



## education

- Education ..... 2
- Early Childhood Education (ECE) ..... 2
  - Auckland’s ECE Service ..... 2
  - ECE Participation ..... 2
  - Barriers to ECE ..... 2
- Schools ..... 3
  - Inequality ..... 3
  - Schooling achievement ..... 3
- Alternative Education ..... 5
- Bridges to Education ..... 5
  - From School to Higher Education, Employment or Training ..... 6
- Tertiary Education ..... 6
  - Industry Training ..... 7
- Adult Community Education ..... 7
- Adult Literacy and Numeracy ..... 7
- More than Qualifications ..... 8
- References ..... 9
- Endnotes ..... 11



## Education

Education includes schooling and formal education, and also skills development and training, at each of the various stages involved in life-long learning. Education is essential in achieving social outcomes, particularly employment and economic well-being. It is also important in its own right for self-development.

### Early Childhood Education (ECE)

Quality early childhood education (ECE) has been shown, nationally and internationally, to be associated with life-long benefits for children and their communities (St John and Wynd, 2008, pp. 13, 111). It can provide a strong foundation for both learning and social skills (Strategic Social Policy Group, 2008, p. 47).

#### *Auckland's ECE Service*

The Auckland region has 1246 ECE centres run by a range of early childhood education providers. These providers include education and care services (66.5% of enrolments), kindergartens (19.8%) and playcentres (5.3%). Approximately 5.9% of Auckland children are enrolled in home-based services, which are most popular in central and north Auckland. Kohanga reo (Maori language pre-schools) account for 2.4% of all enrolments. Approximately 64% of children attending kohanga reo are enrolled in south Auckland, 15% enrolled in the west and 14% in central Auckland (see Appendix table A6).

#### *ECE Participation*

In 2009 the enrolment rate in licensed ECE services was 92% for 3 year olds and close to 100% for 4 year olds (MSD, 2010, p. 38). Enrolments have increased over the last decade at a significantly greater rate than population growth, with enrolments growing 22% from 2001–2009 (Ministry of Education, 2009a). Despite this increase, Auckland still has the lowest rate of early childhood education in the country (RCAG, 2009, para. 2.60), with Maori and Pacific Aucklanders having particularly low rates of participation in early childhood education (MSD, 2008, p. 9).

ECE participation is uneven across the city. In Manukau, for example, only 84% of children attend any form of ECE. Despite a concentrated effort by an ECE taskforce in Manukau, rates of participation have increased only slightly because the population has grown in parallel with the development of new centres (COMET, 2010).

#### *Barriers to ECE*

Key barriers to participation in ECE include the limited number of ECE places, a shortage of trained ECE teachers, unpredictable funding including recent changes to funding related to qualified staff, the quality of services available, the availability of culturally appropriate services, and costs for families



**MacroAuckland – An initiative by Auckland Communities Foundation**

Proudly supported by SKYCITY Auckland Community Trust and Westpac, with additional support from Vodafone New Zealand Foundation

(COMET, 2008). Creating ECE services that meet local needs requires services local enough for families without transport to access easily, consideration of different models (for example, supported playgroups and mobile ECE services) and reaching out to families in the community through events such as play days.

## Schools

Approximately 33% of New Zealand's school-aged young people are educated in Auckland schools (RCAG, 2009, para. 2.59). There are 560 schools in Auckland (Te Kete Ipurangi, 2010). Of these, 79.3% are state schools, 11.8% are intergrated schools and 8.9% are private schools. A small number are kura kaupapa (Maori immersion schools). Just under 30% of Auckland schools are located in south Auckland, where there is a more youthful population, and approximately 30% are in central Auckland, where there is high population density. Half of the private schools are located in central Auckland with the remaining 25 distributed through the south, west and north of Auckland (see Appendix table A7).

### *Inequality*

Auckland's schooling landscape illustrates the socio-economic inequality of the communities in Auckland. A school's decile indicates the extent to which the school draws its students from low socio-economic communities. Decile 1 schools are the 10% of schools with the highest proportion of students from low socio-economic communities, whereas decile 10 schools are the 10% of schools with the lowest proportion of these students.<sup>1</sup> A school's decile does not indicate the overall socio-economic mix of the school (Ministry of Education, 2008). Decile ratings are assigned to schools based on the socio-economic characteristics of the family or whanau of school students, and they are calculated on five indicators: household income, occupation, household crowding, educational qualifications and income support (Ministry of Education, 2009b).

Auckland has a greater proportion of schools with the highest and the lowest decile ratings than the rest of the country (MSD, 2008, p. 9). There are more than 129 decile 1 and 2 schools and more than 130 decile 9 and 10 schools in Auckland. There is variation across the region: Manukau has the highest proportion of low-decile schools in Auckland, with 53% of schools classified decile 1 or 2, whereas the North Shore has the highest proportion of high-decile schools, with 61% of schools being classified as decile 9 or 10 (MSD, 2008, p. 9).

### *Schooling achievement*

There is an overall increase in the proportion of students leaving school with an educational qualification (Social and Economic Research and Monitoring Team, 2008, p. 6). However, 18% of the region's population who are over 15 have no educational qualifications (RCAG, 2009, para. 2.61) with a further 11% attaining only level 1 certificates at school (MSD, 2008, p. 2). There are still more than 2000

young people leaving Auckland's schools each year without qualifications (Sutton and Vester, 2010, p. 15). (For more details on the distribution qualifications, see Appendix table A3)

## Variation in Achievement

There is variation in how well students achieve across schools according to school decile rating, student ethnicity and gender. Nationwide, Asian students have the highest percentage of school leavers with qualifications NCEA level 2 or higher (84%), followed by NZ European/Pakeha students (79.9%), Pacific students (64.9%) and Maori students (39%) (Education Counts, 2008). Maori students achieve less well overall and tend to leave school earlier, whereas Pacific students tend to stay at school longer than other ethnic groups – approximately 81% stay until they are aged 17 compared with 76.6% for NZ European and 57.5% for Maori students (Statistics New Zealand and Ministry of Pacific Island Affairs, 2010, p. 27). Despite this, NCEA achievement and tertiary enrolment rates for Pacific students remain relatively low. The Ministry of Education has developed *Ka Hikitia – Managing for Success: The Māori Education Strategy 2008–2012* and the *Pasifika Education Plan 2009–2012* to lift Maori and Pasifika achievement.

Auckland has a growing refugee population. There is concern from refugee families about their youth leaving school without qualifications or sufficient preparation for work (Strategic Social Policy Group, 2008, p. 113). (See culture section).

There is a significant gap between male and female students who are leaving school with level 2 NCEA or above. Across all areas of Auckland and all ethnicities, female students are approximately 10% more likely to leave school with NCEA 2 or above (Education Counts, 2008). (For more details about variation in Aucklanders' qualifications, see Appendix table A3.)

## Barriers to Achievement

In lower decile school communities, transience (attending more than three schools in a calendar year) is a major issue: children from families with the lowest 10% of incomes are likely to shift twice as often as children from higher income households, often because of housing issues (Johnson, 2002). Disrupted schooling through truancy, stand downs, suspensions and expulsions interfere with students' abilities to achieve well at school, and can be precursors to youth offending and unemployment later in life. Socio-economic status plays a significant role in this; for example, truancy is more than six times higher in students from low-decile schools (MSD, 2008, p. 11).

Data for student stand downs and suspensions show that those stood down are more likely to be Maori students followed by Pacific students, they are most likely to be male and aged 13–15 years (MSD, 2008, p. 11). However, it is not evident the extent to which this data is reflective of worse behaviour (i.e. male students behaving more inappropriately) or whether it reflects patterns of punishment (e.g. a male student may be more likely to face suspension than a female student for similar behaviour).

## Alternative Education

Alternative education (AE) caters for students aged 13-16 who have a two (or more) term history of truancy or have been expelled from school and are deemed to be 'at risk' students (Brooking, Gardiner, & Calvert, 2009, p. viii). AE students are more likely to be Māori (61%), although the proportion of Pasifika students has more than doubled since 2001 (11%) (Ministry of Education, 2009c, p. 5). A 2009 study found that 95% of students enjoyed learning again, having been involved in AE and it successfully increases students' sense of self-confidence and belonging. Despite this, the majority of centres are under-resourced and AE students are struggling to leave AE with the qualifications they need (Brooking, et al., 2009, p. viii).

## Bridges to Education

Strong family involvement and strong role models can help students to develop clear academic goals and expectations. High family expectations can be effective, when combined with encouragement and support (Madjar et al., 2010, p. 4). Programmes that support parents to more effectively engage with their children's education have been shown to increase children's learning (Biddulph et al., 2004).

Other bridges to education include a strong focus in schools on student achievement; building communities of learning; focused, two-way discussions between schools and parents about children's progress; teacher analysis and use of achievement data; actively engaging with children's culture to support their learning; and teachers collaborating and building strong professional communities (Alton-Lee, 2003).

For families who do not have their own histories of participating in further education or the New Zealand education system, providing support can be challenging. Migrant parents express concern about their ability to support their children's education (Strategic Social Policy Group, 2008, p. 113) and research in south Auckland shows that some families face both real and perceived cultural and socio-economic barriers to engaging in training and education at all levels (Committee for Auckland, 2008, p. 10).

While family circumstance, cultural and socio-economic challenges make accessing and succeeding in education more difficult, student attitudes can also make a big difference to educational outcomes. Research into student transitions from Auckland schools to universities found that a student's personal determination is a strong factor in accessing and succeeding in tertiary education, even in the face of challenges, limited financial resources, and a lack of mentors and role models (Madjar et al., 2010, p. 4).



**MacroAuckland – An initiative by Auckland Communities Foundation**

Proudly supported by SKYCITY Auckland Community Trust and Westpac, with additional support from Vodafone New Zealand Foundation

### ***From School to Higher Education, Employment or Training***

About 18,000 students move on from secondary school each year in Auckland. Schools have a critical role to play in helping students make the transition to higher education, employment or training (Madjar et al., 2010, p. 7) through educational and social preparation, and by providing career guidance and information about further education and training. There is also a range of formal transition infrastructures available to help students after they finish their schooling, including training through private training enterprises, transition services, and career services (Vaughan et al., 2009, pp. 20–21).

Helping young people to be successful at school matters because academic achievement at school is the strongest predictor of first-year university performance. However, not all higher-achieving school students perform equally well at university, and some students who were low-performing at school do better than expected (Engler, 2010).

#### Smooth Transitions

There are various factors that can help students to make smooth transitions from school to tertiary education, including having studied the right subjects at the right level. NCEA is complex and some students and the parents of many Maori and Pasifika children do not understand the the importance of subject choices in creating clear pathways into tertiary education (Jensen, 2010).

Students with broader interests and experiences outside of school (leadership positions etc.) are more likely to make easy transitions to tertiary education (Madjar et al., 2010, p. 5). Support and guidance during the summer months between school finishing and the university semester starting can help students avoid the self-doubt and loss of focus which can lead to decisions not to continue with tertiary study (Starpath and University of Auckland, 2010, p. 12). Programmes that provide mentoring and support for first-year students and tertiary providers that are responsive to the needs of diverse students also contribute to success.

### **Tertiary Education**

Auckland has a significant tertiary sector with the highest number of universities and other institutes in the country (Committee for Auckland, 2008, p. 7). There are three major universities, two wananga, two local institutes of technology and polytechnics, as well as dozens of private training establishments and adult and community education providers across greater Auckland.

Despite this wealth of providers, there are significant challenges with gaps in provision, equity of access and performance (Committee for Auckland, 2008, p. 7). This has serious implications of employment opportunities and socio-economic outcomes for Aucklanders (See *Employment* and *Economic Well-being* sections). For example, there are significant gaps between forecast skill requirements for Manukau and



**MacroAuckland – An initiative by Auckland Communities Foundation**

Proudly supported by SKYCITY Auckland Community Trust and Westpac, with additional support from Vodafone New Zealand Foundation

current tertiary educational provision and achievement in that area (Committee for Auckland, 2008, p. ii).

Approximately 27% of Auckland's adult population have tertiary education (RCAG, 2009, para. 2.61). Half of these Aucklanders live within 20 km of Auckland's CBD. There is a strong association between deprivation and tertiary education qualifications, with those in deprived areas being significantly less likely to have a tertiary qualification. However, at the last census there was very little difference in rates of full-time study across those in low-, medium- and high-deprivation areas (see Appendix table A3).

### ***Industry Training***

There were approximately 30,000 industry trainees in Auckland in 2009, studying while they earned. Auckland's industry training programmes are attracting participants from various ages and stages of life: approximately 30% are aged 15–24, 40% aged 25–39, and 30% over 40 years old. However, completion rates are not high, with the main factor that leads to participants failing to complete their programmes is jobs ending or changing (Crichton, 2009, pp. 46–47).

### **Adult Community Education**

The adult community education (ACE) sector in Auckland includes evening classes at schools, Workers Education Associations courses, community organisation courses, iwi-based courses, and polytech and university continuing education courses (Adult Community Education Aotearoa Inc.). Learners' main reasons for taking part in ACE tend to be to assist with employment or further study, for enjoyment or interest, and to increase self-esteem (PricewaterhouseCoopers, 2008, p. 2). In 2009, the Government announced 80% cuts to school ACE funding and 50% cuts to tertiary education institution funding over 2010/11 (Tertiary Education Commission, 2009).

### **Adult Literacy and Numeracy**

Currently more than 40% of Auckland adults have low literacy, and more than 50% have low numeracy (Sutton and Vester, 2010, p. 4). Literacy and numeracy challenges affect Aucklanders for whom English is their first language as well as migrants and refugees from non-English-speaking backgrounds. Language, literacy and numeracy are linked and there are heavy demands in Auckland for English language teaching because more than 65% of the country's non-English speakers live in Auckland (ibid, p. 12). This also has implications for their children. For example, those surveyed as part of the Auckland Regional Settlement Strategy were concerned about their ability to help their children with their education because of their own literacy and language challenges (Strategic Social Policy Group, 2008, p. 113).

Low literacy and numeracy has significant and far-reaching economic and social implications. At workshops with stakeholders in south Auckland, literacy and numeracy issues were identified as the



EDUCATION

**MacroAuckland – An initiative by Auckland Communities Foundation**

Proudly supported by SKYCITY Auckland Community Trust and Westpac, with additional support from Vodafone New Zealand Foundation

single most important tertiary education need that impacts on a person's ability to effectively engage in employment or further tertiary education (Tertiary Education Commission, 2008, p. 8). In contrast, employers report that when literacy levels are raised, there is a reduction in errors and waste and health and safety improves (Sutton and Vester, 2010, p. 7).

The international Adult Literacy and Life Skills Survey (ALL) highlighted the regional disparities in Auckland: north Auckland was above the national norm for literacy and numeracy, and south and west Auckland were below (Lane, 2010, p. 67). There was also a clear association between high income (defined as a gross personal income over \$40,000) and high literacy and numeracy (Lane, 2010). Three key factors account for the distribution of those with high and low literacy and numeracy: computer use (especially at work), completed education, and whether English was a person's first language (Lane, 2010, p. 9). Although there is ESOL (English for Speakers of Other Languages) education available across the Auckland region, waiting lists are common, particularly in west and south Auckland (Tertiary Education Commission, 2008, p. 11).

## More than Qualifications

Auckland's educational landscape offers the people of Auckland more than just qualifications and the increased employability and earning power they can create. There is increasing emphasis of the social benefits of strong education. For example, education plays an important role in helping refugees and migrants connect with Auckland's culture and communities (Strategic Social Policy Group, 2008, p. 47), and there is a correlation between adequate academic preparation at school and social well-being at university (Madjar et al., 2010, p. 5).

In addition, strong educational providers and achievement outcomes benefit the region as a whole. For example, quality providers help to attract talented individuals to work and study in Auckland's educational sector (RCAG, 2009, para. 2.31), and develop an international reputation of Auckland having an innovative research community (Committee for Auckland, 2008, p. 7). There is a particular role for the tertiary sector in facilitating innovation and entrepreneurship; for example, through innovation incubators (such as AUT Business Innovation Centre) and entrepreneurship challenges (such as University of Auckland's SPARK competition).



**MacroAuckland – An initiative by Auckland Communities Foundation**

Proudly supported by SKYCITY Auckland Community Trust and Westpac, with additional support from Vodafone New Zealand Foundation

## References

- Adult Community Education Aotearoa Inc. (2010). *The ACE Sector*. Retrieved 6 January 2011 from <http://www.aceaotearoa.org.nz/index/ACE%20Sector/Details/The%20ACE%20Sector/>
- Alton-Lee, A. (2003). *Quality teaching for diverse students in schooling: best evidence synthesis*. Wellington: Ministry of Education.
- Biddulph, F., Biddulph, J. and Biddulph, C. (2004). *The complexity of family and community influences on children's achievements: best evidence synthesis*. Wellington: Ministry of Education.
- Brooking, K., Gardiner, B., & Calvert, S. (2009). *Background of Students in Alternative Education: Interviews with a Selected 2008 Cohort*: Ministry of Education
- COMET (2008). *Manukau today is New Zealand tomorrow*, a report on proceedings of the Manukau Early Childhood Summit, 4 April 2008. Manukau: COMET.
- COMET (2010). *Manukau Early Childhood Education Summit Proceedings, 30 July 2010*. Manukau: COMET.
- Committee for Auckland (2008). *The Future Governance of the Auckland Region; The Place of the Tertiary Sector*, a submission to the Royal Commission on Auckland Governance. Auckland: Committee for Auckland.
- Crichton, S. (2009). *Does Workplace-based Industry Training Improve Earnings?* Wellington: Statistics New Zealand and the New Zealand Department of Labour.
- Education Counts (2008). *School leavers with NCEA level 2 or above, Auckland region*. Wellington: Ministry of Education.
- Engler, R. (2010). *Academic performance of first-year bachelors students at university*. Wellington: Ministry of Education.
- Jensen, S., McKinley, E. and Madjar, I. (2010). *NCEA subject choices in mid-low-decile schools: what schools and parents need to know about the university pathway. SET, 2*.
- Johnson, A. (2002). *A study of student transience in south Auckland primary schools*. Auckland: Child Poverty Action Group.
- Lane, C. (2010). *Adult Literacy and Numeracy in New Zealand – A Regional Analysis: Perspectives from the Adult Literacy and Life Skills Survey*, Tertiary Sector Performance Analysis and Reporting. Wellington: Ministry of Education.
- Madjar, I., McKinley, E., Deynzer, M. and van der Merwe, A. (2010). *Stumbling blocks or stepping stones? Students' experience of transition from low-mid decile schools to university*. Auckland: Starpath Project and University of Auckland.
- Ministry of Education (2008). *Frequently Asked Questions about Deciles*. Retrieved 7 January 2011 from [http://www.minedu.govt.nz/NZEducation/EducationPolicies/Schools/SchoolOperations/Resourcing/OperationalFunding/Deciles/FrequentlyAskedQuestionsAboutDeciles/What\\_are\\_deciles.aspx](http://www.minedu.govt.nz/NZEducation/EducationPolicies/Schools/SchoolOperations/Resourcing/OperationalFunding/Deciles/FrequentlyAskedQuestionsAboutDeciles/What_are_deciles.aspx)
- Ministry of Education (2009a). *Enrolments in Licensed Early Childhood Services by Regional Council & Ethnic Group*. Wellington: Ministry of Education.



- Ministry of Education (2009b). *How the Decile is Calculated*. Retrieved 2 November 2010 from <http://www.minedu.govt.nz/NZEducation/EducationPolicies/Schools/SchoolOperations/Resourcing/OperationalFunding/Deciles/HowTheDecilelsCalculated.aspx>
- Ministry of Education. (2009c). *Education Report: Findings of Review of Alternative Education and Future Directions*. Wellington: Ministry of Education.
- Ministry of Social Development (MSD) (2008). *Information for the Royal Commission on Auckland Governance: The Social Landscape in Auckland Region*. Wellington: MSD.
- Ministry of Social Development (2010). *The Social Report 2010: Regional Indicators*. Wellington: MSD.
- PricewaterhouseCoopers (2008). *Economic Evaluation of Adult and Community Education Outcomes: ACE Aotearoa*.
- Royal Commission on Auckland Governance (RCAG) (2009). *Royal Commission on Auckland Governance, Vol. 2010*. Auckland: RCAG.
- Social and Economic Research and Monitoring Team (2008). *Auckland Sustainability Framework: Headline Indicators 2008*, a report produced for the Regional Sustainable Development Forum. Auckland: ARC.
- St John, S. and Wynd, D. (2008). *Left Behind: How Social & Income Inequalities Damage New Zealand Children*. Auckland: Child Poverty Action Group.
- Starpath and University of Auckland (2010). *The Starpath Project Annual Report 2010*. Auckland: Starpath Project.
- Statistics New Zealand and the Ministry of Pacific Island Affairs (2010). *Education and Pacific peoples in New Zealand*. Wellington: Statistics New Zealand and the Ministry of Pacific Island Affairs.
- Strategic Social Policy Group (2008). *Diverse Communities – Exploring the Migrant and Refugee Experience in New Zealand*. Wellington: Ministry of Social Development.
- Sutton, A. and Vester, B. (2010). *Unlocking Auckland's Potential: Adult literacy and numeracy skills in the new Auckland*. Auckland: COMET.
- Te Kete Ipurangi (2010). *Schools: Auckland Region*. Retrieved 29 October 2010 from <http://www.tki.org.nz/Schools/Auckland-Region>
- Tertiary Education Commission (TEC) (2008). *English for Speakers of Other Languages (ESOL). Report on National Gaps and Priorities*. Wellington: TEC.
- Tertiary Education Commission (2009). *Budget 2009 Adult and Community Education (ACE)*. Retrieved 2 November 2010 from <http://www.tec.govt.nz/Documents/Reports%20and%20other%20documents/Budget%202009%20Fact%20Sheet%20-%20ACE%20-%20FINAL.pdf>.
- Vaughan, K., Phillips, H., Dalziel, P. and Higgins, J. (2009). *A Matter of Perspective: Mapping Education Employment Linkages in Aotearoa New Zealand*, EEL Research Report No. 3. Christchurch: Lincoln University.

## Endnotes

---

<sup>i</sup>School decile ratings should not be confused with decile ratings from the Deprivation Index, which work in reverse. A decile 1 school has students from low socio-economic communities, i.e. with high levels of deprivation, whereas a community scoring decile 1 on the Deprivation Index has the lowest levels of deprivation.



EDUCATION

**MacroAuckland – An initiative by Auckland Communities Foundation**

Proudly supported by SKYCITY Auckland Community Trust and Westpac, with additional support from Vodafone New Zealand Foundation