

2020

WELCOME TO

# WAIKATO

The beating heart of New Zealand

EDUCATION





## KNOWLEDGE AND SKILLS BENEFIT EVERYONE

**Education is important for employment and personal satisfaction, expanding our options in all areas of life and boosting economic growth by increasing productivity.**

It's also important for participation in society – people with knowledge and skills make valuable contributions to their communities.

Different kinds of learning are valued. People believe education should include ways to gain skills and experience outside of formal classrooms. Life learning and practical knowledge are important, as are the connections people make through the process of learning.

The Waikato Region sits below national averages for achievement across most education indicators, even though there has been improvement in many measures since 2013. Education rates vary widely between districts, ethnicity and gender.

In many towns there is a trend of rangatahi (youth) leaving to get more training and education in larger centres. Ensuring they want to return, and that there are opportunities for them to work and share their skills and expertise when they do, is a priority.

“Kids have to go away to uni – how do we create the loop to bring them back to the community, build the environment so they have jobs, economy, a community? If you are really, really connected, you will come back.”

– Otorohanga workshop respondent

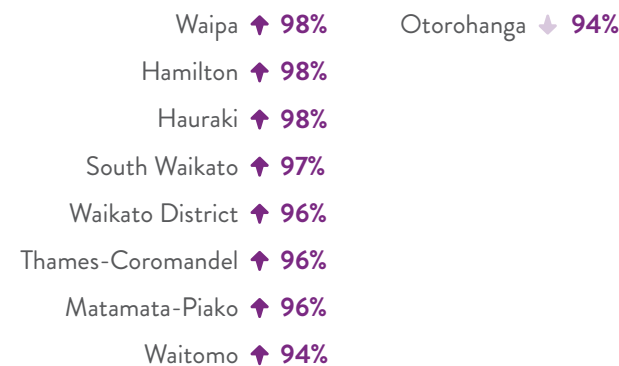
“Education is a priority. It all starts there. If that's ok, the benefits flow on to other areas.”

– Otorohanga workshop respondent

## Early childhood education

Participation in quality early childhood education (ECE) prepares young children socially, physically and academically for future learning. Quality early childhood education can help narrow the achievement gap between children from low income families and those from families with higher income.

ECE participation\* for under-fives has increased across all districts between 2014 and 2019, except Otorohanga where they have declined.



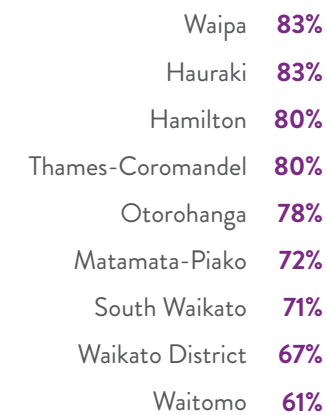
97% New Zealand average

\* Proportion of children starting school (Year 1) who regularly attended early childhood education (ECE) in the six months prior, 2019.

“Are ECE providers connected to our communities?”  
– Otorohanga workshop participant

## School leavers

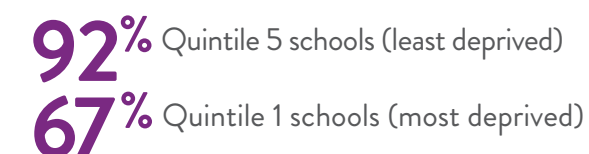
**78%** of secondary school leavers in the Waikato Region left school with NCEA Level 2 or above in 2018, close to the national average of 79%. NCEA Level 2 is considered the minimum level required for future education and employment prospects.



“We need a schooling system that engages all students and caters to their learning style, to give every child an opportunity to realise their potential and foster their career aspirations.”  
– Waikato District workshop participant

## Socio-economic status has an impact on education

Students attending Quintile 1 schools often come from communities with high deprivation and they are less likely to attain NCEA Level 2 or above\*.



\* Proportion of secondary school leavers leaving school with a qualification at NCEA Level 2 or above, 2018.



“Create a place where hauora is established in every child throughout their schooling. Develop a foundation so the next generation can handle the struggles of life and perhaps at home too.”

– Waikato District survey participant

## Adult qualifications

More than half of us have a level 4 or higher-level qualification\*.

	2013	2018
<b>Waikato Vital Signs® 2020 Region</b>	<b>48%</b>	<b>53%</b>
<b>New Zealand</b>	<b>52%</b>	<b>58%</b>
Hamilton City	55%	60%
Waipa	49%	55%
Thames-Coromandel	42%	49%
Waikato District	43%	49%
Matamata-Piako	39%	43%
Otorohanga	34%	42%
Hauraki	33%	40%
South Waikato	32%	40%
Waitomo	33%	39%



**56%** Women  
**50%** Men

Women are more likely than men to attain a Level 4 or higher qualification.

**74%** Asian  
**39%** Pasifika  
**37%** Maaori

Maaori and Pasifika have the lowest levels of attaining a Level 4 or higher qualification, Asians the highest.

\* Proportion of the population aged 25-34 years who have completed a level 4 or higher-level qualification.

“I hope that young people are able to see the value in obtaining a good education. That they would want to be a part of their community and want to spend their time working together to create something better. That they have the same opportunities as other communities to engage in meaningful employment.”

– Waikato District survey respondent



# No formal qualifications

About 1 in 10 of us have no formal qualifications\*.

	2013	2018
Waikato Vital Signs® 2020 Region	16%	12%
New Zealand	13%	9%
Hamilton City	12%	9%
Waipa	13%	10%
Waikato District	20%	13%
Thames-Coromandel	21%	14%
Matamata-Piako	21%	15%
Hauraki	25%	16%
Waitomo	25%	17%
Otorohanga	24%	17%
South Waikato	26%	18%



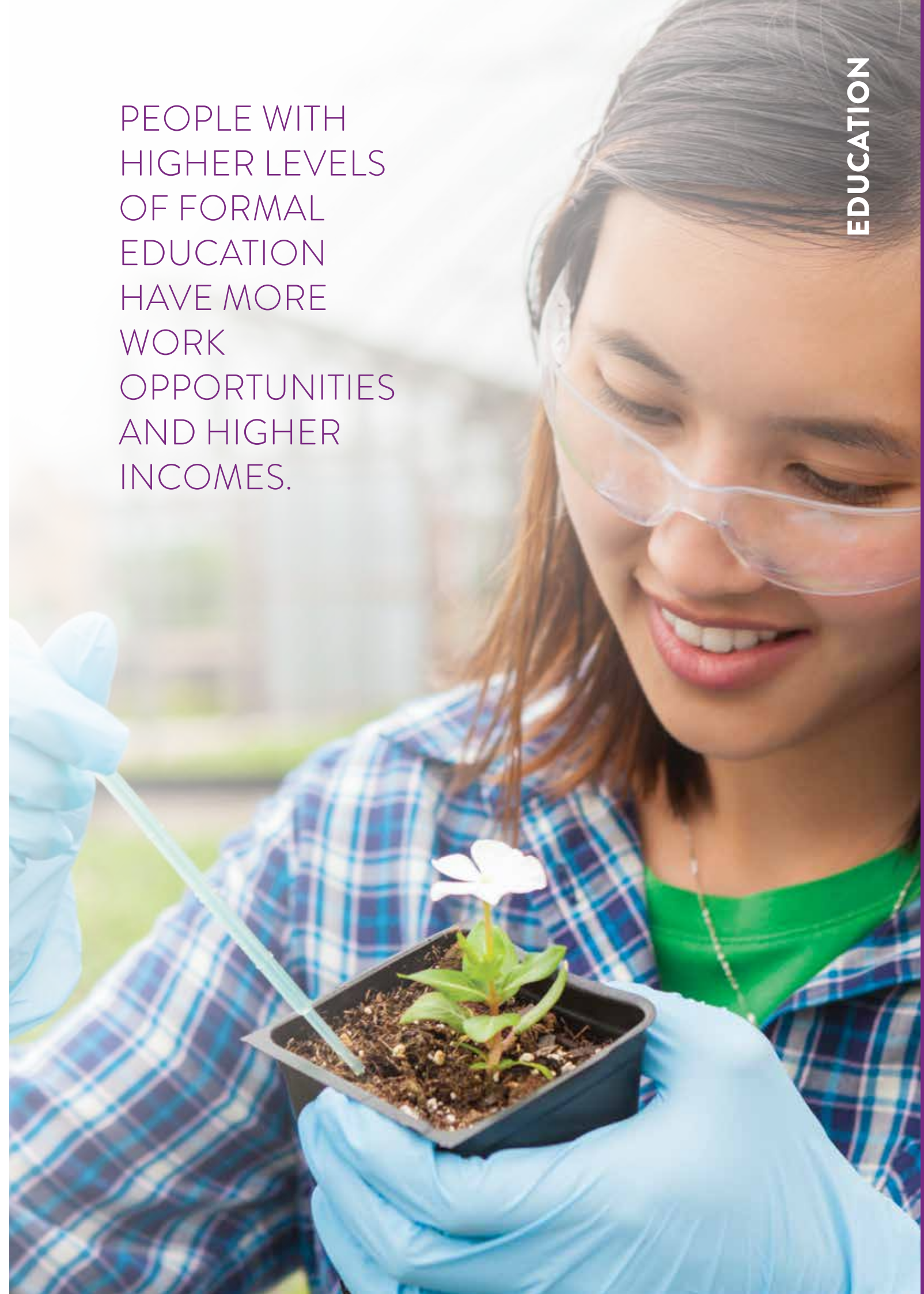
\* The proportion of the adult population aged 25-34 years with no formal qualifications.

“We need a community-led initiative that gives young people a place to go to learn new skills and habits, in an environment that is less like ‘school’ and more like the real world.”  
 – Hamilton survey respondent

Waikato Wellbeing Project target



PEOPLE WITH HIGHER LEVELS OF FORMAL EDUCATION HAVE MORE WORK OPPORTUNITIES AND HIGHER INCOMES.





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