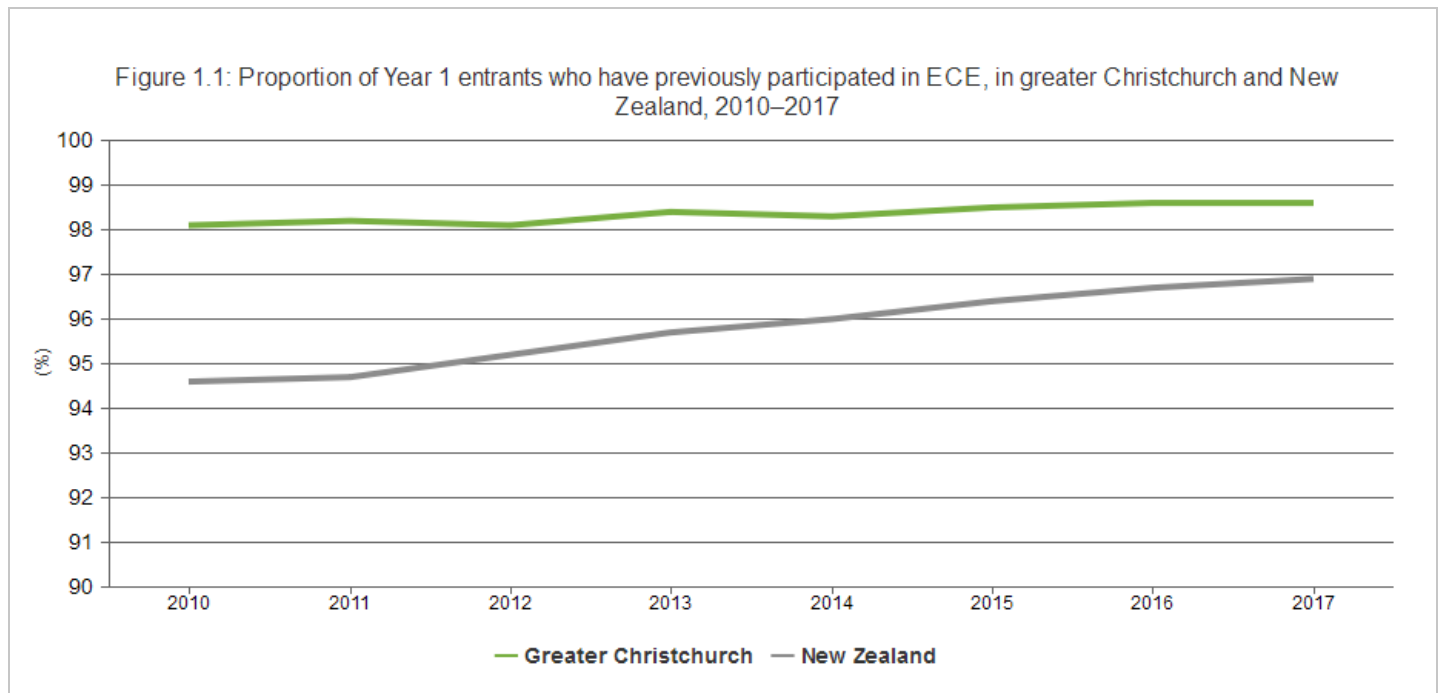


Education: ECE participation

Downloaded from <https://www.canterburywellbeing.org.nz/our-wellbeing/education/ece-participation/> on 25/10/2021 7:17 PM

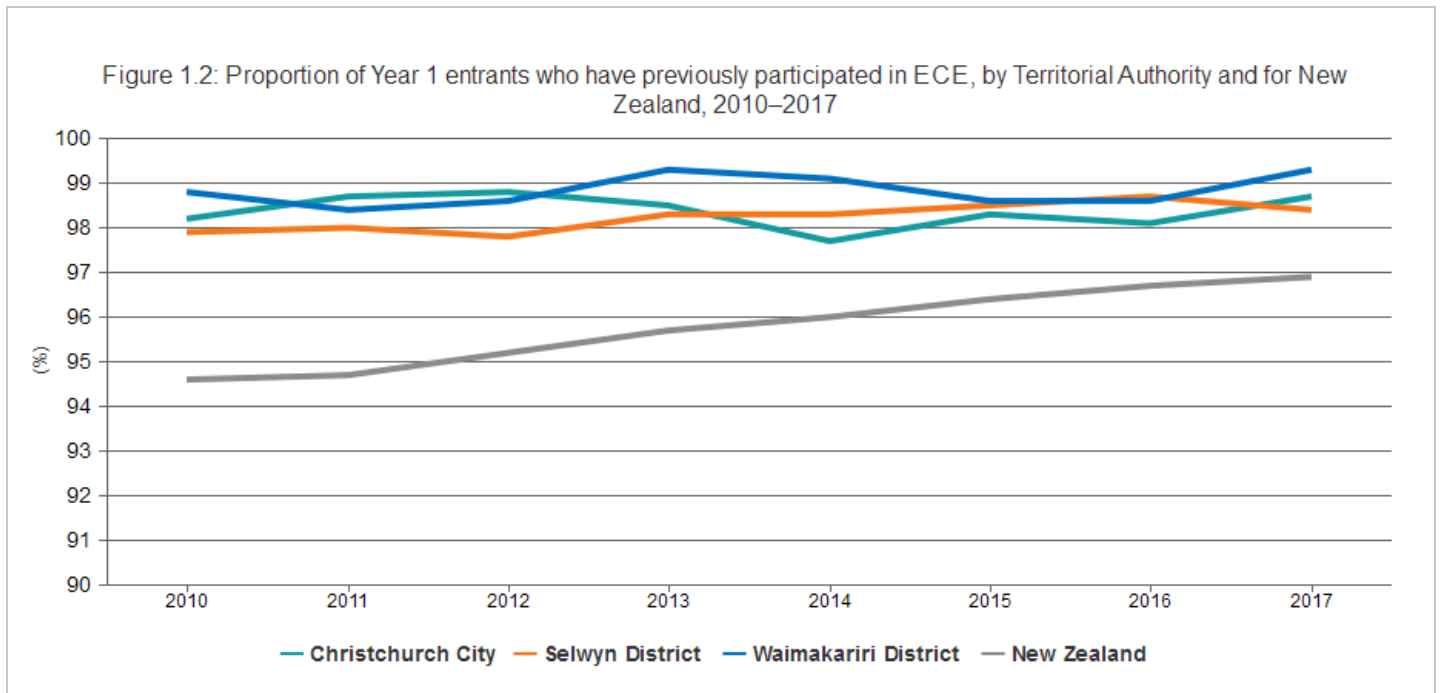
Participation in Early Childhood Education (ECE) has been shown to positively impact literacy, numeracy, and problem-solving skills well into the teenage years. Studies have shown that high-quality ECE also leads to better social outcomes [7,9,10]. ECE participation has been identified as an important factor in supporting vulnerable children and there has been a strong emphasis on increasing participation across New Zealand in recent years (with the target level of 98% having been set in 2012).

This indicator presents the proportion of Year 1 entrants who had previously participated in ECE in the sixth months prior to starting school, using Ministry of Education data. Breakdowns of the data show participation in ECE separately for each Territorial Authority, and for greater Christchurch by ethnicity.



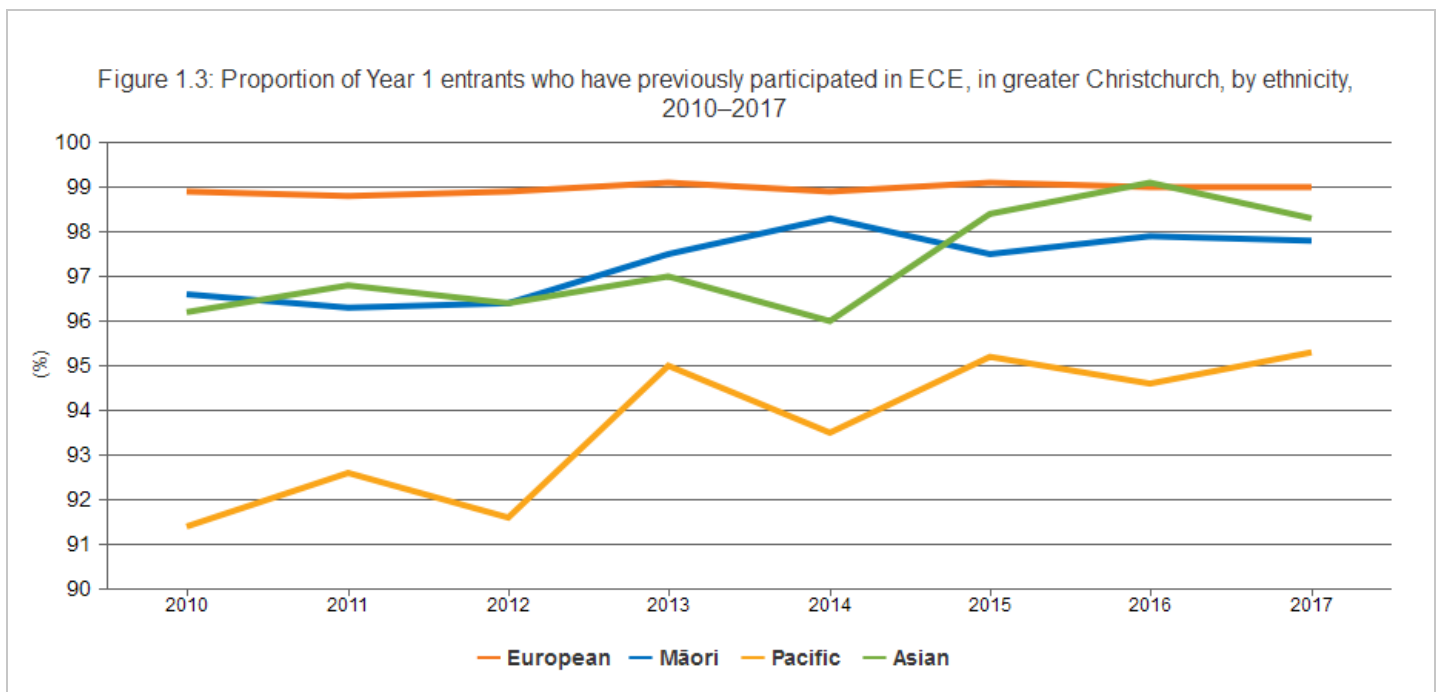
In greater Christchurch, participation in ECE has stayed above the national target for several years, remaining steady at over 98 percent (98.6% in 2016 and 2017). Nationally, participation in ECE has steadily increased over time, with 96.9 percent of new entrants having attended ECE in the year ending December 2017.

Breakdown by Territorial Authority



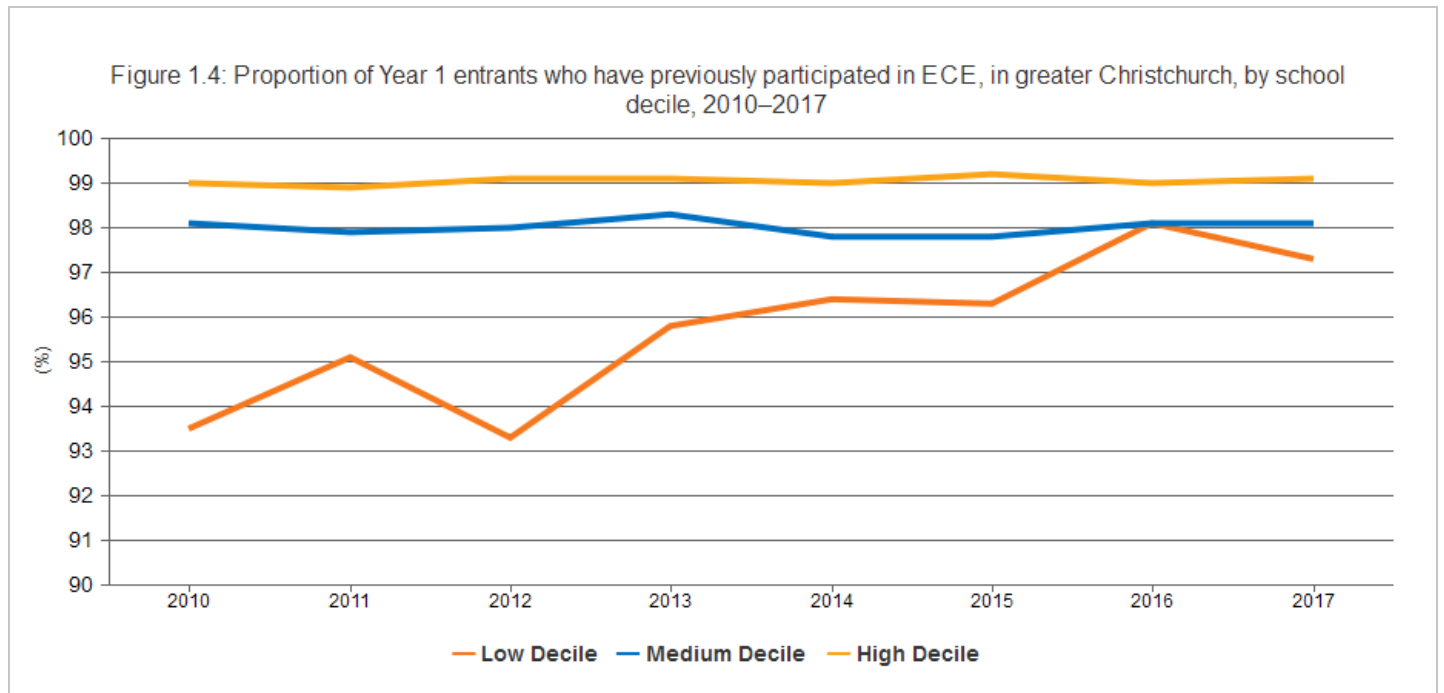
The figure shows participation in ECE for each of the three Territorial Authorities in greater Christchurch. Participation in ECE for each of the three Territorial Authorities appears similar, with rates in Selwyn District and Waimakariri District being within one percentage point of Christchurch City for most years. Selwyn District and Waimakariri District show greater variability in ECE participation rates (due to smaller absolute numbers) but no other differences are evident.

Breakdown by ethnicity



The figure shows high and stable ECE participation rates for European/Pākehā children in greater Christchurch for the period 2010–2017 (99.1% in 2017). The figure also shows increasing ECE participation for Māori and Asian children, with both groups reaching the national target for this indicator in 2016 and 2017. While ECE participation for Pacific children has been trending upwards in recent years, the rate remains below the national target (by approximately 2.7 percentage points in 2017). ECE participation rates show greater variability for non-European/Pākehā groups due to smaller absolute numbers.

Breakdown by deprivation



The figure shows high and stable ECE participation rates for children in medium and high decile schools in greater Christchurch for the period 2010–2017 (98.1% and 99.1% respectively, 2017). The figure also shows steadily increasing ECE participation for children in low decile schools over the same time period, with this group reaching the national target for this indicator in 2016.

Data Sources

Source: Ministry of Education.

Survey/data set: Ministry of Education ENROL Database. Access publicly available data from the Education Counts website www.educationcounts.govt.nz

Source data frequency: Annually.

Metadata for this indicator is available at <https://www.canterburywellbeing.org.nz/our-wellbeing/index-data>

REFERENCES

This is the full reference list for **Education**.

- 1 Feinstein L, Sabates R, Anderson TM, Sorhaindo A, Hammond C (2006) What are the effects of education on health? Copenhagen Symposium: Measuring the Effects of Education on Health and Civic Engagement. Copenhagen.
- 2 Public Health England (2015) *Local action on health inequalities: Improving health literacy to reduce health inequalities*. London: Public Health England.
- 3 Hughes D, Lauder H, Robinson T, Simiyu I, Watson S, et al. (1999) *Do Schools Make a Difference?: Hierarchical Linear Modelling of School Certificate Results in 23 Schools: The Smithfield Project, Phase Three: Eighth Report to the Ministry of Education*. Wellington.
- 4 CSDH (2008) Closing the gap in a generation: health equity through action on the social determinants of health. Final Report of the Commission on Social Determinants of Health. Geneva: World Health Organization.
- 5 Marmot M (2004) Social Causes of Social Inequalities in Health In: Anand S, Peter F, Sen. AK, editors. Public health, ethics, and equity. Oxford: Oxford University Press on Demand.
- 6 Marmot M, Bell R (2012) Fair society, healthy lives. *Public Health* 126: S4-10.
- 7 Mitchell L, Wylie C, Carr M (2008) *Outcomes of early childhood education: Literature review. A report by the New Zealand Council for Educational Research for the Ministry of Education*. Wellington: Ministry of Education.
- 8 Ross CE, Wu C-I (1995) The Links Between Education and Health. *American Sociological Review* 60: 719-745.
- 9 OECD (2013) *OECD Indicators: Education at a Glance 2013*. Paris: OECD.
- 10 Wylie C, Hodgen E, Hipkins R, Vaughan K (2009) *Competent learners on the edge of adulthood: A summary of key findings from the Competent Learners @ 16 project*. Wellington: Ministry of Education and New Zealand Centre for Education Research.
- 11 OECD (2017) *Education at a Glance 2017: OECD Indicators*. Paris: OECD Publishing.
- 12 Allen M (2014) *Local action on health inequalities: Reducing the number of young people not in employment, education or training (NEET)*. Nottingham: Department for Children, Schools and Families.
- 13 Statistics New Zealand (2011) *Introducing the youth not in employment, education, or training indicator*. Wellington: Statistics New Zealand.
- 14 International Labour Organization (2011) *Manual on decent work indicators (DWIs): Methodology and progress. How can DWIs and ILO's manual be used for quality of employment work?* Geneva: International Labour Organization.