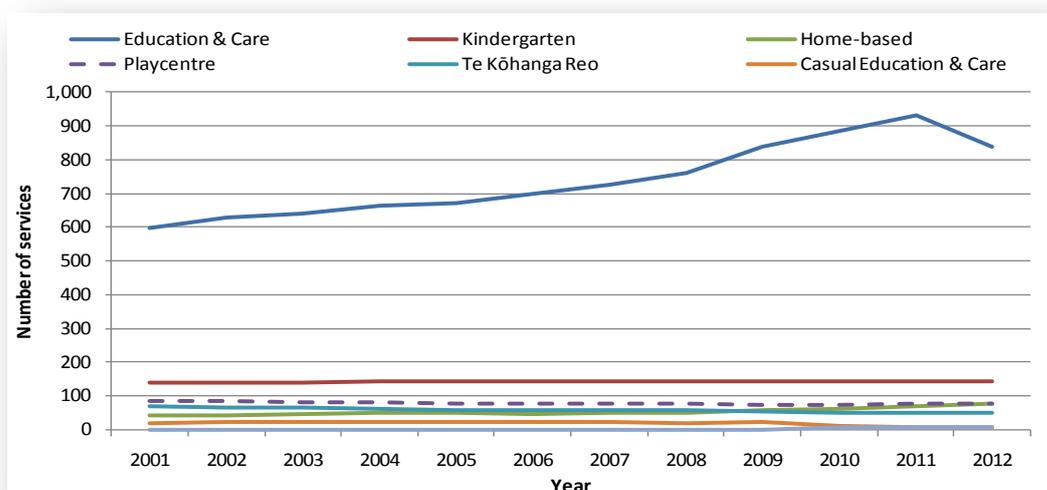
Figure 18: Number of children in Auckland who did not attend ECE by ethnic group (total response), 2012



Notably, Pasifika non-participation is mostly confined to the areas with very high Pasifika populations (Auckland and Wellington). In contrast, Māori and European/Pākehā non-participation tends to be more widespread across the regions.

Auckland's service provision grew by 27.1 percent between 2001 and 2012, which is just above the rate of national service growth. In 2012, Auckland services accounted for 28.1 percent of all ECE services in New Zealand.

Figure 19: Number of ECE services in Auckland by service type, 2001-2012



Most of the change in Auckland service provision centred on a rise in Education and Care services, which increased in numbers by 40.7 percent (from 596 to 839 services) (see figure 19). This rise may have been higher but for Auckland's large share (around 40 percent) of the fall in these services between 2011 and 2012, as shown in figure 8. A full list of the relevant area units are provided in *Appendix C: List of the five percent of census area units with highest non-participation*.

Pockets of high non-participation in the Auckland region

Auckland is home to the longest list of areas with relatively high numbers of non-participating children. For brevity, the relevant wards are provided rather than the lower-level census area units, along with the number of area units each ward represents. They are:

- Waitakere Ward (nine area units)
- Whau Ward (three area units)
- Albert-Eden-Roskill Ward (one area unit)
- Maungakiekie-Tamaki Ward (six area units)
- Howick Ward (one area unit)
- Manukau Ward (27 area units)
- Manurewa-Papakura Ward (18 area units)
- Franklin Ward (one area unit).





WAIKATO

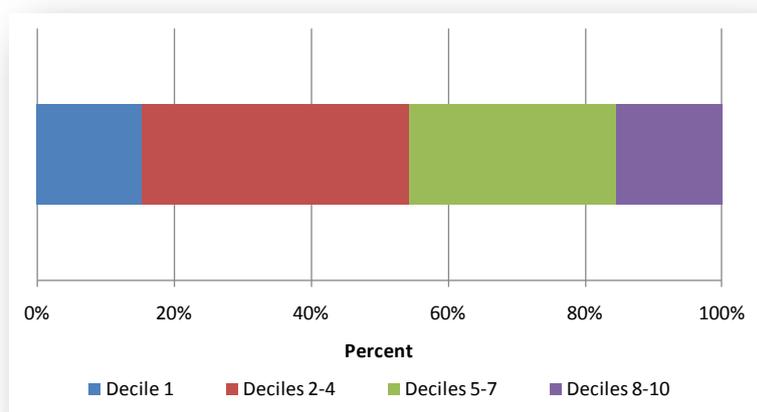
HAS 27,700 CHILDREN AGED 0-4 YEARS, A NON-PARTICIPATION RATE OF 5.2 PERCENT (310 CHILDREN), AND ACCOUNTS FOR 10.8 PERCENT OF ALL NON-PARTICIPATING CHILDREN

- Has the country's largest inland city (Hamilton), which is also the fourth largest city in the country
- Accounts for 9.5 percent of the national population and 13.5 percent of the Māori population
- Over one in five Waikato residents are Māori (21 percent)
- Similar median income and unemployment rates to total New Zealand levels
- Home to several growing migrant communities

Waikato accounts for one in 10 non-participating children in New Zealand and has an overall low non-participation rate. However, the region just breaks the five percent national threshold because specific areas within Hamilton, Paeroa and Ngaruawahia experience very high rates of low participation.

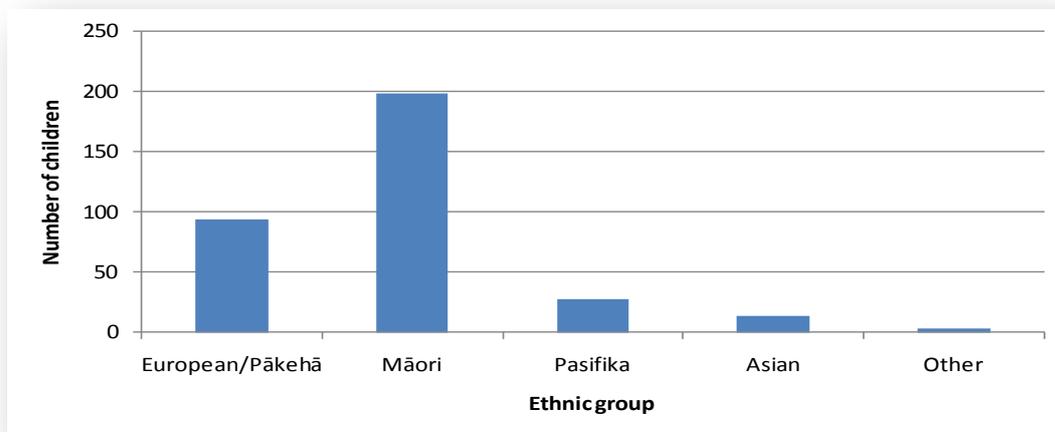
Waikato is one of the only regions to have an overall decile profile similar to its non-participation profile. Waikato's overall decile non-participation trend is unique in that only 15.3 percent of the region's non-participating children are in Decile 1 schools (see figure 20). This is under half that of Auckland's rate. It has the same rate of non-participation in Decile 8-10 schools, while the majority of non-participating children attend Decile 2-7 schools.

Figure 20: Distribution of non-participating children starting school in Waikato by grouped school decile, 2012



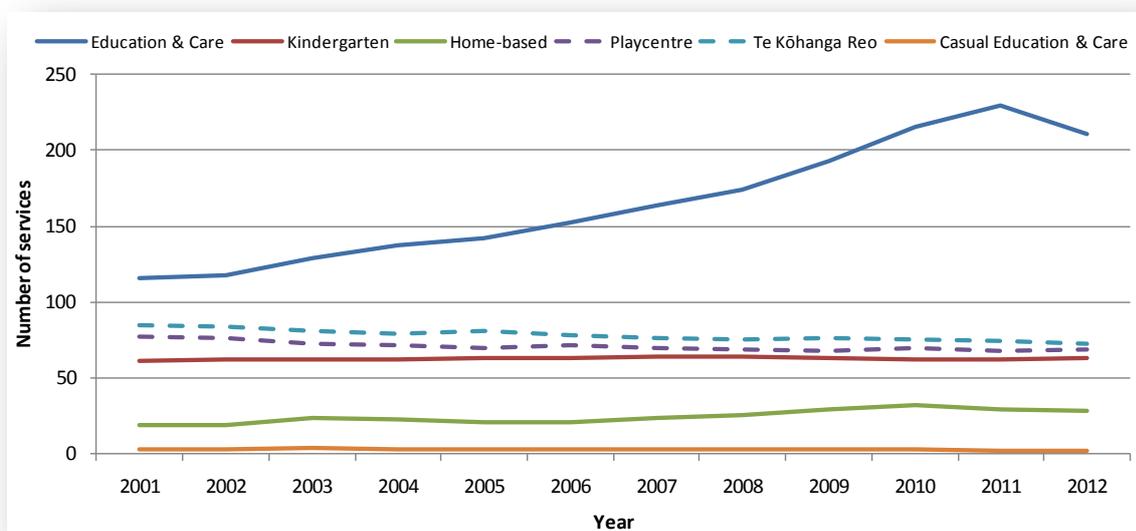
This unique decile profile is probably grounded in the region's generally high participation being affected by the very low participation of a few areas in Hamilton City and some outlying areas in rural Waikato.

Figure 21: Number of children in Waikato who did not attend ECE by ethnic group (total response), 2012



Māori children accounted for the majority of Waikato’s non-participating children – 58.7 percent, almost twice that of European children. The region also reported 28 Pasifika and 14 Asian non-participating children.

Figure 22: Number of ECE services in Waikato by service type, 2001-2012



Waikato’s service provision grew by 23.2 percent between 2001 and 2012, which is the same as national service growth levels. In 2012, Waikato services accounted for 10.3 percent of all ECE services.

The number of Education and Care services doubled between 2001 and 2012 and home-based services grew by one-third. However, the region made up just over eight percent of the fall in Education and Care services due to the change in licensing regulations.

Pockets of high non-participation in the Waikato region

Waikato is home to five areas with relatively high numbers of non-participating children. They are:

- Paeroa (Hauraki District)
- Ngaruawahia (Waikato District)
- Insoll (Hamilton City)
- Te Kuiti (Waitomo District)
- Turangi (Taupo District)





BAY OF PLENTY

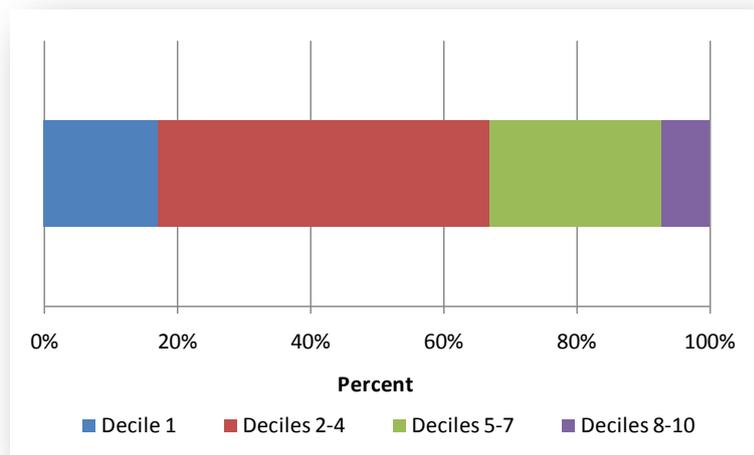
HAS 18,300 CHILDREN AGED 0-4 YEARS, A NON-PARTICIPATION RATE OF 4.9 PERCENT (200 CHILDREN), AND ACCOUNTS FOR 6.6 PERCENT OF ALL NON-PARTICIPATING CHILDREN

- The Bay of Plenty includes Tauranga, Whakatāne and parts of Rotorua areas as well as offshore islands, coastline, harbours, estuaries and national parks
- It accounts for 6.4 percent of the national population and 12 percent of the Māori population
- 27.5 percent of the region's residents are Māori
- It has distinct west/east and non-Māori/Māori income and work disparities

In a similar way to the Waikato region, the Bay of Plenty sits just below the five percent threshold but is included in this section because some areas within the region have relatively high non-participation rates.

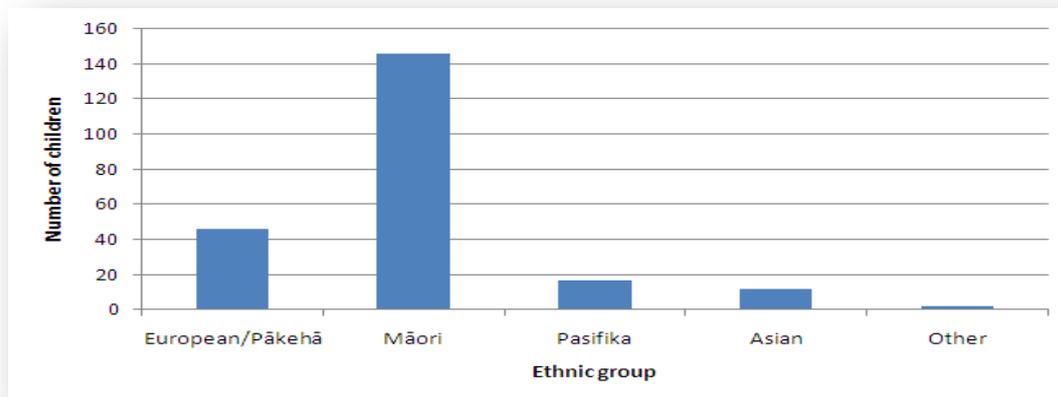
The Bay of Plenty and Waikato share several decile characteristics. First, both regions have overall decile profiles that mimic their non-participation profiles. Second, they both have relatively small proportions of non-participating children attending Decile 1 schools (16.5 percent). However, Waikato has far fewer non-participating children in the highest deciles (7.1 percent). Almost half (49.2 percent) of the region's non-participating children attend schools in Deciles 2-4.

Figure 23: Distribution of non-participating children starting school in the Bay of Plenty by grouped school decile, 2012



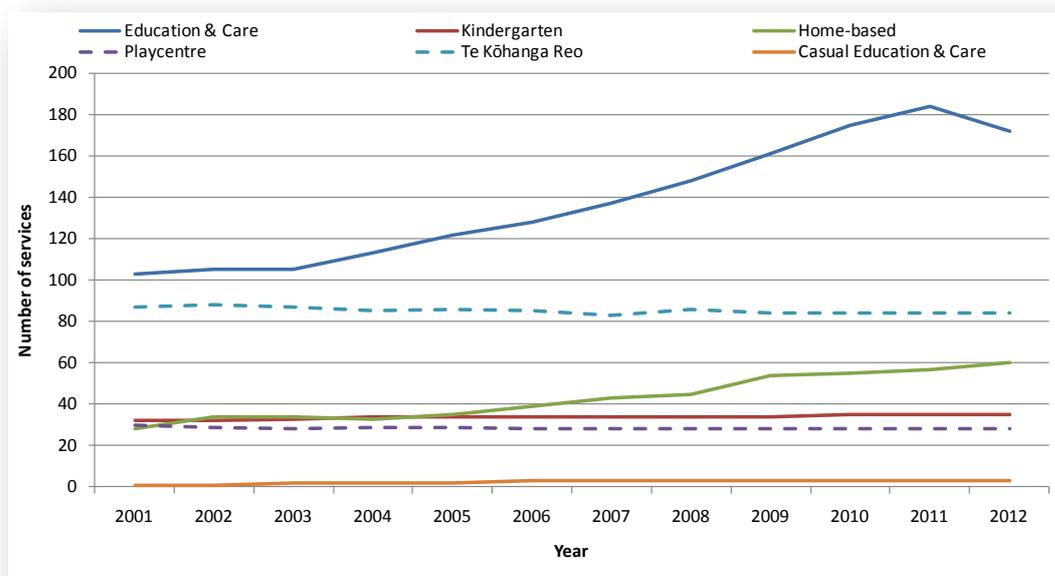
Further analysis of areas in the west (urban in character) and east (rural in character) of the region may provide more proxy information about the socio-economic differences within the region and how they affect non-participation.

Figure 24: Number of children in the Bay of Plenty who did not attend ECE by ethnic group (total response), 2012



The region's non-participation trends by ethnic group also mirror those of the Waikato region, with the key exception that Māori children made up the majority of non-participating children, but by a factor of three, compared with European children in the Bay of Plenty region (see figure 24).

Figure 25: Number of ECE services in the Bay of Plenty by service type, 2001-2012



The number of services in the Bay of Plenty region grew by 35.9 percent between 2001 and 2012, which is around seven percentage points higher than the national growth rate (see figure 25). Bay of Plenty services accounted for 8.9 percent of all New Zealand ECE services in 2012, and about five percent of the national fall in the number of Education and Care services between 2011 and 2012.

While the region experienced a dramatic increase in the number of Education and Care services like the other regions, this region's profile is also notable for the marked rise in the number of home-based services between 2001 and 2012, from 28 to 60 services.

Pockets of high non-participation in the Bay of Plenty region

Bay of Plenty is home to two areas with relatively high numbers of non-participating children. They are:

- Western Heights (Rotorua District)
- Kawerau (Kawerau District).





GISBORNE

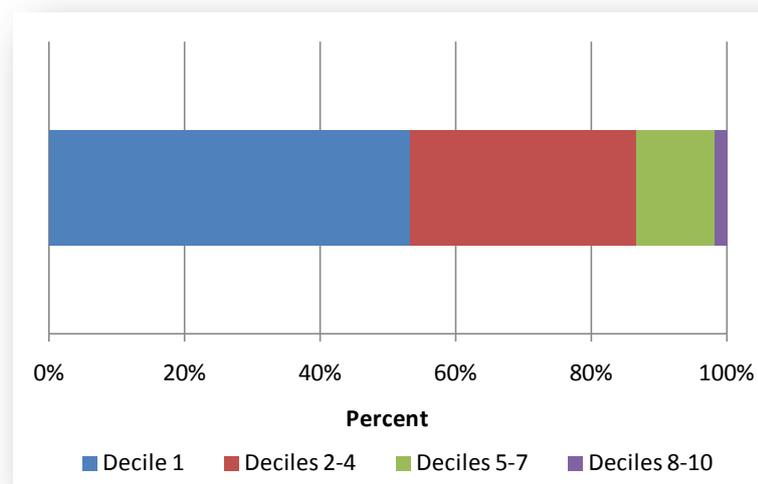
HAS 3,700 CHILDREN AGED 0-4 YEARS, A NON-PARTICIPATION RATE OF 7.8 PERCENT (60 CHILDREN), AND ACCOUNTS FOR TWO PERCENT OF ALL NON-PARTICIPATING CHILDREN

- Gisborne covers the largest area in the North Island (7 percent of the Island's land area) and is relatively isolated
- It accounts for 1.1 percent of the national population and 3.5 percent of the Māori population
- 47.3 percent of the region's residents are Māori
- Gisborne has high levels of unemployment and low median incomes

Gisborne is a region which faces similar challenges to Northland in that its population is sparse and thinly spread across a relatively large land area. It is an area of particular note because it has the highest concentration of Māori in the country.

The region's profile is one of the starkest and shows a clear relationship between low socio-economic status and non-participation. Over one-half (53.3 percent) of the region's non-participating children attend Decile 1 schools. A further third (33.3 percent) come from Deciles 2-4. The region has one of the lowest proportions of non-participating children from the uppermost deciles (1.6 percent)

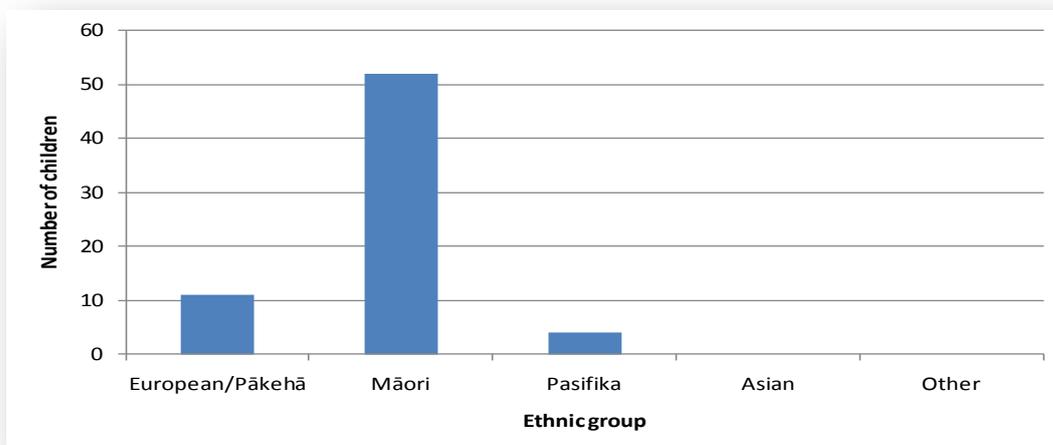
Figure 26: Distribution of non-participating children starting school in Gisborne by grouped school decile, 2012



The region is negatively over-represented in many social indicators such as poorer health outcomes and higher levels of government income, which is symptomatic of the area's isolated

characteristics. Its large land area may also mean that the resources and services that are available are sparse and difficult to access.

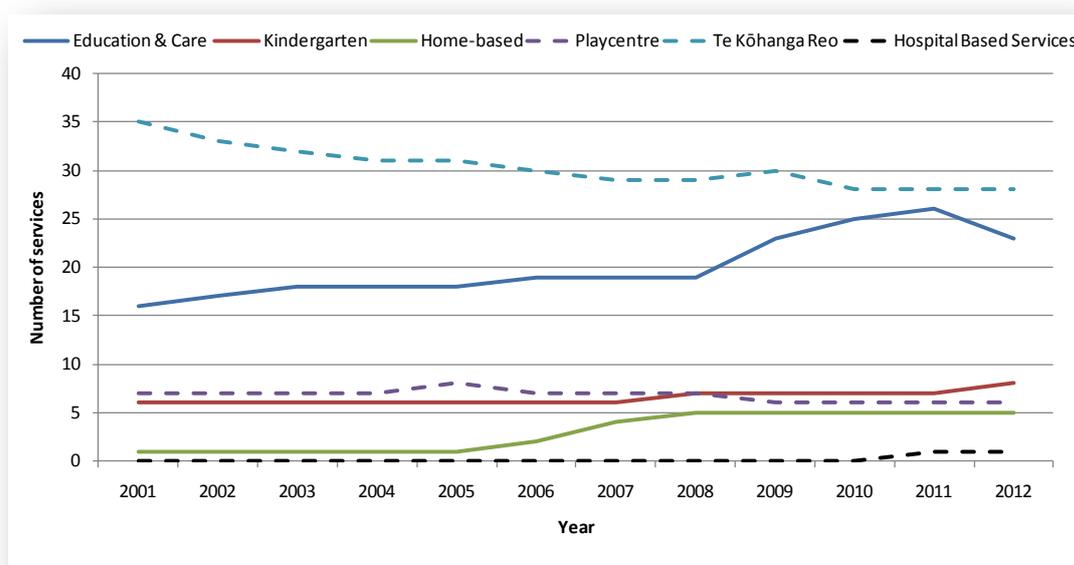
Figure 27: Number of children in Gisborne who did not attend ECE by ethnic group (total response), 2012



The region’s heavily weighted decile profile is echoed in its ethnic non-participation profile (see figure 27). It shows that three-quarters (77.6 percent) of the region’s non-participating children are Māori.

The number of services in the Gisborne region grew by 9.2 percent between 2001 and 2012, which is almost one-third the national growth rate. Gisborne services accounted for 1.6 percent of all New Zealand ECE services in 2012 (see figure 28).

Figure 28: Number of ECE services in Gisborne by service type, 2001-2012



Mirroring Northland patterns, Gisborne had a notable increase in Education and Care and fall in Kōhanga Reo services (see figure 28). However, it is the only region that had, and retains, higher

numbers of Kōhanga Reo services than any other service type. This reflects the fact that almost half the region's population identifies as Māori and signifies a strong interest in Te Reo education.

Pockets of high non-participation in the Gisborne region

Gisborne is home to two areas with relatively high numbers of non-participating children. They are:

- Outer Kaiti (Gisborne District)
- Gisborne Airport (Gisborne District).





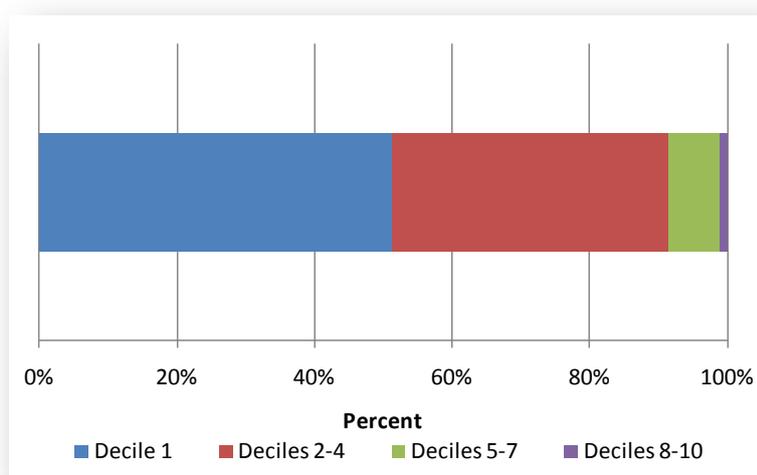
HAWKE'S BAY

HAS 10,400 CHILDREN AGED 0-4 YEARS, AND A NON-PARTICIPATION RATE OF 3.6 PERCENT (80 CHILDREN), AND ACCOUNTS FOR 2.7 PERCENT OF ALL NON-PARTICIPATING CHILDREN

- Most people in the region live in the urban areas of Napier and Hastings
- Accounts for 3.7 percent of the national population and 5.9 percent of the Māori population
- 23.5 percent of the region's residents are Māori
- Has a relatively higher proportion of European/Pākehā people (68.5 percent)
- The centre of the region tends to be better off than the northern part, which is more isolated, has fewer job opportunities and is more prone to seasonal employment
- The bulk of the population earns less than the national median income and there is significant poverty in some communities, particularly in the Wairoa district

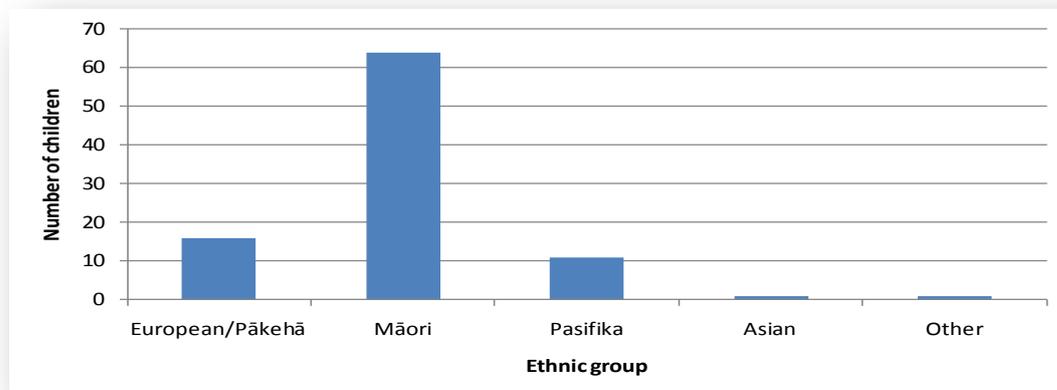
The Hawke's Bay decile profile clearly reflects the income and employment disparity within the district. It is a profile similar to that of Gisborne and indicates that this region's non-participation is closely related to its socio-economic characteristics. Over half (51.2 percent) of Hawke's Bay's non-participating children attend Decile 1 schools. Most of the remaining non-participating children attend schools in Deciles 2-4. Only 1.2 percent of the region's non-participating children attend Deciles 8-10 schools.

Figure 29: Distribution of non-participating children starting school in Hawke's Bay by grouped school decile, 2012



Although the Hawke's Bay shares a similar decile profile to Gisborne, its population is quite different. The Hawke's Bay is home to more European/Pākehā than Gisborne, while, conversely Gisborne has the highest concentration of Māori in the country.

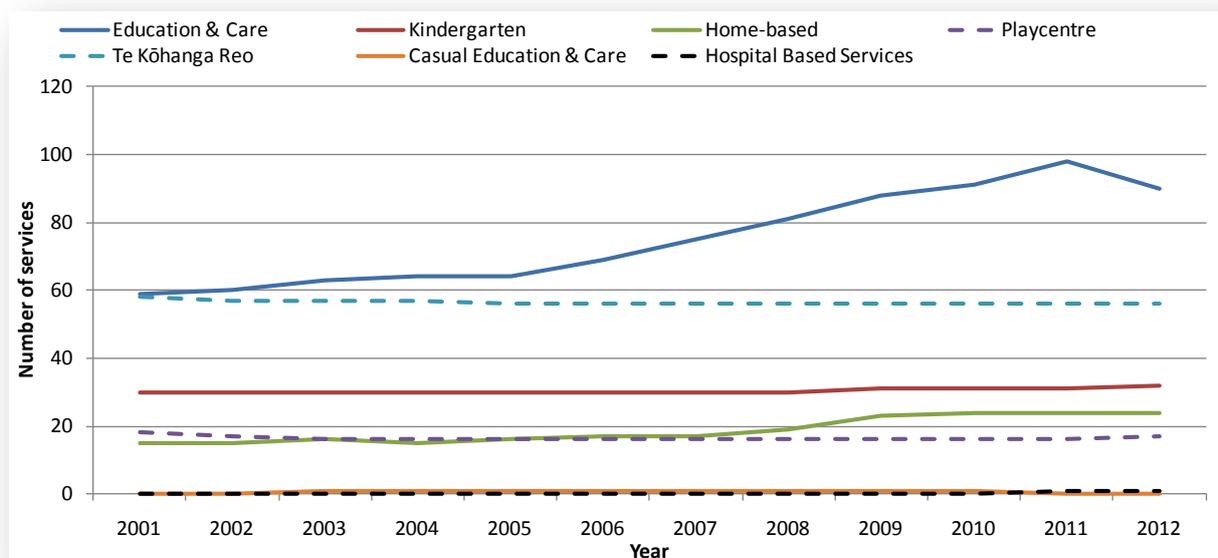
Figure 30: Number of children in Hawke's Bay who did not attend ECE by ethnic group (total response), 2012



Although Hawke's Bay has a different demographic profile, it still has a high proportion of non-participating Māori children (see figure 30). Māori make up 68.8 percent of non-participating children in the Hawke's Bay region and European/Pākehā children make up 17.2 percent. The key difference between the two regions in terms of the ethnic profile is the higher proportion of non-participating children who come from the Pasifika ethnic group.

The number of services in the Hawke's Bay region grew by 22.2 percent between 2001 and 2012, which is just under the national growth rate. Hawke's Bay services accounted for 5.1 percent of all New Zealand ECE services in 2012.

Figure 31: Number of ECE services in Hawke's Bay by service type, 2001-2012



The pattern of Hawke’s Bay’s growth in Education and Care services is distinct in that it grew markedly from 2005 (see figure 31). Hawke’s Bay is also distinctive in that the number of Kōhanga Reo did not fall in the same way as is seen in most other regions.





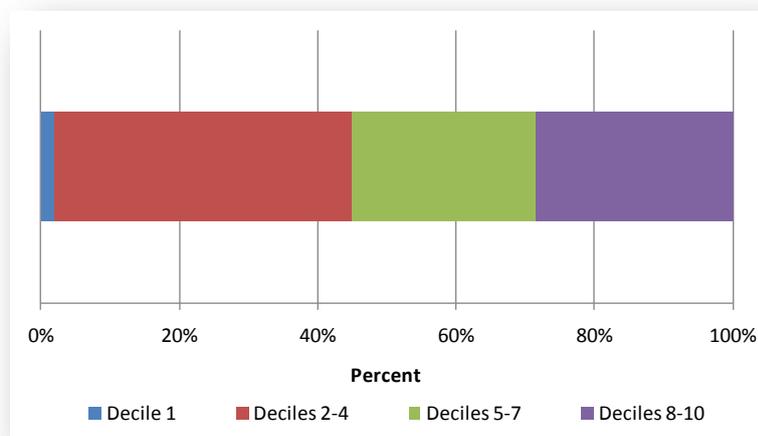
TARANAKI

HAS 6,900 CHILDREN AGED 0-4 YEARS, A NON-PARTICIPATION RATE OF 3.2 PERCENT (50 CHILDREN), AND ACCOUNTS FOR 1.6 PERCENT OF ALL NON-PARTICIPATING CHILDREN

- The majority of the region's population lived in urban areas in 2006, particularly New Plymouth, Hāwera and Stratford
- Accounts for 2.6 percent of the national population and 2.8 percent of the Māori population
- 15.8 percent of the region's residents are Māori
- Over three-quarters of the population (77 percent) are European/Pākehā
- Substantial dairy and oil industries and a strong sense of regional identity

The key driver to the unique patterns of the Taranaki region is the region's very low number of children who provided prior participation information (1,580 children), and the still lower number that reported non-participation (49 children). One of the outcomes of this is that the Taranaki region has a similar overall decile profile to its non-participation profile.

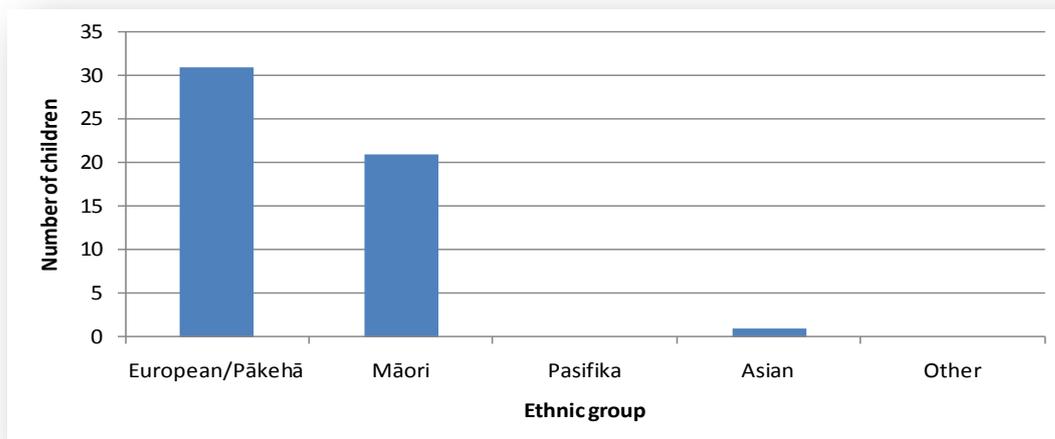
Figure 32: Distribution of non-participating children starting school in Taranaki by grouped school decile, 2012



Taranaki's decile trends are unlike many of the other regions'. The non-participation rate is multi-modal, meaning that non-participation is spread across deciles (see figure 32). Non-participation is so sporadic that 42.8 percent of non-participating children attend schools in Deciles 2-4, 26.5 in Deciles 5-7, and 28.5 in Deciles 8-10.

Taranaki is also the first region in this Booklet to report higher numbers of non-participating European children (30.3 percent) compared with the other ethnic groups (see figure 33). This is due, in large part, to the higher concentration of this ethnic group in the region. Taranaki shares both trends with the Canterbury region.

Figure 33: Number of children in Taranaki who did not attend ECE by ethnic group (total response), 2012



The number of services in the Taranaki region grew by 14.2 percent between 2001 and 2012, which is half that of the national growth rate (see figure 34). Taranaki services accounted for 14.2 percent of all New Zealand ECE services in 2012.

Figure 34: Number of ECE services in Taranaki by service type, 2001-2012

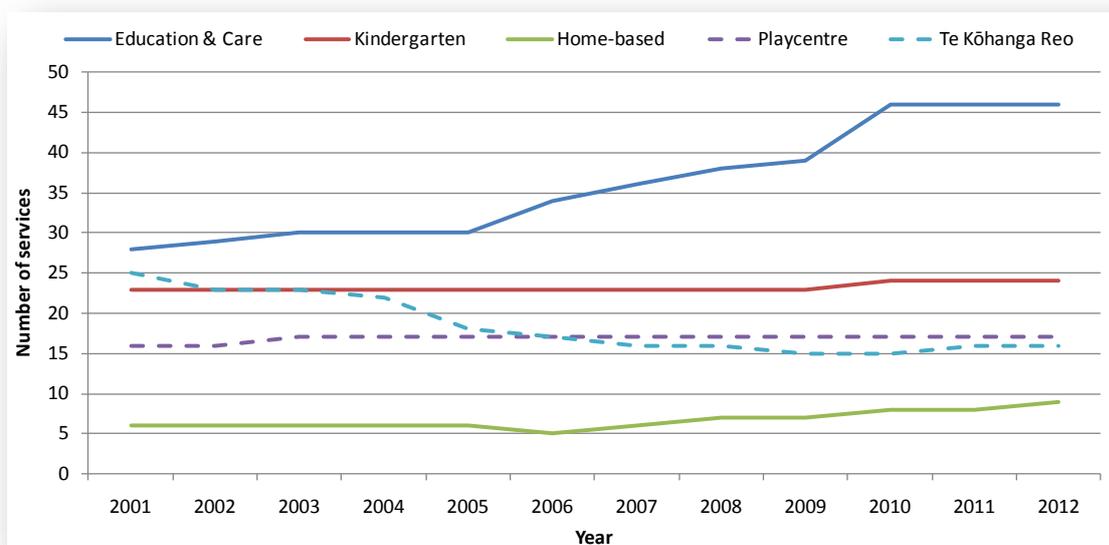


Figure 34 also shows the relationship between rising Education and Care services and falling numbers of Kōhanga Reo services across the period. Notably, the number of Kōhanga Reo services is relatively high given the higher proportion of European/Pākehā in the region. Taranaki is one of the few regions that did not contribute to the overall fall in the number of Education and Care services that occurred after 2011 because of changes to licensing regulations.



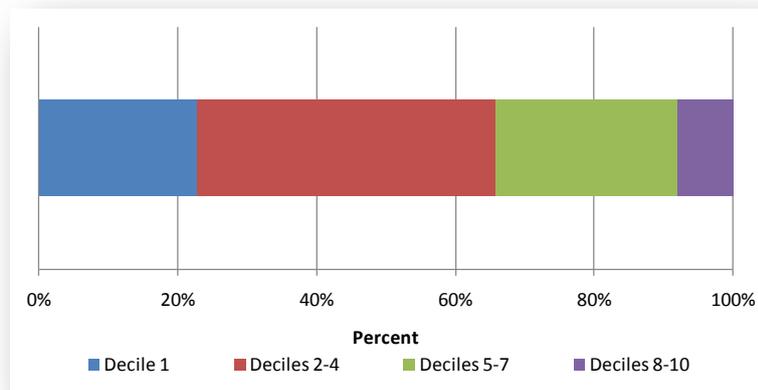
MANAWATŪ-WHANGANUI

HAS 14,800 CHILDREN AGED 0-4 YEARS, A NON-PARTICIPATION RATE OF 3.8 PERCENT (110 CHILDREN), AND ACCOUNTS FOR 3.8 PERCENT OF ALL NON-PARTICIPATING CHILDREN

- Manawatū-Whanganui comprises Whanganui and Rangitīkei districts, the Waimarino part of Ruapehu district and the Waitōtara-Waverley part of the South Taranaki district. The main urban centres are Palmerston North, Levin and Whanganui
- It accounts for 5.5 percent of the national population and 7.5 percent of the Māori population
- 19.6 percent of the region's residents are Māori
- Almost three-quarters of the population (73 percent) are European/Pākehā

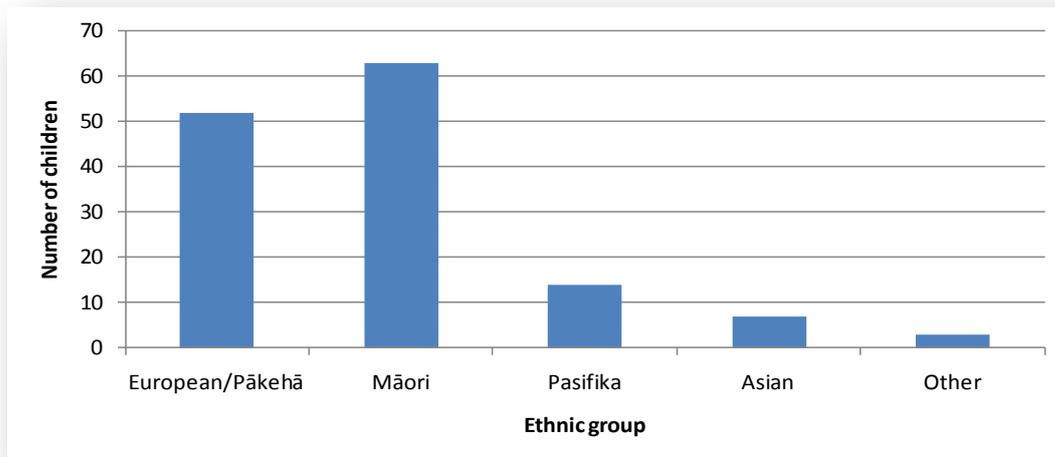
This region's decile profile, like Taranaki's, is subject to small numbers, although most of this effect applies to the higher deciles, where numbers do not rise into double digits. The region's profile is also similar to that of Gisborne and Hawke's Bay in that it shows a relationship between socio-economic status and non-participation; however, the patterns are not as pronounced as in the other regions.

Figure 35: Distribution of non-participating children starting school in Manawatū-Whanganui by grouped school decile, 2012



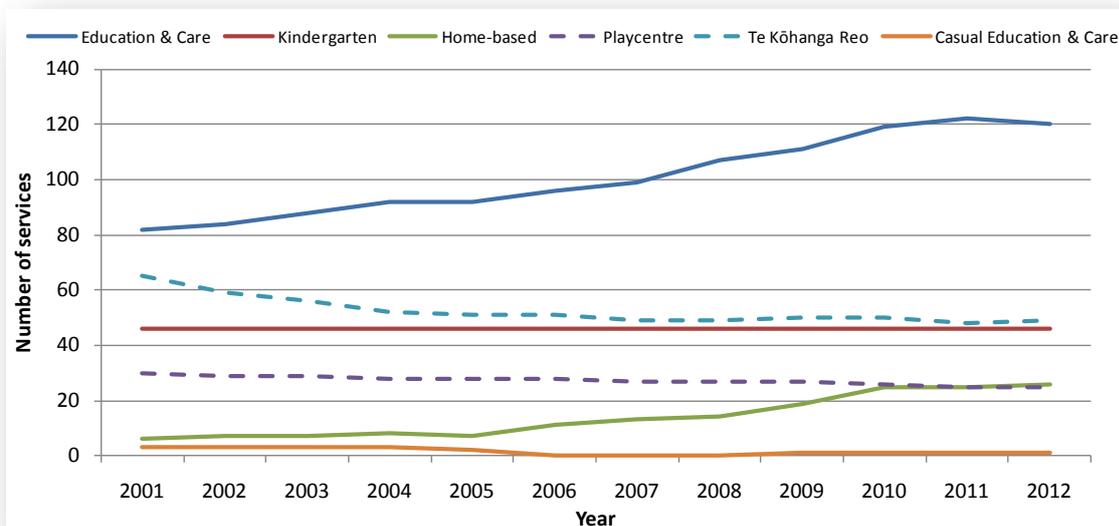
While still sporadic, the region's non-participation is more inclusive of children in Decile 1 than its regional neighbour, Taranaki. Decile 1 has 22.8 percent of the region's non-participating children, Deciles 2-4 have 42.9 percent, and Deciles 5-7 have 26.3, while the uppermost deciles of 8-10 have the smallest proportion at 7.8 percent.

Figure 36: Number of children in Manawatū-Whanganui who did not attend ECE by ethnic group (total response), 2012



Because Manawatū-Whanganui also has a relatively high concentration of European/Pākehā, it shares a similar ethnic group profile to the Taranaki region in that it has a relatively high number of European/Pākehā children that do not participate in ECE (see figure 36). However, unlike Taranaki, the Māori ethnic group had a higher share of non-participating children (45.3 percent) in the region than children in the European/Pākehā ethnic group (37.4 children).

Figure 37: Number of ECE services in Manawatū-Whanganui by service type, 2001-2012



The region had one of the most pronounced increases in the number of home-based services from 2001 to 2012; the only other region to experience such high rates of growth for this service type is Gisborne (see figure 28).



WELLINGTON

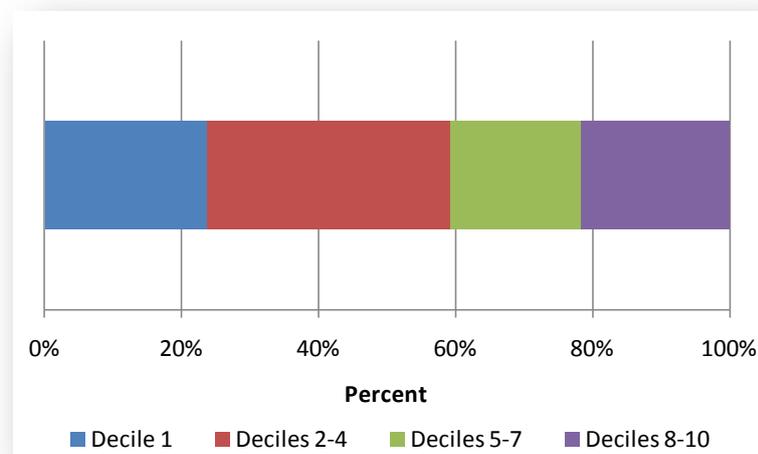
HAS 30,400 CHILDREN AGED 0-4 YEARS, AND A NON-PARTICIPATION RATE OF 3.0 PERCENT (190 CHILDREN), AND ACCOUNTS FOR 6.4 PERCENT OF ALL NON-PARTICIPATING CHILDREN

- Wellington City residents tend to have incomes above the national average, many having higher levels of education and being employed in the public sector. Elsewhere in the region incomes are lower, especially in the Hutt Valley and Porirua, where local industry and manufacturing are based. The Kapiti Coast is home to young families and retired people and is one of the fastest growing communities in the country
- It is the third largest city and accounts for 11.1 percent of the national population and 9.8 percent of the total Māori population
- 12.8 percent of the region's residents are Māori
- Has the second highest proportion of Pasifika residents after Auckland (13 percent). Porirua has the fourth highest number of Pasifika people of all the country's cities and districts

The region's socio-economic mix is reflected in its decile profile of all children starting school. Over half (55.9 percent) of Wellington's children starting school did so in Deciles 8-10.

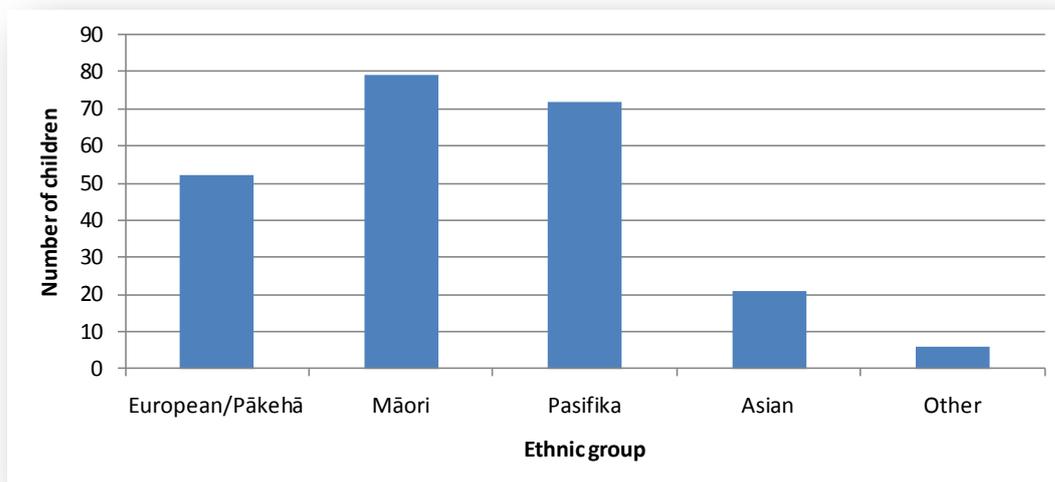
Despite its general decile profile, the majority of Wellington's non-participating children come from Deciles 1-4 (65.7 percent) (see figure 38). However, the region does have one of the highest proportions of children attending Deciles 8-10 schools that did not participate in ECE (21.6 percent).

Figure 38: Distribution of non-participating children starting school in Wellington by grouped school decile, 2012



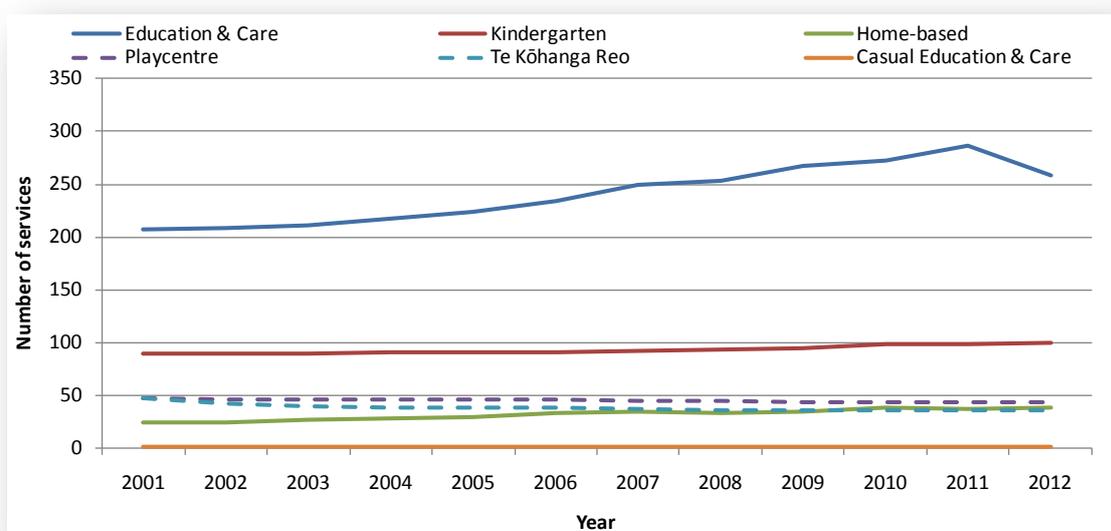
The tendency for non-participation to be spread across groups is also reflected in figure 39. Māori and Pasifika children each account for around one-third of non-participating children in the Wellington region. The European/Pākehā ethnic group followed closely with 22.6 percent. Asian children account for 9.1 percent of non-participating children in Wellington.

Figure 39: Number of children in Wellington who did not attend ECE by ethnic group (total response), 2012



Auckland is the only other region to have distinctly high numbers of non-participating Pasifika children, and that is because it is home to the largest proportion of Pasifika people in the country. In fact, Pasifika children make up the largest group of non-participating children the Auckland region. The reason that Wellington has a high number of non-participating Pasifika children is because it is home to the second highest proportion of this ethnic group in the country, with a large number living in the Porirua area.

Figure 40: Number of ECE services in Wellington by service type, 2001-2012



Between 2001 and 2012, the number of services in the Wellington region grew by 21.1 percent, which is half that of the national growth rate (see figure 40). Wellington services accounted for 11.7 percent of all New Zealand ECE services in 2012.

Like the other regions, Wellington has a slight rise in home-based and Kindergarten services, as well as small decreases in Kōhanga Reo. But it shares similarities with Auckland, in particular, in that it has always had a substantially higher number of Education and Care services compared with any other service type. The next highest numbered service type is Kindergartens which Education and Care services outnumber by 158 services.

Pockets of high non-participation in the Wellington region

Wellington is home to four areas with relatively high numbers of non-participating children. They are:

- Waitangirua (Porirua City)
- Cannons Creek North (Porirua City)
- Cannons Creek East (Porirua City)
- Naenae North (Lower Hutt City).





CANTERBURY

HAS 32,500 CHILDREN AGED 0-4 YEARS, AND A NON-PARTICIPATION RATE OF 2.3 PERCENT (150 CHILDREN), AND ACCOUNTS FOR 5.1 PERCENT OF ALL NON-PARTICIPATING CHILDREN

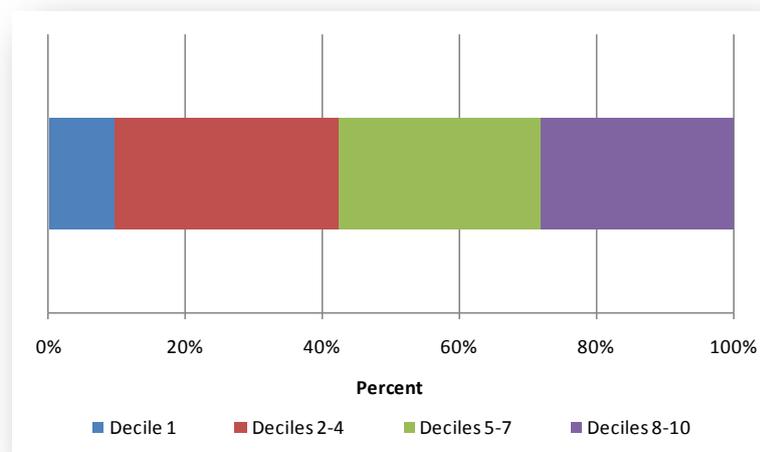
- Accounts for 13 percent of the national population and 6.5 percent of the Māori population
- 7.2 percent of the region's residents are Māori
- Christchurch is the South Island's largest city and often referred to as New Zealand's 'second city'
- Over three-quarters (77.4 percent) of the region's population are European/Pākehā
- Has a slightly lower than national median income

It is important to note that the 2006 Census figures used for Canterbury do not take into account the significant population changes that occurred as a result of the 2010 and 2011 earthquakes. However, it is still possible to observe some high-level patterns and trends.

For example, Canterbury shares a similar profile to the rest of the South Island and Taranaki regions, which have relatively higher proportions of European/Pākehā people, as well as low proportions of children starting school in Decile 1.

Canterbury also has a relatively large proportion of children starting school in the uppermost deciles (55.9 percent). However, this group accounted for only 28.1 percent of non-participation in the region, while the difference was made up of children in Deciles 1-4.

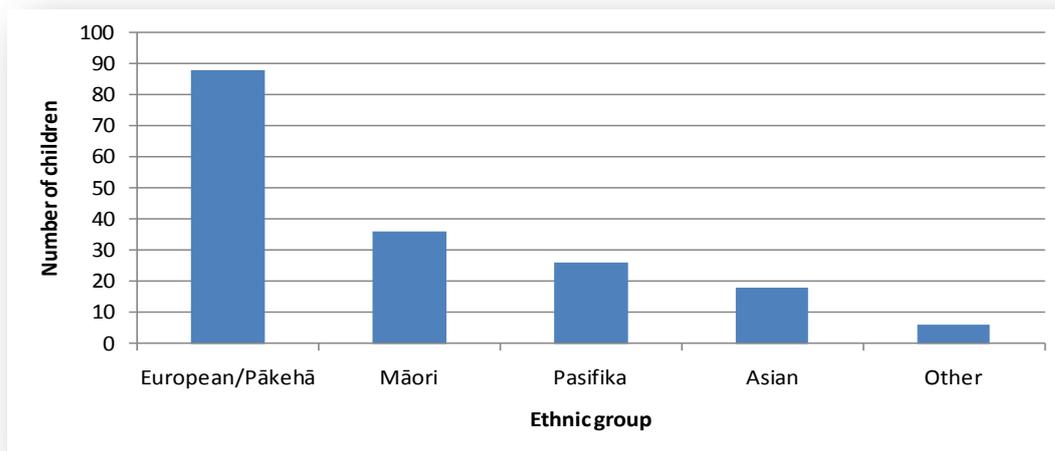
Figure 41: Distribution of non-participating children starting school in Canterbury by grouped school decile, 2012



Some regions in the North Island with higher concentrations of European/Pākehā still had higher numbers of children in other ethnic groups account for much of their non-participation. Canterbury non-participation is clearly linked to its high proportion of European/Pākehā in the region (see figure 42).

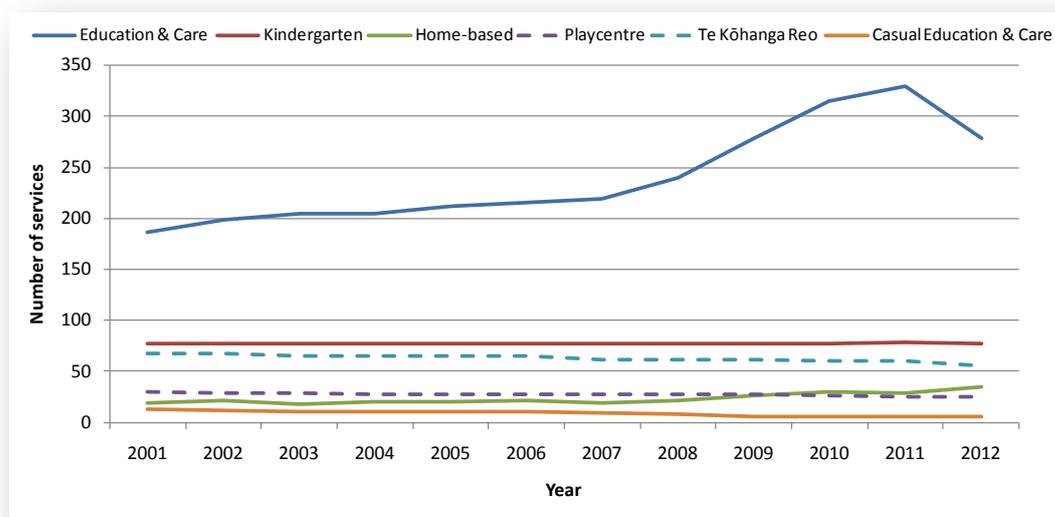
In fact, Canterbury is one of only three regions (the others being the rest of the South Island and Taranaki) where more European/Pākehā children miss out on ECE than any other ethnic group (50.5 percent or 88 children).

Figure 42: Number of children in Canterbury who did not attend ECE by ethnic group (total response), 2012



The number of services in the Canterbury region grew by 24 percent between 2001 and 2012, which is just below the national growth rate (see figure 43). Canterbury services accounted for 10.5 percent of all New Zealand ECE services in 2012.

Figure 43: Number of ECE services in Canterbury by service type, 2001-2012



Falls in the number of Education and Care services in the Canterbury region also accounted for 52 of the estimated 225 services that disappeared between 2011 and 2012 because of changes to licensing regulations. The fall may also be an effect of the Canterbury earthquakes that occurred in 2010 and 2011.





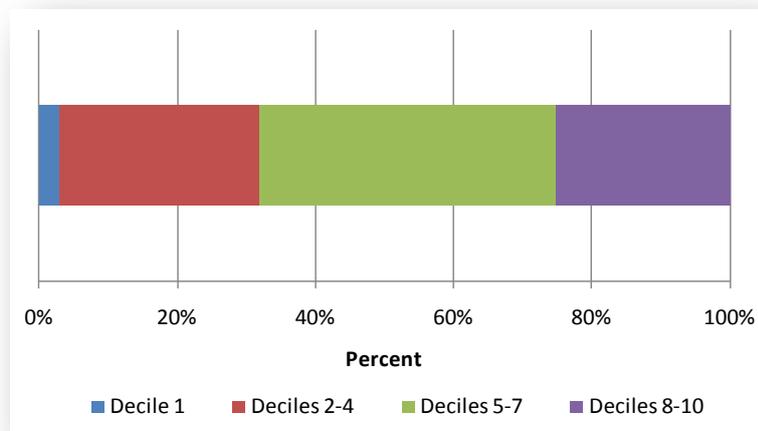
REST OF THE SOUTH ISLAND

HAS 26,400 CHILDREN AGED 0-4 YEARS, A NON-PARTICIPATION RATE OF 2.4 PERCENT (140 CHILDREN), AND ACCOUNTS FOR 4.4 PERCENT OF ALL NON-PARTICIPATING CHILDREN

- Rest of the South Island includes Tasman (45,800 people), Nelson (44,300 people), Marlborough (43,600 people), West Coast (32,100 people), Otago (199,800) and Southland (93,200) regions
- Collectively, the regions make up 10.9 percent of the national population

The collective South Island region had the lowest reported number of children starting school in Decile 1 schools (16 children all in the Southland region), which accounted for less than one percent of all children starting school in the collective South Island region.

Figure 44: Number of children in the rest of the South Island who did not attend ECE and ECE non-participation rate by decile, 2012

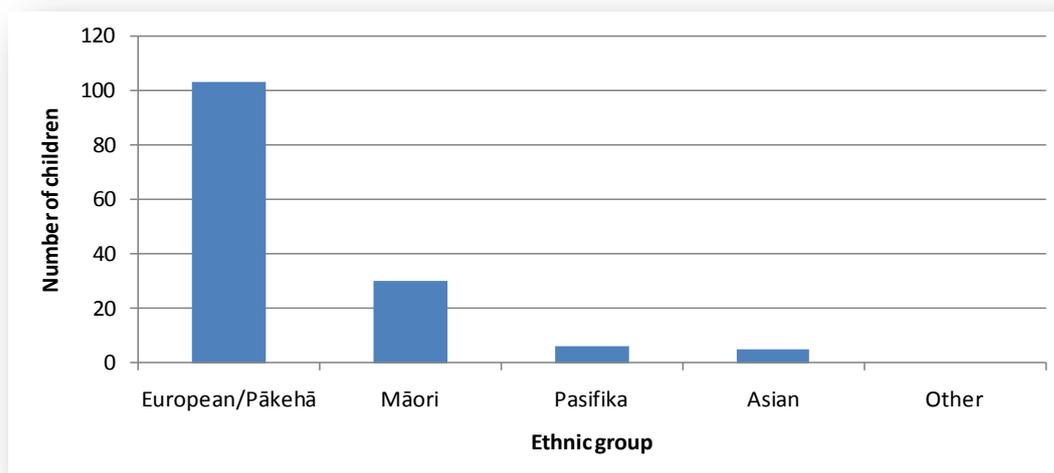


However, this group made up almost three percent of the rest of the South Island's non-participating children (see figure 44). Over 40 percent of non-participating children came from Deciles 5-7. A further 28.8 percent came from Deciles 8-10. This suggests that socio-economic status might not be as much of a barrier to ECE in these areas compared with some of the North Island regions.

Of the different regions that make up the rest of the South Island, not one has a total population that is less than three-quarters European/Pākehā. For instance, in 2006, the proportion of people in each region included in this section that identified as European/Pākehā was:

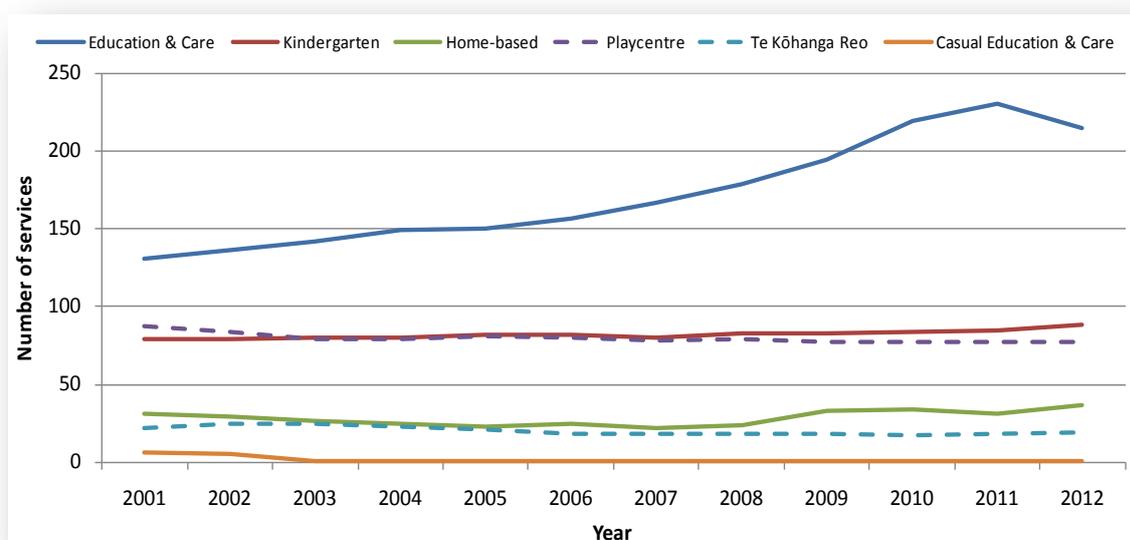
- Tasman – 82.7 percent
- Nelson – 80.4 percent
- Marlborough – 78.4 percent
- West Coast – 79.6 percent
- Otago – 79.6 percent
- Southland – 78.6 percent.

Figure 45: Number of children in the rest of the South Island who did not attend ECE by ethnic group (total response), 2012



The regions' ethnic profile of non-participation stems directly from their clear ethnic characteristics, where 71.5 percent of non-participating children are European/Pākehā. The regions' profile mimics Canterbury in that a similar proportion of non-participating children come from the Māori ethnic group (30 percent).

Figure 46: Number of ECE services in the rest of the South Island by service type, 2001-2012



The number of services in the rest of the South Island grew by 24.1 percent between 2001 and 2012, which is just below the national growth rate (see figure 46). Services in these areas accounted for 10.3 percent of all New Zealand ECE services in 2012.

In contrast to many of the upper North Island regions, the rest of the South Island has relatively low numbers of Kōhanga Reo services. However, like the other regions, the number of Education and Care services in the areas has grown substantially between 2001 and 2012.



PART 3 – CURRENT INITIATIVES AND PROGRAMMES

Current funding and participation projects aim to address the barriers to ECE participation identified by the Ministry (for a list of these barriers, refer to ‘Why do some children miss out on ECE?’ on page 6).

Funding programmes

An underlying policy principle of the ECE funding system, since 2005, is that services should be funded on the basis of the costs they face, and that these costs differ for different types of service. Different services, therefore, have different charges because they provide a range of services, accommodate children of different ages, and have changing numbers of qualified and registered teachers.

However, all occupied child places in all licensed services are subsidised to a maximum of 30 hours per week. In addition to this, *20 Hours ECE* is provided, per child, for 3- to 5-year-olds in services that have ‘opted in’ to the scheme.

20 Hours ECE was launched in 2007 for all 3- and 4-year-olds to access (ECE) services for six hours a day, 20 hours a week at no charge. Since 1 July 2010, 5-year olds and all teacher-led ECE services, Kōhanga Reo and Playcentres have been included in the scheme.

A ‘childcare subsidy’ is provided to parents or caregivers by the Ministry of Social Development at two rates based on an activity test. Nine hours per week is provided if parents or caregivers are not working, training, or caring for a sick or disabled person and for up to 50 hours for parents who are. The subsidy is paid directly to the service the child attends rather than to the parent or caregiver.

Equity Funding is aimed at reducing disparities within communities and eliminating barriers to encourage children from, particularly, Māori, Pasifika and lower socio-economic communities to participate in ECE.

Equity Funding provides additional targeted funding to services that provide ECE for high-needs families. Services receive it if they meet one or more components. These are:

- low socio-economic communities
- special needs
- non-English-speaking background
- isolation.

Budget 2011 extended Equity Funding to all ECE services that provide for high-needs families. Before this changed, only community-based ECE services were eligible for Equity Funding. This initiative extends eligibility for Equity Funding to all services meeting the same criteria.

Services can choose how to spend Equity Funding, with the equity objectives of participation and quality in mind. This can include purchasing additional resources, employing additional staff and providing professional development for staff. Currently 1,277 services receive at least one component of Equity Funding.

Participation initiatives

As part of Budget 2010, the Minister of Education announced a package of new initiatives to increase ECE participation in target communities with low ECE participation rates. Like the funding programmes, these initiatives are intended to target Māori and Pasifika children, and children from low socio-economic communities.

The package of participation initiatives aims to strengthen priority families' /whānau/fānau knowledge of the benefits of early learning and provide opportunities for priority children to achieve strong foundations for learning.

In 2011, the ECE Participation Programme included six individual participation initiatives that were each in the early stages of implementation.

Engaging Priority Families

These are intensive support programmes for 3 and 4 -year-olds and their families. Its objectives are to lead to regular ECE enrolment, to support learning at home, and a successful transition to school.

This initiative is seen as addressing the widest range of barriers to ECE through addressing specific barriers such as access, cost, transport, and supporting families in housing and welfare issues.

There are currently 22 *Engaging Priority Families* initiatives in Tamaki, South Auckland, Wairoa, Whangarei, Waitakere, Ngaruawahia, Turangi, Porirua, Hutt Valley, Waitara, Levin, Hamilton, Waitomo and Te Kuiti, and Cobden.

Supported Playgroups

Supported Playgroups are certificated playgroups with regular support from a kaimanaaki/playgroup educator in areas with low participation.

There are currently 29 *Supported Playgroups* in target communities in South Auckland, Tamaki, Kawerau, Huntly/Ngaruawahia, Hutt Valley, Porirua, Christchurch, Waitara, Levin and Whangarei.

Flexible and Responsive Home-based

There are two models of the *Flexible and Responsive Home-based* initiative. They aim either to expand existing services and community agencies into home-based ECE delivery or to transition informal care arrangements into licensed and certificated ECE environments.

There are currently six *Flexible and Responsive Home-based* initiatives in Papakura, Tamaki, East Cape and Waitomo.

Identity, Language, Culture and Community Engagement

This initiative provides identity, language, culture and community engagement support for clusters of services that have available child spaces but need support to be more responsive.

There are currently five *Identity, Language, Culture and Community Engagement* initiatives in Auckland, Hamilton, Rotorua, Whanganui and Kaikohe.

Intensive Community Participation Programme

These community-led participation projects are being established to address the specific reasons children are not participating in ECE. This is where substantial changes are needed as well as cross-agency links.

There are currently five *Intensive Community Participation Programmes* in Tamaki, Waitakere, Hastings, Papakura and Kaikohe.

Targeted Assistance for Participation

This funding will help to establish new services and child spaces by providing grants, incentives and partnership opportunities in those communities where new child places are needed most and are not being created quickly enough.

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APPENDIX A: TABLES FOR PART 1 – A ‘SNAPSHOT’ OF ECE IN NEW ZEALAND

Table 1 – ECE Non-participation rate for children starting school by ethnic group, 2000-2012

	European/Pākehā	Māori	Pasifika	Asian	Other ethnic groups
2000	5.8	16.9	24.2	10.8	17.8
2001	5.1	16.4	24.0	10.2	16.7
2002	4.5	15.2	20.9	7.9	14.3
2003	3.8	13.3	16.9	7.6	12.0
2004	3.6	12.5	15.6	5.9	11.5
2005	3.5	11.9	15.8	4.9	10.9
2006	3.1	11.9	16.2	4.0	9.2
2007	3.0	11.2	16.4	4.0	7.3
2008	2.8	11.3	15.6	4.7	7.1
2009	2.7	10.4	14.9	4.4	6.1
2010	2.3	10.7	14.1	3.7	4.3
2011	2.2	10.0	13.8	4.1	4.6
2012	2.0	9.1	13.2	4.1	4.3

Table 2 – ECE Non-participation rate for children starting school by decile and ethnic group, 2012

	European/Pākehā	Māori	Pasifika	Asian	Other ethnic groups
1	9.8	16.3	20.3	14.4	9.1
2	4.7	10.6	13.2	8.2	10.8
3	3.2	7.9	11.3	4.8	7.1
4	3.2	6.7	10.8	4.8	6.6
5	2.3	6.6	10.1	5.1	5.0
6	2.0	5.1	8.4	3.8	2.3
7	1.9	6.7	6.2	4.2	0.7
8	1.7	3.7	7.8	3.8	4.3
9	1.3	3.7	4.0	2.2	4.1
10	0.8	2.1	3.8	2.0	0.4

Table 3 – Average number of hours spent in ECE per week by year of age, 2000-2011

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Under 1 year	15	16	17	17	18	19	19	19	19	19	20	18
1 year	15	16	17	17	19	19	19	20	21	21	21	22
2 years	13	14	15	15	16	17	17	18	19	19	19	20
3 years	12	12	13	13	14	14	15	16	17	18	19	19
4 years	14	15	16	16	17	17	18	18	20	21	21	22
5 years	13	16	16	17	18	17	17	19	19	19	19	19
Total	13	14	15	15	16	17	17	18	19	19	20	20

Table 4 – Distribution (percent) of grouped average number of hours spent in ECE for children starting school by ethnic group, 2012

	European/Pākehā	Māori	Pasifika	Asian	Other
1-5 hours	2.4	3.0	2.6	3.5	3.8
6-10 hours	5.9	7.8	9.5	11.9	10.9
11-15 hours	3.2	3.8	3.3	4.0	3.5
16-20 hours	10.3	18.1	15.4	10.8	9.3
21-25 hours	13.6	11.9	8.6	9.8	9.9
26-30 hours	45.3	40.3	43.2	45.3	44.6
31-35 hours	9.9	6.6	9.7	8.6	9.5
36-40 hours	5.6	4.9	5.0	4.1	6.0
Over 40 hours	3.7	3.7	2.8	2.1	2.6

Table 5 – Distribution (percent) of duration in ECE for children starting school by ethnic group, 2012

	European/Pākehā	Māori	Pasifika	Asian	Other
Occasionally	0.8	3.2	2.8	0.8	1.0
Last 6 months	4.6	7.4	8.4	6.9	7.3
Last year	13.6	17.5	22.5	22.9	22.4
Last 2 years	44.5	36.8	38.1	47.4	43.5
Last 3 years	19.1	17.2	15.2	14.4	13.1
Last 4 years	14.8	14.4	10.9	6.5	10.8
Last 5 or more years	2.6	3.5	2.1	1.0	1.9

Table 6 – Distribution (percent) of duration in ECE for children starting school by decile, 2012

	Occasionally	Last 6 months	Last year	Last 2 years	Last 3 years	Last 4 years	Last 5 or more years
1	4.8	11.0	23.2	33.0	14.6	10.3	3.1
2	3.3	7.9	19.5	39.1	16.8	11.4	2.8
3	2.3	7.0	20.1	42.8	14.1	11.3	2.7
4	2.1	7.9	17.7	42.9	17.0	10.8	1.9
5	1.8	5.9	16.1	42.9	17.4	13.5	2.5
6	1.2	4.6	15.2	43.9	17.8	14.9	2.7
7	0.7	4.4	14.7	46.2	18.8	13.0	2.3
8	1.5	2.8	11.8	46.2	19.3	15.9	3.0
9	0.8	4.3	15.6	42.6	19.5	15.0	2.5
10	1.1	5.9	13.7	43.3	19.1	15.2	2.3

Table 7 – Number of ECE services by service type, 2001-2012

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Education & Care	1,565	1,626	1,678	1,732	1,770	1,850	1,941	2,058	2,253	2,434	2,558	2,333
Kindergarten	603	606	610	614	618	619	619	625	626	632	635	642
Home-based	195	201	208	209	214	223	236	259	307	329	327	355
Playcentre	513	498	484	481	482	480	469	467	462	462	460	458
Te Kōhanga Reo	564	547	529	513	504	492	481	478	471	466	465	465
Casual Education & Care	39	39	43	45	42	40	36	36	39	29	26	26
Hospital-based	.	.	.	.	.	.	.	.	.	9	11	11
Total	3,479	3,517	3,552	3,594	3,630	3,704	3,782	3,923	4,158	4,361	4,482	4,290

Table 8 – Number of enrolments in ECE services by ethnic group and service type, 2001-2012

		2000	2001	2002	2003	2004	2005	2006	2007
European	Education & Care	53,413	54,446	55,945	57,116	58,373	59,975	61,271	64,387
	Kindergarten	31,660	31,053	30,508	30,080	29,618	29,107	28,868	28,429
	Home-based	7,197	7,015	7,030	7,760	8,006	7,838	7,749	6,322
	Playcentre	13,086	12,235	12,217	12,528	12,482	12,183	11,985	11,901
	Correspondence School	785	825	753	849	772	704	487	574
	Total	106,141	105,574	106,453	108,333	109,251	109,807	110,360	111,613
Māori	Education & Care	8,921	9,523	10,041	10,762	11,135	11,924	12,284	13,621
	Kindergarten	7,048	7,335	7,561	7,607	7,885	7,933	7,871	7,594
	Home-based	1,139	1,012	1,057	1,238	1,314	1,352	1,449	1,527
	Playcentre	1,832	1,704	1,828	1,765	1,979	1,922	1,853	1,824
	Te Kōhanga Reo	11,021	9,532	10,365	10,309	10,409	10,062	9,480	8,679
	Correspondence School	173	103	142	135	144	104	82	121
	Total	30,134	29,209	30,994	31,816	32,866	33,297	33,019	33,366
Pasifika	Education & Care	3,890	4,243	4,749	5,077	5,310	5,496	5,822	6,106
	Kindergarten	3,437	3,366	3,238	3,241	3,305	3,443	3,358	3,176
	Home-based	159	152	171	202	214	208	191	223
	Playcentre	324	309	286	311	329	276	315	297
	Te Kōhanga Reo	10	8	4	3	5	6	7	188
	Correspondence School	14	8	6	2	3	2	4	3
	Total	7,834	8,086	8,454	8,836	9,166	9,431	9,697	9,993
Asian	Education & Care	3,749	3,850	4,291	4,745	4,960	5,037	5,202	5,853
	Kindergarten	3,018	3,104	3,222	3,521	3,733	3,628	3,504	3,648
	Home-based	193	191	191	243	248	239	262	264
	Playcentre	419	427	431	442	462	483	511	465
	Correspondence School	4	3	6	5	2	2	2	0
	Total	7,383	7,575	8,141	8,956	9,405	9,389	9,481	10,230
Other/ Unknown	Education & Care	1,258	1,130	1,220	1,267	1,318	1,457	1,480	1,766
	Kindergarten	706	581	640	660	746	809	834	848
	Home-based	249	176	142	144	140	133	151	2,737
	Playcentre	147	111	117	154	188	195	224	177
	Te Kōhanga Reo	107	54	20	7	4	2	6	369
	Correspondence School	8	8	6	0	1	1	2	39
	Total	2,475	2,060	2,145	2,232	2,397	2,597	2,697	5,936

APPENDIX B: TABLES FOR PART 2 – THE REGIONS

Table 1 – ECE Non-participation rate for children starting school by ethnic group, 2000-2012

Region	School Decile	Ethnic group (total response)					Total
		European/Pakeha	Maori	Pasifika	Asian	Other	
Northland	1	58	401	21	5	0	433
	2	179	334	27	4	5	453
	3	95	107	13	2	4	186
	4	270	201	19	10	6	430
	5	92	57	2	4	2	134
	6	173	47	12	10	2	216
	7	190	70	5	3	4	243
	8	111	32	2	4	0	141
	9	158	36	2	6	2	189
	Total		1,326	1,285	103	48	25	2,425
Auckland	1	181	922	1,887	132	18	2,739
	2	314	637	1,181	284	73	2,100
	3	383	447	711	374	68	1,672
	4	363	220	348	285	61	1,050
	5	616	262	189	227	37	1,124
	6	757	238	206	359	73	1,417
	7	967	204	214	303	59	1,524
	8	1,370	227	154	322	67	1,871
	9	1,706	216	160	629	101	2,533
	10	3,612	265	138	849	153	4,650
	Unknown	45	18	27	13	2	94
Total		10,314	3,656	5,215	3,777	712	20,774
Waikato	1	62	340	50	9	2	410
	2	200	490	71	11	7	679
	3	250	292	41	22	4	540
	4	368	304	52	29	21	643
	5	533	286	44	41	14	802
	6	517	180	30	48	10	698
	7	397	107	21	30	12	519
	8	586	129	11	26	15	698
	9	389	50	9	30	9	463
	10	459	64	9	64	17	554
	Total		3,761	2,242	338	310	111	6,006
Bay of Plenty	1	31	340	21	1	0	365
	2	154	489	59	24	4	633
	3	205	301	39	17	6	459
	4	191	161	19	20	1	343
	5	346	247	26	37	7	583
	6	434	140	13	29	9	561
	7	310	76	9	31	4	379
	8	136	44	2	4	2	179
	9	404	78	10	37	6	481
	10	115	14	1	8	5	135
	Unknown	3	1	0	0	1	5
Total		2,329	1,891	199	208	45	4,123

Region	School Decile	Ethnic group (total response)					Total
		European/Pakeha	Maori	Pasifika	Asian	Other	
Gisborne	1	25	285	15	0	1	302
	2	3	38	3	0	1	41
	3	47	111	3	2	1	140
	4	10	4	4	0	0	15
	5	76	44	7	5	0	127
	6	13	5	0	0	0	18
	7	71	39	1	4	1	103
	8	35	13	0	1	0	47
	9	4	3	0	0	0	5
	Total		284	542	33	12	4	798
Hawkes Bay	1	70	320	83	2	2	428
	2	96	189	23	3	2	271
	3	258	156	23	23	9	406
	4	167	74	18	4	3	226
	5	146	50	4	11	5	203
	6	132	41	4	7	4	150
	7	145	34	2	4	2	161
	8	138	27	0	3	3	151
	9	78	5	3	2	0	79
	10	208	23	7	7	6	234
Total		1,438	919	167	66	36	2,309
Taranaki	1	10	24	1	0	0	30
	2	43	72	1	1	1	107
	3	69	43	2	2	1	95
	4	226	120	18	3	4	322
	5	183	32	6	3	0	218
	6	158	33	5	9	2	186
	7	114	19	4	6	2	132
	8	290	75	9	12	6	361
	9	33	5	0	0	0	36
	10	84	17	4	6	1	93
Total		1,210	440	50	42	17	1,580
Manawatu-Wanganui	1	91	200	38	3	0	291
	2	196	215	36	11	6	388
	3	216	135	21	6	7	337
	4	217	144	24	22	4	367
	5	244	118	16	30	4	342
	6	358	89	11	15	4	441
	7	194	45	10	5	4	225
	8	74	27	7	7	4	100
	9	326	66	10	27	15	384
	10	140	32	6	5	5	163
	Unknown	4	0	0	0	0	4
Total		2,060	1,071	179	131	53	3,042

Region	School Decile	Ethnic group (total response)					Total
		European/Pakeha	Maori	Pasifika	Asian	Other	
Wellington	1	69	123	228	14	9	352
	2	100	185	135	23	11	362
	3	156	198	56	13	8	359
	4	401	214	105	59	24	654
	5	158	66	29	25	14	241
	6	382	127	77	35	16	527
	7	218	58	29	32	21	306
	8	654	145	63	80	19	829
	9	643	93	74	123	24	840
	10	1,593	175	87	216	29	1,884
	Unknown	1	0	0	0	0	1
Total		4,375	1,384	883	620	175	6,355
Canterbury	1	39	41	29	0	1	97
	2	269	136	69	25	9	443
	3	268	88	55	31	13	376
	4	286	71	27	17	8	364
	5	539	92	19	29	9	621
	6	345	76	24	27	4	434
	7	841	117	23	69	21	983
	8	738	82	28	41	15	814
	9	1,266	146	36	139	28	1,486
	10	1,170	57	9	53	24	1,243
	Unknown	2	0	0	0	0	2
Total		5,763	906	319	431	132	6,863
Rest of the South Island	1	8	4	3	1	0	16
	2	210	125	31	6	1	311
	3	307	128	43	29	5	441
	4	441	84	9	10	5	514
	5	549	119	20	19	9	634
	6	537	73	17	19	4	606
	7	780	115	28	33	14	888
	8	791	99	23	24	10	876
	9	640	89	21	28	10	719
	10	690	55	7	28	26	739
	Total		4,953	891	202	197	84	5,744

Table 2 – Number of children who did not participate in ECE by region, decile and ethnic group

Region	School Decile	Ethnic group (total response)					Total
		European/Pakeha	Maori	Pasifika	Asian	Other	
Northland	1	3	76	3	1	0	79
	2	12	54	4	0	0	60
	3	5	19	3	0	0	22
	4	12	31	6	0	0	40
	5	3	2	0	0	0	4
	6	7	7	3	0	0	13
	7	9	7	0	0	0	12
	8	2	3	0	1	0	5
	9	4	3	1	0	0	7
	Total		57	202	20	2	0	242
Auckland	1	28	224	413	18	1	593
	2	24	90	159	21	9	268
	3	18	48	96	18	7	154
	4	20	21	45	15	5	88
	5	14	19	21	12	3	57
	6	13	14	18	13	1	52
	7	16	14	14	12	1	46
	8	25	11	16	11	5	54
	9	20	6	5	13	5	48
	10	31	8	6	21	1	62
	Unknown	0	2	1	0	0	2
Total		209	457	794	154	38	1,424
Waikato	1	2	41	6	1	0	47
	2	12	51	8	0	1	67
	3	4	22	4	3	0	30
	4	9	14	3	0	0	22
	5	15	26	4	1	0	39
	6	14	13	0	4	1	32
	7	11	12	1	1	0	22
	8	8	11	2	2	0	19
	9	17	5	0	1	1	22
	10	2	3	0	1	0	6
Total		94	198	28	14	3	306
Bay of Plenty	1	2	30	1	1	0	33
	2	8	49	8	4	0	56
	3	7	19	1	0	0	23
	4	7	12	1	0	0	18
	5	6	15	3	1	0	24
	6	5	5	0	1	0	10
	7	3	12	2	3	0	16
	8	2	1	0	0	0	3
	9	4	2	1	2	1	10
	10	1	0	0	0	0	1
	Unknown	1	1	0	0	1	3
Total		46	146	17	12	2	197

Region	School Decile	Ethnic group (total response)					Total
		European/Pakeha	Maori	Pasifika	Asian	Other	
Gisborne	1	2	29	4	0	0	32
	2	0	6	0	0	0	6
	3	5	12	0	0	0	13
	4	0	1	0	0	0	1
	5	2	3	0	0	0	5
	6	0	0	0	0	0	0
	7	1	1	0	0	0	2
	8	1	0	0	0	0	1
	9	0	0	0	0	0	0
	Total		11	52	4	0	0	60
Hawkes Bay	1	5	36	5	0	1	42
	2	0	13	4	1	0	18
	3	6	7	0	0	0	11
	4	3	3	1	0	0	4
	5	0	3	0	0	0	3
	6	2	0	0	0	0	2
	7	0	1	0	0	0	1
	8	0	0	0	0	0	0
	9	0	0	0	0	0	0
	10	0	1	1	0	0	1
	Total		16	64	11	1	1	82
Taranaki	1	1	1	0	0	0	1
	2	1	5	0	0	0	6
	3	3	6	0	0	0	8
	4	5	2	0	0	0	7
	5	2	2	0	0	0	4
	6	6	2	0	0	0	7
	7	1	0	0	1	0	2
	8	9	2	0	0	0	10
	9	1	1	0	0	0	2
	10	2	0	0	0	0	2
	Total		31	21	0	1	0	49
Manawatu-Wanganui	1	7	21	5	1	0	26
	2	5	11	5	0	1	19
	3	9	8	0	0	0	14
	4	8	4	2	5	2	16
	5	10	11	1	1	0	19
	6	1	3	0	0	0	5
	7	4	1	1	0	0	6
	8	3	0	0	0	0	3
	9	4	3	0	0	0	5
	10	1	1	0	0	0	1
	Unknown	0	0	0	0	0	0
Total		52	63	14	7	3	114

Region	School Decile	Ethnic group (total response)					Total
		European/Pakeha	Maori	Pasifika	Asian	Other	
Wellington	1	8	24	21	2	0	45
	2	2	17	16	2	1	30
	3	4	8	4	1	0	12
	4	6	12	8	1	2	25
	5	3	5	4	5	1	14
	6	6	3	5	2	1	14
	7	5	3	2	1	0	8
	8	3	4	3	3	0	12
	9	7	2	6	2	1	15
	10	8	1	3	2	0	14
	Unknown	0	0	0	0	0	0
Total		52	79	72	21	6	189
Canterbury	1	2	6	8	0	1	15
	2	10	8	6	4	1	25
	3	5	7	3	1	2	16
	4	7	2	2	0	0	9
	5	7	1	2	2	1	12
	6	5	2	3	1	0	10
	7	18	4	1	2	0	23
	8	18	1	1	3	1	19
	9	7	5	0	4	0	15
	10	9	0	0	1	0	9
	Unknown	0	0	0	0	0	0
Total		88	36	26	18	6	153
Rest of the South Island	1	2	2	0	0	0	4
	2	8	5	1	0	0	12
	3	4	3	1	2	0	10
	4	14	5	0	1	0	17
	5	18	4	0	0	0	20
	6	15	4	3	0	0	20
	7	13	4	0	2	0	18
	8	13	0	1	0	0	13
	9	9	2	0	0	0	9
	10	7	1	0	0	0	8
	Total		103	30	6	5	0	131

Table 3 – Number of ECE services by region and service type, 2001-2012

Region	Service type	2001	2002	2003	2004	2005	2006	2007	2008	2009
Northland	Education & Care	41	44	45	44	46	48	50	58	62
	Kindergarten	21	22	22	22	23	24	24	24	24
	Home-based	4	2	2	2	4	4	6	14	18
	Playcentre	49	44	44	43	43	44	42	42	43
	Te Kōhanga Reo	57	55	53	51	51	50	50	48	47
	Casual Education & Care	1	1	1	1	1	1	1	1	1
Total		173	168	167	163	168	171	173	187	195
Auckland	Education & Care	596	627	642	663	670	697	726	761	837
	Kindergarten	138	139	141	143	143	143	143	143	143
	Home-based	42	43	47	49	51	45	48	51	58
	Playcentre	84	83	81	80	79	78	77	76	75
	Te Kōhanga Reo	69	67	64	63	59	58	57	56	52
	Casual Education & Care	20	21	21	21	23	23	21	20	21
	Hospital-based	0	0	0	0	0	0	.	0	0
Total		949	980	996	1,019	1,025	1,044	1,072	1,107	1,186
Waikato	Education & Care	116	118	129	137	142	63	64	64	193
	Kindergarten	61	62	62	62	63	21	23	25	63
	Home-based	19	19	23	22	21	71	70	69	29
	Playcentre	77	76	72	71	70	78	76	75	68
	Te Kōhanga Reo	85	84	81	79	81	3	3	3	76
	Casual Education & Care	3	3	4	3	3	388	400	410	3
Total		361	362	371	374	380	624	636	646	432
Bay of Plenty	Education & Care	103	105	105	113	122	128	137	148	161
	Kindergarten	32	32	33	34	34	34	34	34	34
	Home-based	28	34	34	33	35	39	43	45	54
	Playcentre	30	29	28	29	29	28	28	28	28
	Te Kōhanga Reo	87	88	87	85	86	85	83	86	84
	Casual Education & Care	1	1	2	2	2	3	3	3	3
Total		281	289	289	296	308	317	328	344	364
Gisborne	Education & Care	16	17	18	18	18	19	19	19	23
	Kindergarten	6	6	6	6	6	6	6	7	7
	Home-based	1	1	1	1	1	2	4	5	5
	Playcentre	7	7	7	7	8	7	7	7	6
	Te Kōhanga Reo	35	33	32	31	31	30	29	29	30
	Hospital-based	0	0	0	0	0	0	0	0	0
Total		65	64	64	63	64	64	65	67	71
Hawkes Bay	Education & Care	59	60	63	64	64	69	75	81	88
	Kindergarten	30	30	30	30	30	30	30	30	31
	Home-based	15	15	16	15	16	17	17	19	23
	Playcentre	18	17	16	16	16	16	16	16	16
	Te Kōhanga Reo	58	57	57	57	56	56	56	56	56
	Casual Education & Care	0	0	1	1	1	1	1	1	1
	Hospital-based	0	0	0	0	0	0	0	0	0
Total		180	179	183	183	183	189	195	203	215

Region	Service type	2001	2002	2003	2004	2005	2006	2007	2008	2009
Taranaki	Education & Care	28	29	30	30	30	34	36	38	39
	Kindergarten	23	23	23	23	23	23	23	23	23
	Home-based	6	6	6	6	6	5	6	7	7
	Playcentre	16	16	17	17	17	17	17	17	17
	Te Kōhanga Reo	25	23	23	22	18	17	16	16	15
	Total	98	97	99	98	94	96	98	101	101
Manawatu-Wanganui	Education & Care	82	84	88	92	92	96	99	107	111
	Kindergarten	46	46	46	46	46	46	46	46	46
	Home-based	6	7	7	8	7	11	13	14	19
	Playcentre	30	29	29	28	28	28	27	27	27
	Te Kōhanga Reo	65	59	56	52	51	51	49	49	50
	Casual Education & Care	3	3	3	3	2	0	0	0	1
	Total	232	228	229	229	226	232	234	243	254
Wellington	Education & Care	207	208	211	218	224	234	249	253	267
	Kindergarten	90	90	90	91	91	91	92	94	95
	Home-based	24	24	27	28	30	33	35	33	35
	Playcentre	48	46	46	46	46	46	45	45	44
	Te Kōhanga Reo	47	43	40	39	39	38	37	36	36
	Casual Education & Care	1	1	2	1	1	2	1	2	2
	Total	417	412	416	423	431	444	459	463	479
Canterbury	Education & Care	186	198	205	204	212	216	219	240	278
	Kindergarten	77	77	77	77	77	77	77	77	77
	Home-based	19	21	18	20	20	21	19	22	26
	Playcentre	30	29	29	28	28	28	27	27	27
	Te Kōhanga Reo	67	67	65	65	65	65	62	61	61
	Casual Education & Care	13	12	10	10	10	10	9	8	6
	Total	366	379	379	384	388	391	387	409	449
Rest of the South Island	Education & Care	131	136	142	149	150	157	167	179	194
	Kindergarten	79	79	80	80	82	82	80	83	83
	Home-based	31	29	27	25	23	25	22	24	33
	Playcentre	87	84	79	79	81	80	78	79	77
	Te Kōhanga Reo	22	25	25	23	21	18	18	18	18
	Casual Education & Care	6	5	1	1	1	1	1	1	1
	Total	356	358	358	361	362	367	370	388	411

APPENDIX C: LIST OF THE FIVE PERCENT OF CENSUS AREA UNITS WITH HIGHEST NON-PARTICIPATION

Region	District	Ward	Census Area Unit
Northland	Far North District	Northern Ward	Kaitiāia West
	Far North District	Eastern Ward	Moerewa
	Far North District	Eastern Ward	Kawakawa
	Far North District	Eastern Ward	Pokere-Waihaha
	Far North District	Western Ward	Kaikohe
	Whangarei District	Denby Ward	Otangarei
	Whangarei District	Denby Ward	Tikipunga West
	Whangarei District	Bream Bay Ward	Waiotira-Springfield
	Kaipara District	Central Ward	Rehia-Oneriri
	Auckland	Auckland City	Waitakere Ward	Parrs Park
Auckland City		Waitakere Ward	Waimumu North
Auckland City		Waitakere Ward	West Harbour
Auckland City		Waitakere Ward	Kingdale
Auckland City		Waitakere Ward	Glen Eden East
Auckland City		Waitakere Ward	Fairdene
Auckland City		Waitakere Ward	Royal Heights
Auckland City		Waitakere Ward	Henderson South
Auckland City		Waitakere Ward	Sunnyvale
Auckland City		Whau Ward	Kelston Central
Auckland City		Whau Ward	Avondale South
Auckland City		Whau Ward	Rewarewa
Auckland City		Albert-Eden-Roskill Ward	Akarana
Auckland City		Maungakiekie-Tamaki Ward	Tamaki
Auckland City		Maungakiekie-Tamaki Ward	Point England
Auckland City		Maungakiekie-Tamaki Ward	Mt Wellington South
Auckland City		Maungakiekie-Tamaki Ward	Glen Innes West
Auckland City		Maungakiekie-Tamaki Ward	Mt Wellington North
Auckland City		Maungakiekie-Tamaki Ward	Glen Innes East
Auckland City		Howick Ward	Donegal Park
Auckland City		Manukau Ward	Otara East
Auckland City		Manukau Ward	Mangere South
Auckland City		Manukau Ward	Flat Bush
Auckland City		Manukau Ward	Viscount
Auckland City		Manukau Ward	Ferguson
Auckland City		Manukau Ward	Harania East
Auckland City		Manukau Ward	Aorere
Auckland City		Manukau Ward	Harania West
Auckland City		Manukau Ward	Clover Park
Auckland City		Manukau Ward	Harania North
Auckland City		Manukau Ward	Mangere Central
Auckland City		Manukau Ward	Mascot
Auckland City		Manukau Ward	Mangere Bridge
Auckland City		Manukau Ward	Favona West
Auckland City		Manukau Ward	Kohuora
Auckland City		Manukau Ward	Mangere East
Auckland City		Manukau Ward	Otahuhu West
Auckland City		Manukau Ward	Otara West
Auckland City		Manukau Ward	Papatoetoe West
Auckland City		Manukau Ward	Favona South
Auckland City		Manukau Ward	Arahanga
Auckland City		Manukau Ward	Fairburn
Auckland City		Manukau Ward	Otara North
Auckland City		Manukau Ward	Otara South
Auckland City		Manukau Ward	Grange
Auckland City		Manukau Ward	Otahuhu North
Auckland City		Manukau Ward	Papatoetoe North
Auckland City	Manurewa-Papakura Ward	Clendon South	

Region	District	Ward	Census Area Unit
Auckland	Auckland City	Manurewa-Papakura Ward	Weymouth West
	Auckland City	Manurewa-Papakura Ward	Papakura East
	Auckland City	Manurewa-Papakura Ward	Weymouth East
	Auckland City	Manurewa-Papakura Ward	Homai East
	Auckland City	Manurewa-Papakura Ward	Leabank
	Auckland City	Manurewa-Papakura Ward	Takanini North
	Auckland City	Manurewa-Papakura Ward	Randwick Park
	Auckland City	Manurewa-Papakura Ward	Wiri
	Auckland City	Manurewa-Papakura Ward	Clendon North
	Auckland City	Manurewa-Papakura Ward	Manurewa East
	Auckland City	Manurewa-Papakura Ward	Wattle Farm
	Auckland City	Manurewa-Papakura Ward	Papakura North East
	Auckland City	Manurewa-Papakura Ward	Hyperion
	Auckland City	Manurewa-Papakura Ward	Burbank
	Auckland City	Manurewa-Papakura Ward	Rowandale
	Auckland City	Manurewa-Papakura Ward	Papakura South
	Auckland City	Manurewa-Papakura Ward	Manurewa Central
	Auckland City	Franklin Ward	Pukekohe North
Waikato	Hauraki District	Paeroa Ward	Paeroa
	Waikato District	Ngaruawahia Ward	Ngaruawahia
	Hamilton City	East Ward	Insoll
	Waitomo District	Te Kuiti Ward	Te Kuiti
	Taupo District	Turangi-Tongariro Ward	Turangi
Bay of Plenty	Rotorua District	West Ward	Western Heights
	Kawerau District	Area Outside Ward	Kawerau
Gisborne	Gisborne District	Gisborne Ward	Outer Kaiti
	Gisborne District	Gisborne Ward	Gisborne Airport
Wellington	Porirua City	Eastern Ward	Waitangirua
	Porirua City	Eastern Ward	Cannons Creek North
	Porirua City	Eastern Ward	Cannons Creek East
	Lower Hutt City	Eastern Ward	Naenae North



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