Participation in ECE

The ECE market caters to 95% of the population.

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

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

South Auckland has the largest number of areas with the lowest levels of participation — nearly all Māori or Pasifika.

We have implemented a range of solutions —
- invested directly in new ECE services on school sites
- provided incentive grants to establish new services (TAP)
- provided identity, language and culture support to make services more responsive to priority whānau
- contracted providers to assist families to enrol (EPF scheme)
- set up Supported Playgroups, where parents attend with children

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

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

Auckland

1461 children not participating

Far North

123 children not participating

Lower North Island

184 children not participating

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

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

$1,471,450 billion spending in total

Government ECE Expenditure 2010/11 $000s

Targeted by income
Childcare Subsidy 153,302

Administered by the Ministry of Social Development
Assists families with the cost of ECE
However, uptake is low for priority families

Targeted geographically
Participation initiatives 21,409

A range of initiatives designed to increase participation in ECE

Targeted to parents
Supporting parents initiatives 5,149

A range of initiatives designed to help support parents

Not targeted
20 Hours ECE 748,566
Subsidy that meets the full average cost of 20 hours of ECE per week for three and four year old children

Not targeted, so...

ECE as at July 2011
- 4,439 licensed ECE services
- 194,101 enrolments in licensed ECE services
- Of these enrolments, 18% under-2s; 19% aged-2; 63% aged-3 & over
- 94.7% overall prior participation in ECE; 90.0% Māori prior participation in ECE; 85.9% Pasifika prior participation in ECE
- 103,822 enrolments in 20 Hours ECE
- 20,644 teachers in teacher-led ECE services. Of these 69% were registered teachers. Around 51% (or 3,244) were in study to be a registered teacher
- Te reo Māori was used as the language of communication for 81%-100% in 474 licensed services
- Pasifika languages were used as the languages of communication for 81%-100% in 55 licensed services

Participation Programme

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

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

Early Learning Information

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

New Funding System

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