

Disability and Education in New Zealand in 2006

Acknowledgements and notes on the data

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Summary

For disabled people, access to quality education can be a key determinant of life outcomes. This report presents results from the 2006 Household Disability Survey on disabled children's and adults' use of education and training services.

The 2006 Household Disability Survey is the most recent national survey of children and disabled adults in New Zealand. Just under 2,000 disabled children and just over 5,000 disabled adults living in households were questioned on a range of topics. Survey results were then 'rated up' to provide estimates for the whole disabled population of New Zealand.

Disabled children

How many disabled children are enrolled in early childhood education services?

In March 2006, 73 percent or an estimated 10,900 disabled children aged under five were enrolled in early childhood education services.

Ninety-three percent of disabled children aged three and 81 percent of disabled children aged four were enrolled in early childhood education services.

Disabled children aged under five most commonly used kindergartens (used by 36 percent or an estimated 5,400 children), childcare centres/creches (24 percent or 3,600 children) and playcentres (9 percent or 1,400 children).

How many disabled children are in primary or secondary education?

In March 2006, 99 percent or an estimated 74,400 disabled children aged 5–14 were enrolled in primary or secondary education services. The group included many more disabled boys (45,300) than girls (29,100).

Most of the group (75 percent or an estimated 56,100 disabled children aged 5–14) were enrolled in primary or intermediate schools.

Eighteen percent or an estimated 13,600 were in secondary schools and 9 percent or an estimated 6,600 were in area or composite schools.

Two percent or an estimated 1,300 were in kura kaupapa Māori and 3 percent or an estimated 2,100 were in special schools.

How many disabled children have been professionally assessed?

Twenty-nine percent of disabled children aged under five and 40 percent of disabled children aged 5–14 had been professionally assessed to determine their developmental or educational needs.

How many disabled children get special education support?

In 2006, an estimated 22,100 disabled children aged 0–14 were getting special education support. This amounted to 25 percent of all disabled children and 3 percent of all New Zealand children aged 0–14.

Most children receiving special education support were aged either 5–9 or 10–14 (an estimated 11,400 and 10,600 disabled children, respectively).

Far more boys than girls were receiving special education support (an estimated 15,200 boys compared with 6,900 girls).

How many disabled children have an Individual Education Programme (IEP) or Individual Programme (IP)?

In 2006, an estimated 18,700 children (21 percent of disabled children aged 0–14) had an Individual Education Programme (IEP) or an Individual Programme (IP).

Most children who had an IEP or IP were aged either 5–9 or 10–14 (an estimated 8,300 and 8,900 children, respectively). An estimated 1,600 children aged 0–4 had a programme.

How many disabled children are in regular mainstream classes and special units?

In March 2006, most disabled children aged 5–14 (85 percent or an estimated 62,000 children) were attending only regular mainstream classes. Two percent (an estimated 1,500 children) were attending only special units, and 9 percent (an estimated 6,500) were attending regular mainstream classes as well as special units.

How many disabled children need equipment and support services to help with their education?

Forty percent of disabled children aged 5–14 needed at least one type of equipment or support service to help with their education. This amounted to an estimated 30,400 disabled children aged 5–14 (19,700 boys and 10,700 girls).

The support services that disabled children needed the most were specialist teaching or therapy (needed by an estimated 20,400 or 27 percent of disabled children aged 5–14), and teacher aides (25 percent or 19,100 children).

For the majority of disabled children aged 5–14, the equipment and support services they needed for education were available at the places they were studying. However, the following types of equipment and support services were not available for some of those who needed them:

- computer access – not available for 34 percent or an estimated 2,500 of the children who needed access
- specialist teaching and therapy – not available for 32 percent or 6,600 children
- help with notetaking, writing and reading – not available for 25 percent or 2,800 children
- teacher aides – not available for 23 percent or 4,400 children
- itinerant teachers – not available for 20 percent or 2000 children.

How many disabled children can enrol in their school of choice?

Most parents or caregivers (representing 92 percent or an estimated 69,100 disabled children aged 5–14) said they had always been able to enrol their child in the school of their choice. Six percent (an estimated 4,700 children) had not always been able to do so.

How is disability related to participation in school activities?

Parents or caregivers of an estimated 33,200 disabled children aged 5–14 reported their child had been 'limited' in some way at school because of disability in the week before the 2006 Household Disability Survey. This amounted to 46 percent of disabled children aged 5–14 enrolled in school. The limitations most commonly reported related to:

- taking part in school sports or games – 29 percent of all disabled children or an estimated 21,000 children
- playing at school – 24 percent or 17,200 children
- making friends – 23 percent or 16,500 children
- going on school outings or camps – 17 percent or 12,500 children.

What changes or differences did disabled children experience during their education?

An estimated 28,700 or 38 percent of disabled children aged 5–14 had experienced one or more of seven listed changes or differences in their schooling, because of disability. These changes or differences were:

- changing schools – experienced by 20 percent of all disabled children aged 5–14 or an estimated 14,800 children
- education interrupted for long periods – 15 percent or 11,100 children
- beginning school later than other children – 8 percent or 5,700 children
- taking fewer courses or subjects at school – 7 percent or 5,500 children
- taking courses by correspondence or being home-schooled – 6 percent or 4,400 children
- changing subjects or courses – 5 percent or 3,500 children
- needing to live away from home to go to school – 2 percent or 1,800 children.

Disabled adults

How many disabled adults had a disability while participating in formal education or training?

In 2006, there were an estimated 539,200 disabled adults aged 15 and over living in households. Of these, a total of 110,900 or 21 percent were also disabled while they were in formal education or training. This group included 70 percent of disabled adults aged 15–24 and 38 percent of those aged 25–44.

What changes or differences did disabled adults experience during their education or training?

Adults who had a disability during their formal education or training were asked to indicate if, because of disability, they had experienced one or more of 10 specifically listed changes or differences in their schooling or study. Seventy percent of the group (an estimated 78,100 adults) had experienced one or more of these changes.

The four most common changes or differences reported were:

- education interrupted for long periods – reported by 36 percent or an estimated 40,300 of adults who were disabled during their education or training
- having to alter their choice of subjects or courses – 31 percent or 34,300 adults
- taking fewer courses or subjects than they otherwise would have – 31 percent or 34,000 adults
- taking longer to achieve their present level of education because of disability – 27 percent or 30,400 adults.

Disability and educational achievement

Data from the 2006 Household Disability Survey and the 2006 Census of Population and Dwellings was used to compare the educational qualifications of three different groups:

- adults currently disabled who were also disabled while in formal education or training
- adults currently disabled but who were not disabled while in formal education or training
- adults not currently disabled.

Results suggest that, at least for a proportion of disabled people, experiencing disability during education and training is likely to be a barrier to attaining school or post-school qualifications.

For example, the percentage of adults aged 25–44 in each of the three groups who had post-school qualifications (such as, university or polytechnic qualifications) was:

- 33 percent of those who were currently disabled and also disabled during their formal education
- 37 percent of those who were currently disabled but not disabled during their formal education
- 48 percent of those not currently disabled.

However, data on educational qualifications for disabled and non-disabled adults in other age groups sometimes indicated different trends, suggesting that the relationship between disability and educational attainment is not simple.

How many disabled adults are in education and training?

In March 2006, an estimated 37,800 disabled adults were enrolled in some kind of formal education or training. This amounted to 7 percent of all disabled adults.

More disabled females (an estimated 22,500 or 8 percent) than disabled males (15,300, 6 percent) were enrolled in formal education.

An estimated 14,000 or 37 percent of disabled adults enrolled in formal education or training had a mobility disability. An estimated 10,800 or 29 percent had a psychiatric or psychological disability, and an estimated 10,100 or 27 percent had a learning disability.

Of the estimated 14,300 disabled young people aged 15–24 enrolled in formal education or training, 6,600 or 46 percent had a learning disability, either as their main disability or as one of their disabilities.

Polytechnics attracted the largest number of disabled adults (an estimated 11,600 enrolments) followed by universities (8,600), secondary schools (7,800) and private training institutions (3,500).

How many disabled adults use career guidance and information services?

Altogether, an estimated 92,800 disabled adults had used career guidance or information services. This represented 17 percent of all disabled adults.

The information services or sources that disabled adults used the most were:

- personal contacts – used by 9 percent or an estimated 50,500 disabled adults
- careers advisers at schools, polytechnics, universities or other educational institutions – 6 percent or 29,800 adults
- Workbridge (a professional employment service for people with all types of disability) – 5 percent or 26,100 adults.

Why don't some disabled adults use career guidance and information services?

An estimated 446,400 disabled adults had not used any career guidance or information services or sources. The most common reasons they gave for this were:

- they thought they did not need these services or they thought the services did not offer them anything – 47 percent of disabled adults who had not used any career guidance or information services
- they did not want to use any of these information services or sources –13 percent
- they did not know they existed –12 percent.

Introduction

This report presents results from the 2006 Household Disability Survey on disabled people's use of education and training services. The aims are to describe the survey results to a wide audience and give an educational profile of disabled people in New Zealand. The report does not aim to address specific research or policy questions or theories.

Access to quality education and training can be a key determinant of life outcomes for people with a disability. For children, participation in early childhood, primary and secondary school education can develop skills and knowledge in many areas and foster social contact with the wider community.

Learning experiences and qualifications gained at secondary school shape young people's career choices and prepare them for advanced education and training at polytechnic, university or other tertiary institutions. These educational experiences can influence future employment opportunities and, to some extent, broader socio-economic outcomes and well-being. For people becoming disabled later in life, access to appropriate career counselling and education services can help with successfully moving to new employment or developing new skills for continuing participation in everyday activities.

About the 2006 Household Disability Survey

The information in this report comes from Statistics New Zealand's 2006 Household Disability Survey, the most recent national survey of disabled children and adults. Altogether, just under 2,000 disabled children and just over 5,000 disabled adults living in households participated in the survey. This report does not cover information from the companion 2006 Disability Survey of adults living in residential facilities.

The 2006 Household Disability Survey classified people as being disabled if they had a self-reported, long-term (six months or more) limitation to carrying out one or more activities; or used certain services specified in screening questions; or, in the case of children, had a chronic condition or health problem. People answered questions on a range of topics including questions on their use of education services and experiences related to learning and school. Issues covered included the impact of disability on schooling and educational attainment, the types of educational institutions currently used by children and adults, and the types of career guidance services used by adults. The survey also provided data comparing the educational qualifications of disabled and non-disabled adults in different age groups.

The education data tables in the appendix give more detail on the statistical results presented in the figures and text. To help readers interpret and apply the survey findings, the results for each education topic have been 'rated up' to provide estimates for the total number of disabled adults and children in New Zealand. Estimates smaller than 50 percent relative sampling error (RSE) cut-off points have been excluded from this report.

For further technical and other details about the 2006 Household Disability Survey, see the 2006 Disability Survey Hot Off The Press (Statistics New Zealand, 2007, <http://www.stats.govt.nz/products-and-services/hot-off-the-press/social-conditions/2006-disability-survey-hotp.htm>).

Disabled children

How many disabled children are enrolled in early childhood education services?

In the week ended 5 March 2006, an estimated 10,900 disabled children aged under five were enrolled in at least one type of early childhood education service.¹ This represented 73 percent of the estimated 15,000 disabled children aged under five living in New Zealand households.²

Disabled children aged under five most commonly used kindergartens (used by 36 percent, an estimated 5,400 children), childcare centres or creches (24 percent, an estimated 3,600 children) and playcentres (9 percent, an estimated 1,400 children).

Disabled boys aged under five were slightly more likely than disabled girls of the same age to use early childhood education services (75 percent or an estimated 6,000 boys compared with 71 percent or an estimated 4,900 girls).

Disabled children aged three (93 percent or an estimated 4,100 children) and disabled children aged four (81 percent or an estimated 3,500 children) were more likely to use early childhood education services than disabled children aged under three (53 percent or an estimated 3,400 children).

Table 1

Disabled Children Aged 0–4 Enrolled in at Least One Early Childhood Education Service

By disability type

Week ended 5 March 2006

Disability type	Estimated number of children	Estimated percentage of children	Total number of children
Chronic health problem	4,700	68	6,900
Speaking	3,500	71	4,900
Hearing	2,600	78	3,300
Special education	2,200	87	2,500
Intellectual	1,900	77	2,500
Psychiatric or psychological	1,600	92	1,800
Seeing	1,500	73	2,000
Use of technical equipment	1,400	82	1,700
Other	1,700	81	2,100
Total	10,900	73	15,000

Source: Statistics New Zealand, 2006 Household Disability Survey

Notes: Numbers for each disability type may not sum to the total because a) if individuals reported more than one disability type then they were counted in each applicable disability group and b) the numbers are rounded to the nearest 100. Because individuals could have more than one type of disability, care should be taken when interpreting these results.

¹ On 1 July 2006, there were 184,454 enrolments in early childhood education services in New Zealand (Education Counts 2006a). This total included disabled and non-disabled children.

² In 2001, 77 per cent of disabled children aged under five were enrolled in early childhood education services (Ministry of Health 2005).

An estimated 6,100 children aged under five with low support needs were using early childhood education services, as were an estimated 3,300 with medium support needs and 1,500 with high support needs.³

Children aged under five with a chronic health problem or a speaking disability accounted for the largest numbers of enrolments in early childhood education services. However, in terms of rates, children in the same age group with a psychiatric or psychological disability were most likely to use an early childhood education service (92 percent), and children with a chronic health problem were least likely to do so (68 percent) – see table 1.

The New Zealand Disability Strategy

The New Zealand Disability Strategy emphasises the need for a range of actions to provide the best education for disabled people (Minister for Disability Issues, 2001). These actions include:

- promoting appropriate, effective and inclusive educational settings that meet the individual educational needs of disabled people
- ensuring disabled children, regardless of their impairment, can access their local, regular school, and that there is equitable access to education resources
- improving schools' responsiveness to and accountability for the needs of disabled students
- ensuring teachers and other educators understand the learning needs of disabled people
- facilitating opportunities for disabled students to interact with their disabled peers in other schools
- providing access to education in New Zealand Sign Language, communication technologies and human aids.
- improving post-compulsory education options for disabled people in areas such as career guidance and lifelong learning opportunities
- providing education and training opportunities to increase the individual capacity of disabled people to move into employment.

How many disabled children are in primary or secondary education?

In the week ended 5 March 2006, an estimated 74,400 disabled children aged 5–14 were enrolled in at least one type of school or education service.^{4,5} This represented 99 percent of the estimated 75,000 disabled children aged 5–14 living in households.

³ The definitions for the three different levels of support needs for disabled children are as follows: **low** – children are disabled but do not need support from assistive equipment or other people; **medium** – children need assistive equipment, accommodation modifications, special help at school, special transport or just respite care; **high** – respite care as well as other support is needed; or parents/caregivers need help with the child's personal care or household tasks. Levels of support needs are equivalent to levels of 'severity' reported from the 2001 New Zealand Disability Survey.

⁴ On 1 July 2006, a total of 760,761 students were enrolled in New Zealand primary and secondary schools. This total included disabled and non-disabled students, students over the age of 14, regular students, adult students, alternative education students, NZAID (formerly MFAT) students and foreign fee-paying students (Education Counts 2006b).

⁵ The 2006 Disability Survey also found a further estimated 7,800 young people aged 15 and over were enrolled at secondary schools (for more details see the 'Disabled adults' section of this report).

Most were enrolled in primary or intermediate schools (75 percent or an estimated 56,100 disabled children aged 5–14). An estimated 13,600 (18 percent) were in secondary schools, and an estimated 6,600 (9 percent) were in area or composite schools.

An estimated 1,300 disabled children aged 5–14 (2 percent) were enrolled in kura kaupapa Māori and an estimated 2,100 (3 percent) were at special schools (see appendix table 1).

The numbers of children aged 5–14 years enrolled in education services generally increased with age (see appendix table 1).

Looking at different types of disability, the highest *numbers* of enrolments were for children aged 5–14 who had a special education disability or a chronic health problem (see table 2). However, enrolment *rates* for children with different types of disability were very similar (all were from 98 to 100 percent).

Table 2

**Disabled Children Aged 5–14 Enrolled in at Least One
Primary or Secondary Education Service**
By disability type
Week ended 5 March 2006

Disability type	Estimated number of children
Special education	38,100
Chronic health problem	27,800
Psychiatric or psychological	17,500
Intellectual	14,300
Speaking	14,200
Hearing	9,700
Seeing	9,400
Use of technical equipment	7,600
Other	11,400
Total	74,400

Source: Statistics New Zealand, 2006 Household Disability Survey

Notes: Numbers for each disability type may not sum to the total because a) if individuals reported more than one disability type then they were counted in each applicable disability group and b) the numbers are rounded to the nearest 100. Because individuals could have more than one type of disability, care should be taken when interpreting these results.

How many disabled children are professionally assessed?

Children aged under five

Almost one-third of the 15,000 disabled children aged under five (29 percent or an estimated 4,300 children) had ever had a professional assessment to determine their developmental or educational needs.

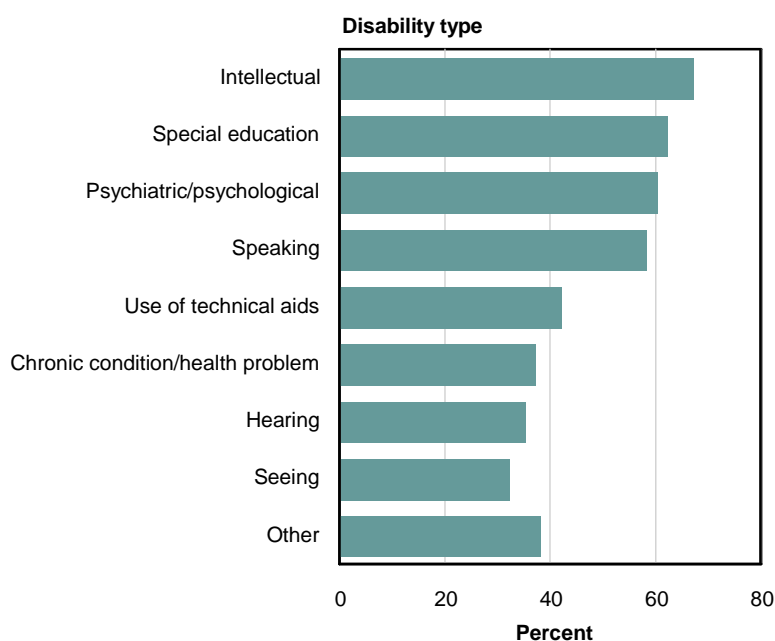
Assessments were mainly carried out by special education or early intervention teachers (who assessed an estimated 1,900 disabled children aged under five), psychologists or paediatricians (1,700), speech-language therapists (1,700) or special education advisors (1,600).

Children aged 5–14

Forty percent or an estimated 30,100 disabled children aged 5–14 had ever received a professional assessment to determine their developmental or educational needs. Two-thirds (67 percent) of children aged 5–14 with an intellectual disability had been assessed, as had 62 percent of those with a special education disability, 60 percent of those with a psychiatric or psychological disability and 58 percent of those with a speaking disability. Children aged 5–14 with other types of disability were less likely to have been assessed (see figure 1).

Figure 1

**Disabled Children Who Ever Had a Professional Assessment
Aged 5–14, by disability type
2006**



Source: Statistics New Zealand, 2006 Household Disability Survey

Notes: The data shown in this figure is also in appendix table 2. If individuals reported more than one disability type then they were counted in each applicable disability group. Because individuals could have more than one type of disability, care should be taken when interpreting these results.

Professional assessments for disabled children aged 5–14 had been carried out by:

- psychologists or paediatricians (for 21 percent or an estimated 15,800 children)
- special education advisors (16 percent or 12,300 children)
- special education or early intervention teachers (16 percent or 12,100 children)
- a teacher (14 percent or 10,200 children)
- a speech-language therapist (11 percent or 8,100 children)
- a physiotherapist or occupational therapist (7 percent or 5,000 children)
- someone else (7 percent or 5,100 children).

Special education

The New Zealand Education Act 1989 legislates for people with special educational needs, including those related to disability, to have the same rights to enrol and receive education in state schools as people who do not have these needs. Government special education policies generally emphasise that the primary focus of special education is to meet the individual learning and developmental needs of the learner.

'Special education is the provision of extra help, adapted programmes, learning environments, or specialised equipment or materials to support children and young people with their learning and help them participate in education. A range of support is available to early childhood education services and schools to ensure children and young people access the curriculum and take part in education' (Ministry of Education 2008).

This range of support includes (Ministry of Education 2005):

- assessments of children's needs
- individual programmes or plans – for example, Individual Education Programmes (IEPs) or Individual Programmes (IPs)
- information, advice and support to families, educators and other professionals
- specialist teachers – for example, Resource Teachers: Learning and Behaviour (RTLBs), Learning Support teachers (LSTs), Resource Teachers: Vision, Resource Teachers: Deaf
- therapists – for example, speech-language therapists, physiotherapists, occupational therapists
- psychologists
- advisors – for example, special education advisors, advisors on deaf children
- teacher aides
- education support workers
- special units or special schools.

How many disabled children get special education support?

In 2006, an estimated 22,100 children aged 0–14 were getting special education support (25 percent of disabled children or 3 percent of all New Zealand children aged 0–14).

Most of the children receiving special education support were either aged 5–9 (an estimated 11,400 children) or 10–14 (an estimated 10,600 children).

Far more disabled boys (15,200 or 28 percent) than girls (6,900 or 19 percent) aged 0–14 were receiving special education support.

Disabled children from low-income households were more likely to be receiving special education support than children from households with higher incomes (see appendix table 3). This is likely to be (at least partly) because children from low-income households are more likely to be disabled than other children (Ministry of Health 2005).

As would be expected given the definition of special education disability used in the 2006 Household Disability Survey, a high number of children aged 10–14 with a special education disability were receiving special education support (an estimated 22,100 children). Fewer children with other types of disability were receiving special education support (see figure 2).

'Special education' disability type

The 2006 Household Disability Survey classified children aged 0–14 as having a 'special education' type of disability if they:

- received special education support because of a long-term condition or health problem or;
- had an Individual Education Programme (IEP) or Individual Programme (IP) because of learning or developmental difficulties or;
- had learning difficulties such as dyslexia, attention deficit disorder (ADD) or attention deficit hyperactivity disorder (ADHD) – a 'learning' disability.

In 2006, an estimated 41,000 children aged 0–14 had a special education disability. This represented nearly half (46 percent) of all disabled children in this age group and 5 percent of all children aged 0–14 living in New Zealand households (see appendix tables 3 and 4).

How many disabled children have an Individual Education Programme or Individual Programme?

Individual Education Programmes (IEPs) or Individual Programmes (IPs) outline the goals of pre-school children (IP) or school-aged children (IEP), the time frame for the goals to be achieved, and the resources, monitoring, support and evaluation needed for the child to meet the goals (Ministry of Education 2008b).

In 2006, an estimated 18,700 disabled children aged 0–14 (21 percent) had an IEP or an IP.

Most children who had an IEP or IP were either aged 5–9 (an estimated 8,300 children) or 10–14 (an estimated 8,900 children). An estimated 1,600 children aged under five had a programme.

Nearly twice as many disabled boys as disabled girls had an IEP or IP (an estimated 12,300 boys or 23 percent and 6,400 girls or 18 percent). Also, disabled European children were more likely to have an IEP or IP (25 percent) than Pacific children (20 percent), Māori children (16 percent) or children from Asian/other ethnic groups (17 percent) – see appendix table 3.

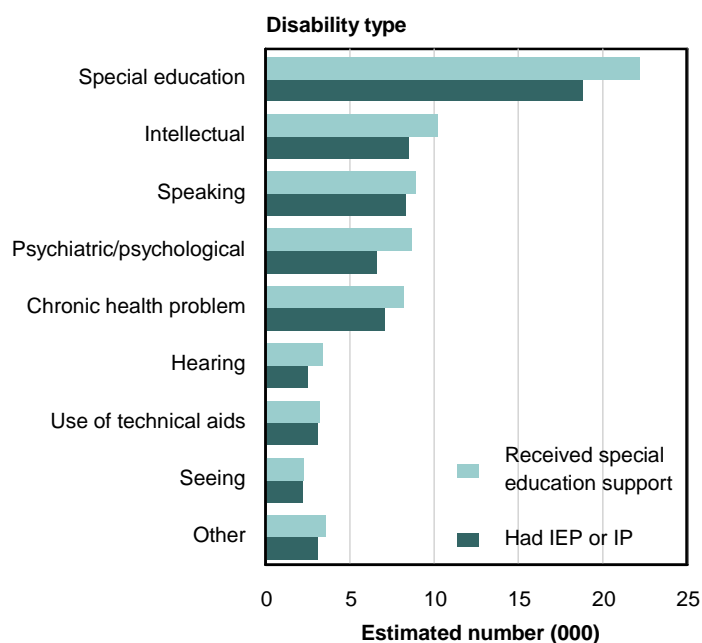
As might be expected from the definition of special education disability, a high number of children aged 0–14 with this type of disability had an IEP or IP (an estimated 18,700 children) – see figure 2.

Figure 2

Disabled Children Who Received Special Education Support or Had an IEP⁽¹⁾ or IP⁽²⁾

Aged 0–14, by disability type

2006



(1) Individual Education Programme.

(2) Individual Programme.

Source: *Statistics New Zealand, 2006 Household Disability Survey*

Notes: The data shown in this figure is also in appendix table 4. If individuals reported more than one disability type then they were counted in each applicable disability group. Because individuals could have more than one type of disability, care should be taken when interpreting these results.

How many disabled children are in regular mainstream classes and special units?

On 5 March 2006, most disabled children aged 5–14 were attending **only regular mainstream classes** (85 percent or an estimated 62,000 children).

Just 2 percent (an estimated 1,500 children) were attending **only special units**, and 9 percent (an estimated 6,500 children) were attending **both regular mainstream classes and special units**.⁶

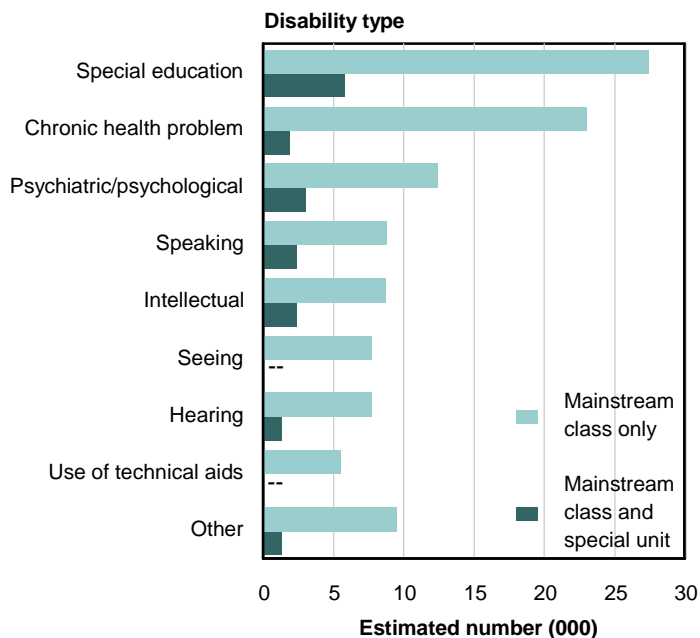
The lowest numbers of disabled children attending only regular mainstream classes were for children aged 5–14 using technical aids and those with hearing or seeing disabilities (see figure 3).

The groups least likely to attend only regular mainstream classes were children with an intellectual disability (63 percent) and those with a speaking disability (64 percent) – see appendix table 5.

⁶ This excluded children enrolled in special schools, the Correspondence School or being home-schooled in the week ending 5 March 2006

Figure 3

**Disabled Children in a Mainstream Class Only
Or in a Mainstream Class and a Special Unit
Aged 5–14, by disability type
2006**



Source: Statistics New Zealand, 2006 Household Disability Survey

Notes: The data shown in this figure is also in appendix table 5. If individuals reported more than one disability type, then they were counted in each applicable disability group. Numbers of children attending only special units and numbers in the category 'not elsewhere included' were too small to report, so have been excluded. Because individuals could have more than one type of disability, care should be taken when interpreting these results.

Symbol: -- Number too small to report (estimated frequency outside the 50 percent RSE cut-off point).

How many disabled children are in special schools?

An estimated total of 2,100 or 3 percent of disabled children aged 5–14 were enrolled in special schools in March 2006.⁷ This total included an estimated:

- 2,000 children with a special education disability
- 1,500 children with an intellectual disability
- 1,400 children with a speaking disability
- 1,300 children with a chronic health problem (see appendix table 6).

Also, an estimated 3,200 disabled children aged 5–14 not currently enrolled in special schools (4 percent) had attended a special school in the past (see appendix table 6).

⁷ Official statistics show that on 1 July 2006, a total of 2,795 students of all ages were enrolled at New Zealand special schools (Education Counts 2006b).

United Nations Convention on the Rights of Persons with Disabilities

Internationally, the United Nations Convention on the Rights of Persons with Disabilities recognises access to education as crucial to enabling disabled people to fully enjoy all human rights and fundamental freedoms (United Nations 2006).

Article 24 of the Convention highlights the need to provide an inclusive education system at all levels and lifelong learning directed to 'the development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential'. These goals are to be advanced by a range of measures including ensuring people with disabilities can access, without discrimination and on an equal basis with others, inclusive, quality and free primary education and secondary education, as well as general tertiary education, vocational training, adult education and lifelong learning.

In addition, Article 30.5d of the Convention notes the need 'to ensure that children with disabilities have equal access with other children to participation in play, recreation and leisure and sporting activities, including those activities in the school system'.

How many disabled children need equipment and support services to help with their education?

The Household Disability Survey asked parents or caregivers of disabled children aged 5–14 what equipment or support services their children needed to help with their education.

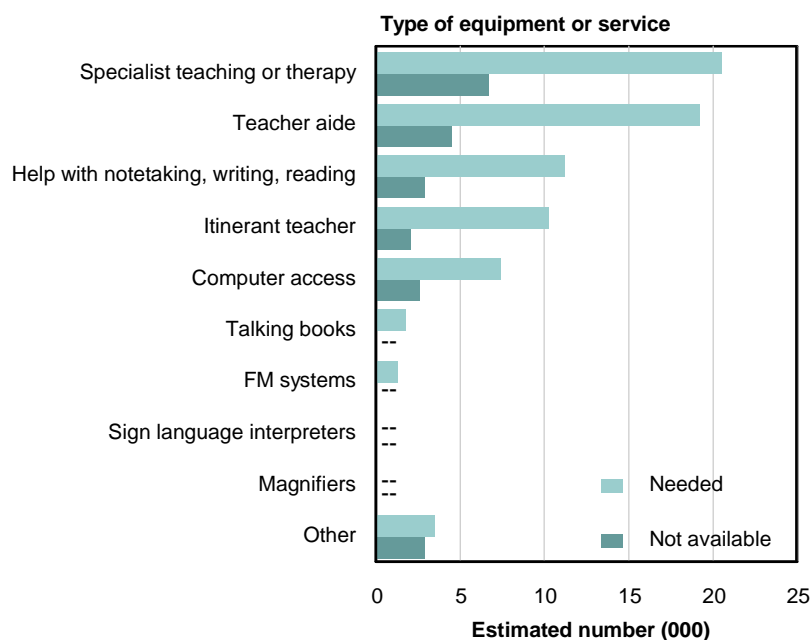
The most common types of support needed were specialist teaching or therapy (needed by an estimated 20,400 children or 27 percent) and teacher aides (19,100 or 25 percent) – see figure 4 and appendix table 7.

In most cases, the equipment and support services that disabled children aged 5–14 needed for their education were made available at the places they were studying. However, this help was not available to an estimated 6,600 or 32 percent of children who needed specialist teaching or therapy; and an estimated 2,500 or 34 percent of children who needed computer access (see figure 4 and appendix table 8).

Figure 4

**Education Equipment and Support Needs
of Disabled Children Aged 5–14**

2006



Source: Statistics New Zealand, 2006 Household Disability Survey.

Notes: The data shown in this figure is also in appendix tables 7 and 8. Equipment or services that were 'needed' included those that were actually available and those that were not available. .

Symbol: -- Number too small to report (estimated frequency outside the 50 percent RSE cut-off point).

How is disability related to children’s educational experience?

Choosing schools

Most parents or caregivers of disabled children aged 5–14 (representing 92 percent or an estimated 69,100) said they had always been able to enrol their children in the school of their choice. Six percent (an estimated 4,700) had not always been able to do so, but that may or may not have been for reasons related to disability.

Parents or caregivers of children with an intellectual disability (13 percent) or with a psychiatric or psychological disability (13 percent) were most likely to say they had not always been able to enrol their child in their school of choice (see appendix table 9).

Taking part in school activities

Parents or caregivers of an estimated 33,200 disabled children aged 5–14 enrolled in school (46 percent) reported their child had been 'limited' in some way at school because of disability in the week before the 2006 Household Disability Survey. Children with high support needs (78 percent) were more likely than children with medium (50 percent) or low (29 percent) support needs to have experienced some kind of limitation in their school activities (see appendix table 10).

The limitations most commonly reported related to taking part in school sports or games, with the participation of an estimated 21,000 children aged 5–14 enrolled in school affected (30 percent of girls and 28 percent of boys – see figure 5).

Disabled children using technical aids (61 percent) were more likely to have their participation in sports or games restricted than children with other types of disability, such as those with a psychiatric or psychological disability (44 percent), a chronic health problem (39 percent) or an intellectual disability (36 percent) – see appendix table 10.

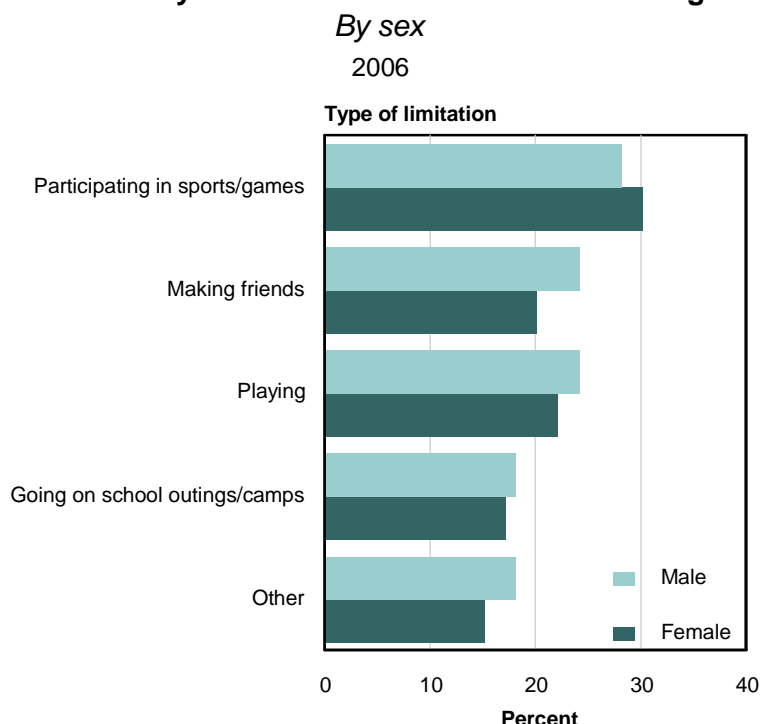
Children with a learning disability

The 2006 Household Disability Survey classified children as having a learning disability if they had a learning difficulty such as dyslexia, attention deficit disorder (ADD), or attention deficit hyperactivity disorder (ADHD). An estimated 27,500 children aged 0–14 had a learning disability – this represented 31 percent of disabled children or 3 percent of all New Zealand children in this age group.

The majority of children with a learning difficulty were aged 10–14 (an estimated 16,300 children). An estimated 9,900 children with a learning disability were aged 5–9 and only 1,200 were aged under five.

More than twice as many boys (18,600) as girls (8,900) aged 0–14 had a learning disability. Disabled European children were more likely (36 percent) to have a learning disability than disabled Māori children (25 percent), disabled Pacific children (27 percent) and disabled Asian/Other children (27 percent) – see appendix table 3.

Figure 5
School Activity Limitations of Disabled Children Aged 5–14



Source: Statistics New Zealand, 2006 Household Disability Survey

Note: The data shown in this figure is also in appendix table 10.

The other limitations commonly reported related to playing at school (this affected an estimated 17,200 disabled children or 24 percent), making friends (16,500 or 23 percent) and going on school outings or camps (12,500 or 17 percent).

Children using technical aids were the most likely to experience limitations to participating in sports or games (61 percent) and playing at school (53 percent), while children with a psychiatric or psychological disability (56 percent) were the most likely to experience limitations to making friends.

Children using technical aids (35 percent) followed by children with a psychiatric or psychological disability (33 percent), intellectual disability (31 percent) or a speaking disability (30 percent) were more likely to experience limitations when going on school outings or camps than children with other types of disability (see appendix table 10).

Experiences during school education

The Household Disability Survey also asked parents or caregivers if, because of disability, their child had experienced specifically listed changes or differences during their schooling (see figure 6). The most common of these were:

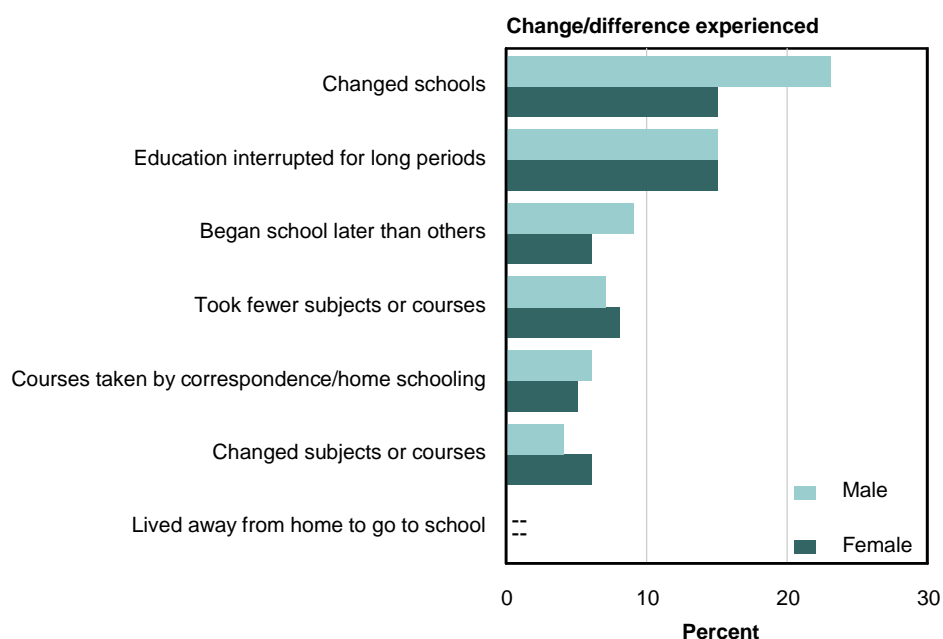
- changing schools – experienced by 20 percent or an estimated 14,800 of disabled children, and most common among children with a psychiatric or psychological disability (38 percent) or an intellectual disability (36 percent)
- education being interrupted for long periods – 15 percent or 11,100 children and, most common among children using technical aids (30 percent)
- beginning school later than other children – 8 percent or 5,700 children and, most common among children with a speaking disability (21 percent) or an intellectual disability (20 percent) – see appendix table 11.

Figure 6

Changes or Differences in Schooling of Disabled Children Aged 5–14

By sex

2006



Source: Statistics New Zealand, 2006 Household Disability Survey

Notes: The data shown in figure 6 is also in appendix table 11.

Symbol: -- Number too small to report (estimated frequency outside the 50 percent RSE cut-off point).

Altogether, an estimated 28,700 or 38 percent of disabled children aged 5–14 had their education affected by disability in one or more of the ways listed. Those with high support needs (70 percent) were more likely to be affected than those with medium (42 percent) or low (22 percent) support needs (see appendix table 11).

Disabled adults

How many adults had a disability while participating in formal education or training?

In 2006, there were an estimated 539,200 disabled adults aged 15 and over living in households. Of these adults, 110,900 or 21 percent were also disabled while they were in formal education or training.

Formal education or training includes attending primary or secondary school, polytechnic or university, or some other kind of recognised educational institution or training provider.

Younger adults were the most likely to have had a disability while doing formal education or training. Seventy percent of disabled adults aged 15–24 and 38 percent of those aged 25–44 were also disabled while in formal education or training (see figure 7).

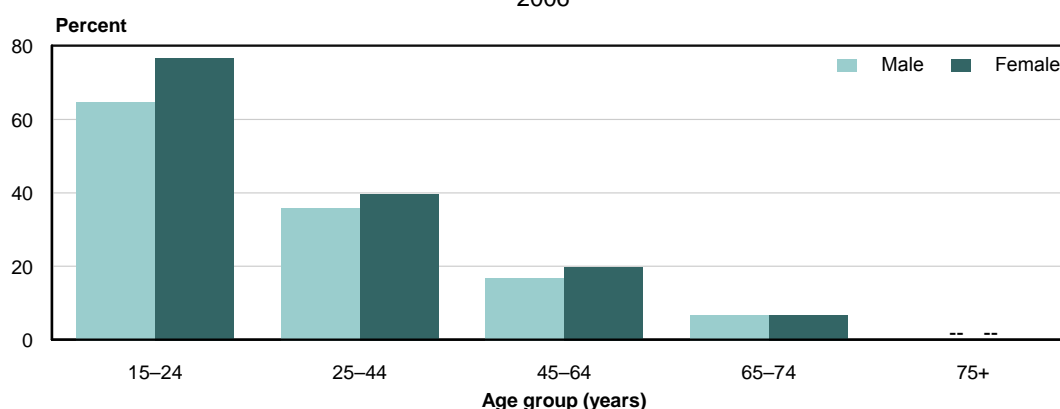
It was rare for older adults who were currently disabled to also have been disabled while in formal education or training. Just 3 percent of disabled adults aged 75 and over reported this to be so. Most disabled adults in the older age groups are likely to have become disabled later in life, some years after finishing their formal education or training.

Figure 7

Disabled Adults Also Disabled During Education or Training

By age group and sex

2006



Source: Statistics New Zealand, 2006 Household Disability Survey

Notes: The data shown in this figure is also in appendix table 12.

Symbol: -- Number too small to report (estimated frequency outside the 50 percent RSE cut-off point).

What were adults' experiences during their schooling or study?

In the 2006 Disability Survey, adults who had a disability during their formal education or training were asked to indicate if, because of disability, they had experienced one or more of 10 specifically listed changes or differences in their schooling or study.

Seventy percent or an estimated 78,100 adults had experienced one or more of the listed changes or differences (see appendix table 13).

Disabled women (77 percent) were more likely than men (64 percent) to have experienced one or more of the changes or differences.

In terms of age, men and women aged 15–44 were more likely than men and women aged 45–64 to indicate they had experienced these changes or differences (see figure 8).

In terms of ethnicity, Māori (80 percent), Asian/Other (76 percent) and Pacific (74 percent) adults were more likely than European adults (66 percent) to have experienced these changes or differences (see appendix table 15).

Most common changes or differences

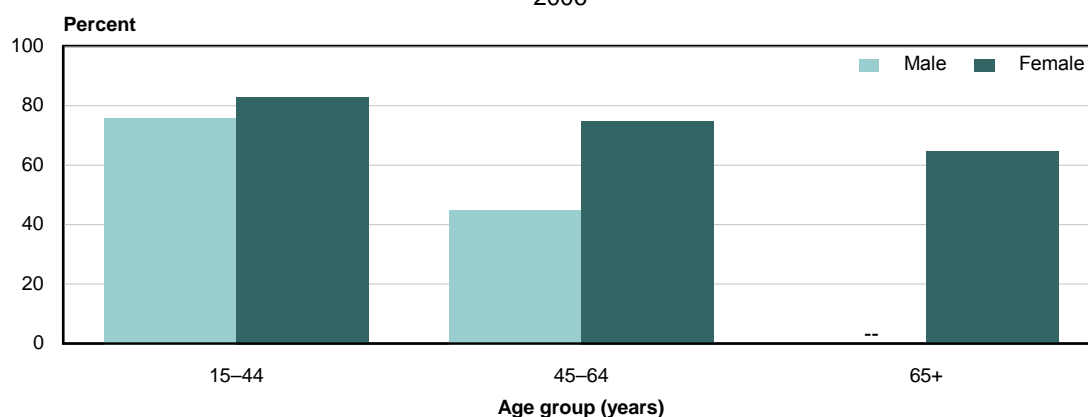
The most common change or difference reported by adults was that their education was interrupted for long periods. Thirty-seven percent of males and 35 percent of females who had a disability during formal education or training reported this experience (see figure 9). An estimated total of 40,300 disabled adults experienced interruption to their education.

Figure 8

Disabled Adults Also Disabled During Education or Training Who Experienced Changes or Differences in Schooling or Study

By age group and sex

2006



Source: Statistics New Zealand, 2006 Household Disability Survey

Notes: The data shown in this figure is also in appendix table 14. The 75+ age group is not included due to small numbers.

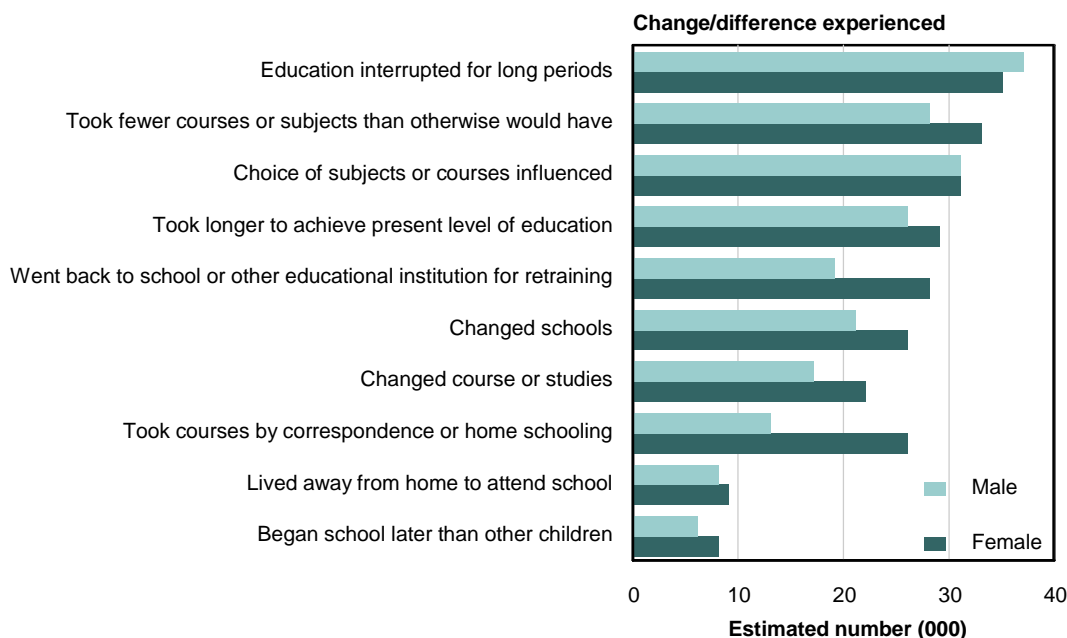
Symbol: -- Number too small to report (estimated frequency outside the 50 percent RSE cut-off point).

Figure 9

Changes or Differences in Schooling or Study of Disabled Adults Also Disabled During Education or Training

By sex

2006



Source: Statistics New Zealand, 2006 Household Disability Survey

Note: The data shown in this figure is also in appendix table 14.

Other changes or differences commonly reported were: taking fewer courses or subjects than they otherwise would have (31 percent); having their choice of subjects or courses influenced (31 percent); and taking longer to achieve their present level of education (27 percent).

Of those who indicated they took longer to achieve their present level of education, one-third (33 percent) said it took three years or longer. Almost half (47 percent or an estimated 14,300 adults) said it took 1–2 years longer. Eleven percent said it took less than one year longer.

Māori (43 percent) were more likely than Asian/Other (26 percent) or European (23 percent) adults to report taking longer to achieve their present level of education.

Disability and educational achievement

Data from the 2006 Disability Survey and the 2006 Census of Population and Dwellings was used to compare the educational qualifications of three different groups of people:

- adults currently disabled who were also disabled while participating in formal education or training
- adults currently disabled but who were not disabled while in formal education or training
- adults currently not disabled.

These comparisons help to identify possible relationships between disability and educational qualifications in different groups of disabled adults.

The results of these comparisons suggest that for some people, being disabled during formal education and training is likely to be a barrier to getting school or post-school qualifications.

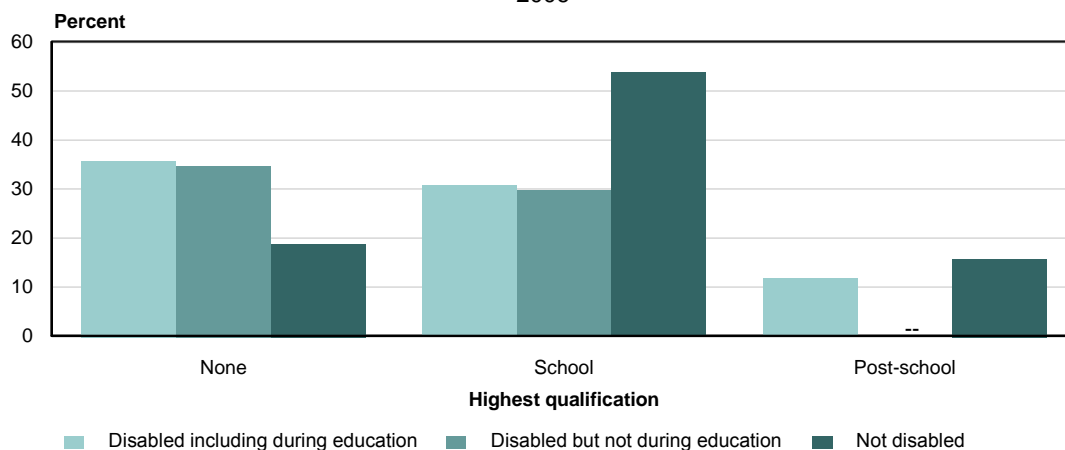
However, the results also support the conclusions of previous studies which indicate the relationship between disability and educational attainment is not simple (Feinstein et al. 2006; National Disability Authority [Ireland] 2008).

The experience of disability may affect people’s educational outcomes. But lack of educational achievement may also contribute to some people having a higher risk of becoming disabled. This may be, for example, because of the types of jobs they do, or because of the effects of unemployment, under-employment or low income on their physical or psychological health and well-being.

Moreover, with children, certain social conditions, such as poor housing or nutrition, may be risk factors both for disability and for lower educational achievement.

Figure 10

Highest Educational Qualification Gained by Adults Aged 15–24
By disability status
 2006



Source: Statistics New Zealand, 2006 Household Disability Survey

Notes: The data shown in this figure is also in appendix table 16.

Symbol: -- Number too small to report (estimated frequency outside the 50 percent RSE cut-off point).

Educational qualifications of young people aged 15–24

In the 2006 Census, people were classified as having no educational qualifications if they had no school or post-school qualifications.

Thirty-six percent of currently disabled young people aged 15–24 who were also disabled while in formal education or training had no educational qualifications (see figure 10).

Similarly, 35 percent of currently disabled young people aged 15–24 who were not disabled while in formal education or training had no qualifications.

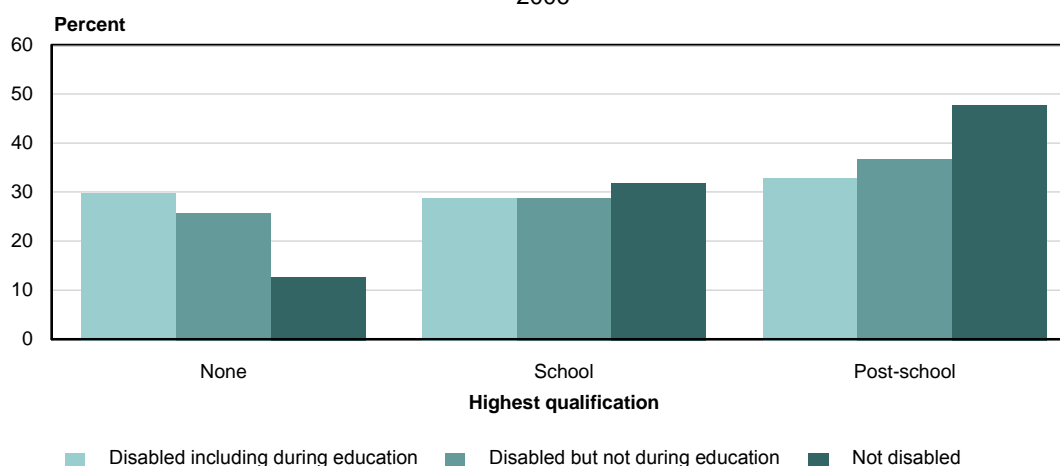
By contrast, just 19 percent of non-disabled young people aged 15–24 had no educational qualifications.

People were classified as having school qualifications if their highest educational achievement was a secondary school qualification such as National Certificate of Educational Achievement (NCEA) levels 1–3. In the 15–24 age group, the currently disabled people (whether or not they were also disabled during formal education) were much less likely than the currently non-disabled people to have school qualifications.

People were classified as having post-school qualifications if they had qualifications from tertiary-level education facilities like polytechnics and universities. In the 15–24 age group, 12 percent of those currently disabled who were also disabled while doing formal education or training had post-school qualifications. By comparison, 16 percent of those currently not disabled had a post-school qualification.

Figure 11

Highest Educational Qualification Gained by Adults Aged 25–44
By disability status
 2006



Source: Statistics New Zealand, 2006 Household Disability Survey

Note: The data shown in this figure is also in appendix table 16.

Educational qualifications of adults aged 25–44

Of adults aged 25–44 who were currently disabled and were also disabled during their formal education, 30 percent had no qualifications (see figure 11). Of those currently disabled but who were not disabled during their formal education, 26 percent had no qualifications.

By contrast, just 13 percent of those currently not disabled had no qualifications.

Looking at the proportion of adults aged 25–44 with a school qualification as their highest qualification, there was not such a big difference between the three groups. However, there were some clear differences in the percentages with post-school qualifications.

Of those aged 25–44 who were currently disabled and were also disabled during their formal education, 33 percent had post-school qualifications. Amongst those currently disabled who were not disabled during their formal education, 37 percent had post-school qualifications. By contrast, 48 percent of those currently not disabled had post-school qualifications.

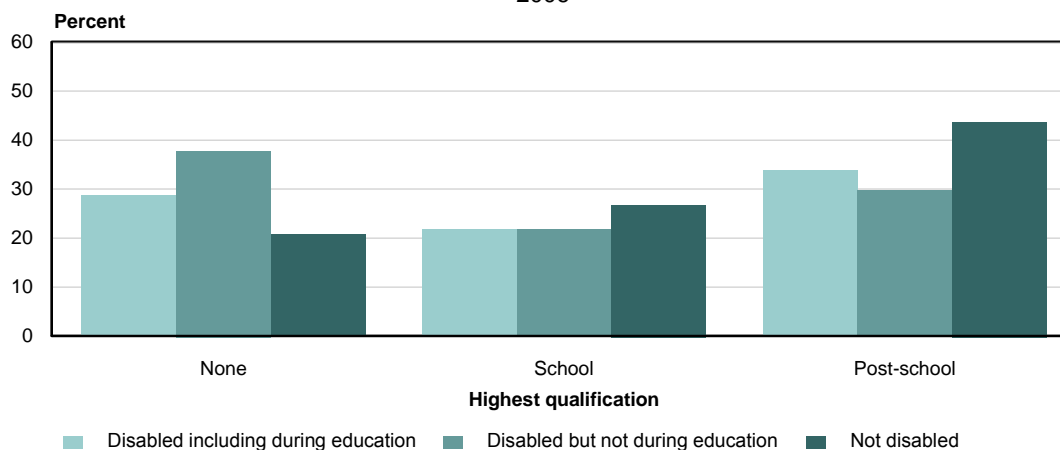
These contrasts in post-school qualification rates were slightly more evident for disabled men than women. For example, just 29 percent of men aged 24–45 who were currently disabled and were also disabled during their formal education had post-school qualifications, compared with 50 percent of those currently not disabled. (For more detail on gender differences in this age group and other age groups, see appendix table 16.)

Figure 12

Highest Educational Qualification Gained by Adults Aged 45–64

By disability status

2006



Source: Statistics New Zealand, 2006 Household Disability Survey

Note: The data shown in this figure is also shown in appendix table 16.

Educational qualifications of adults aged 45–64

Of those aged 45–64 who were currently disabled and were also disabled during their formal education, 29 percent had no qualifications (figure 12).

Of those who were currently disabled and were not disabled during their formal education, the percentage with no qualifications was somewhat higher, at 38 percent.

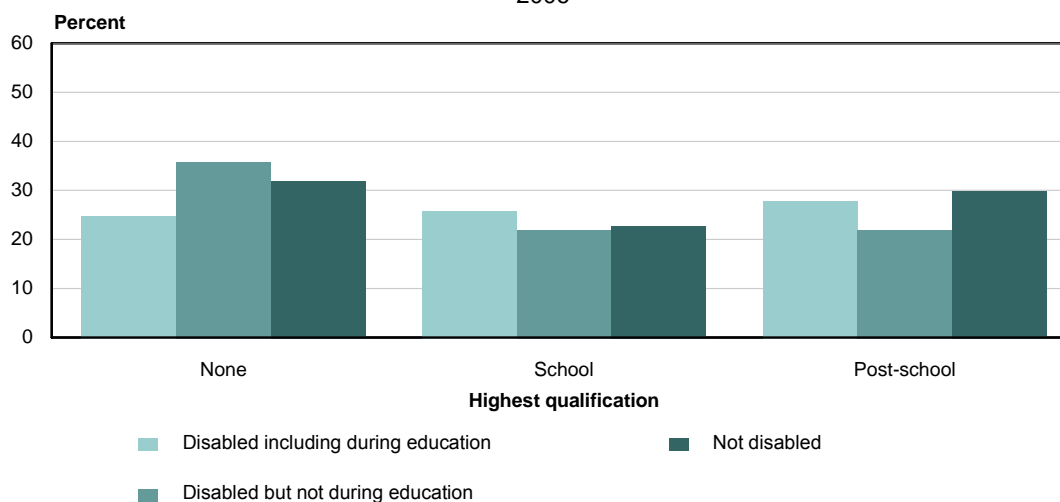
However, at 21 percent, adults aged 45–64 currently not disabled were the least likely to have no school qualifications.

Looking at post-school qualifications, 34 percent of adults aged 45–64 currently disabled who were also disabled during their formal education had post-school qualifications. This percentage was slightly higher compared with those currently disabled who were not disabled during their formal education (30 percent).

Again, though, it was those currently not disabled who were most likely to have post-school qualifications (44 percent).

Figure 13**Highest Educational Qualification Gained by Adults Aged 65+
By disability status**

2006



Source: Statistics New Zealand, 2006 Household Disability Survey

Note: The data shown in this figure is also in appendix table 16.

Educational qualifications of adults aged 65 and over

Among currently-disabled adults aged 65 and over, those who were disabled during formal education were less likely to have no educational qualifications (25 percent) than those who were not disabled during their formal education (36 percent).

By comparison, 32 percent of those currently not disabled had no educational qualifications (see appendix table 16).

Looking at post school qualifications in the 65+ age group, the rate for those currently disabled who were also disabled during their formal education was 28 percent. This percentage was slightly higher than the rate for those currently disabled who were not disabled during their formal education (22 percent).

However, adults aged 65 and over currently not disabled had the highest rate of post-school qualifications (30 percent).

Again, viewed as a whole, these results suggest that the relationship between disability and educational achievement is not a simple one. Disability may influence educational outcomes but educational outcomes may also shape the risk of experiencing a disability.

How many disabled adults are in education and training?

In March 2006, an estimated 37,800 disabled adults were enrolled in some kind of formal education or training. This amounted to 7 percent of all disabled adults.⁸

⁸ In 2006, a total of 455,310 adults aged 15 and over (14 per cent) were enrolled in formal education or training (Statistics New Zealand, 2008). This total included 271,614 adults aged 15–24 (48 percent of enrolments), 123,657 aged 25–44 (11 percent), 52,653 aged 45–64 (5 percent) and 7,386 aged 65 and over (1 percent). The total included 197,460 males (43 percent of enrolments) and 257,847 females (57 percent).

More disabled females (an estimated 22,500 or 8 percent) than disabled males (15,300 or 6 percent) were enrolled in formal education (see figure 14).

Young disabled people aged 15–24 had the highest number of enrolments – an estimated 14,300 (7,600 males and 6,700 females). This represented 43 percent of all young disabled people aged 15–24.

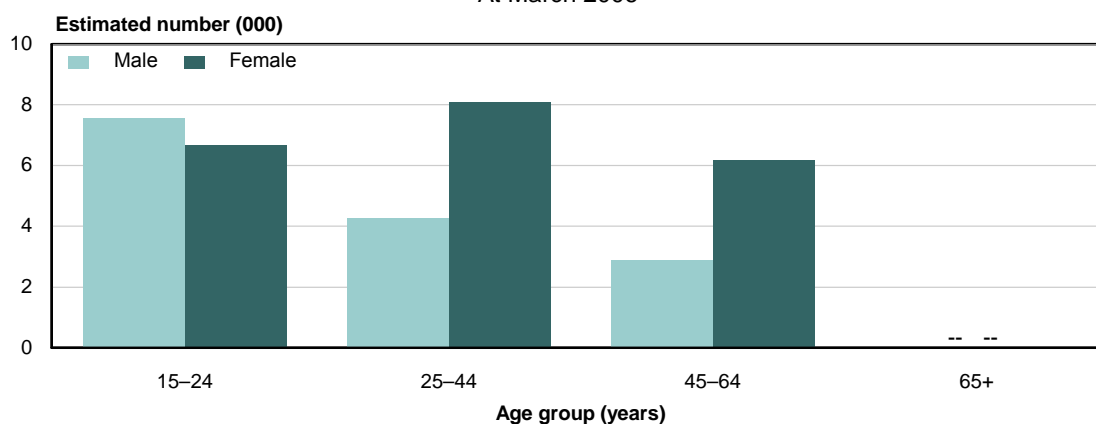
Those aged 25–44 had the second highest number of enrolments at 12,300 (4,300 males and 8,100 females or 11 percent of all disabled adults aged 25–44). Females in this age group (15 percent enrolled) were more likely than the males (8 percent) to be enrolled.

It was rare for older disabled people to be enrolled in formal education or training, with just 4 percent of adults aged 45–64 and 1 percent of those aged 65 and over currently enrolled.

Nonetheless, this was still a sizeable group of people; an estimated 9,100 disabled adults aged 44–64 were enrolled in formal education or training (2,900 males and 6,200 females) and 2,100 in the 65 and over age group were enrolled (estimates for males and females in this oldest age group were too small to report – see appendix table 17 for more details).

Figure 14

Disabled Adults Enrolled in Formal Education or Training
By age group and sex
 At March 2006



Source: Statistics New Zealand, 2006 Household Disability Survey

Notes: The data shown in this figure is also in appendix table 17.

Symbol: -- Number too small to report (estimated frequency outside the 50 percent RSE cut-off point).

Disability type

Looking at the types of disability experienced by the 37,800 disabled adults enrolled in formal education or training, the most common were mobility and agility disabilities (see figure 15). An estimated 14,000 or 37 percent of disabled adults enrolled in formal education or training had a mobility disability.

An estimated 10,800 or 29 percent had a psychiatric or psychological disability, and an estimated 10,100 or 27 percent had a learning disability (for data on the remaining disability types see appendix table 18).

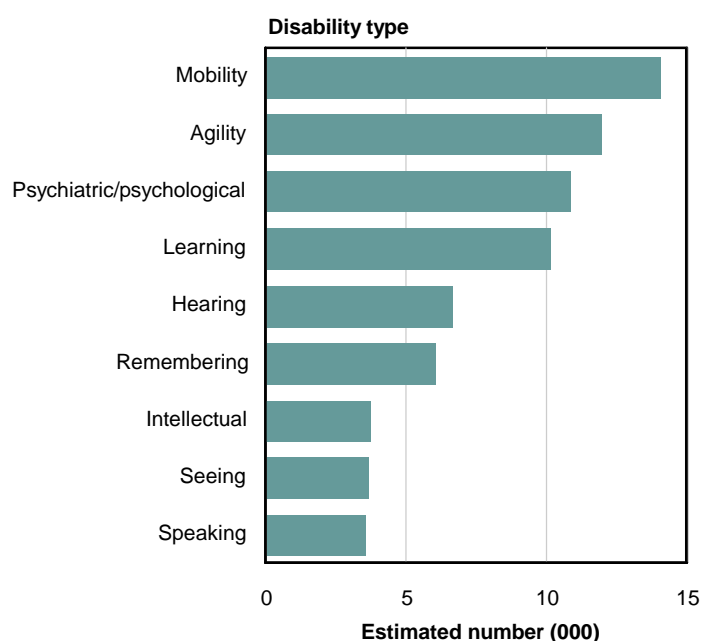
A learning disability was the most common disability type experienced by young people aged 15–24 enrolled in formal education or training. Of the estimated 14,300 disabled people aged 15–24 enrolled in formal education or training, 6,600 or 46 percent had a learning disability, either as their main disability or as one of their disabilities (see appendix table 19).

Figure 15

Disabled Adults Enrolled in Formal Education or Training

By disability type

At March 2006



Source: Statistics New Zealand, 2006 Household Disability Survey

Notes: The data shown in this figure is also in appendix table 18. Because individuals could have more than one type of disability, care should be taken when interpreting these results.

Which types of education and training institutions are disabled adults enrolled in?

Secondary school

In March 2006, an estimated 7,800 disabled adults aged 15 and over were enrolled at secondary school. This accounted for 21 percent of all disabled adults in formal education or training at that time.

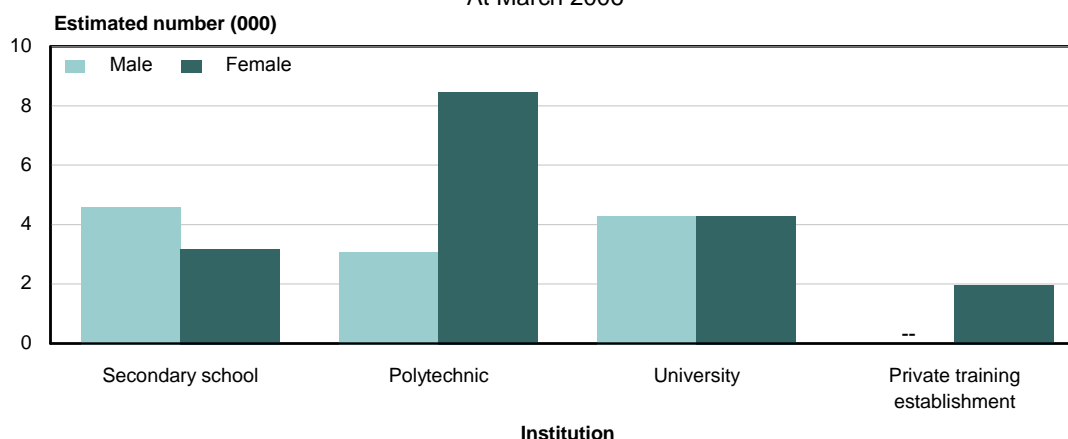
As could be expected, almost all those at secondary school were aged 15–24. More disabled males than disabled females were enrolled in secondary schools (see figure 16).

Polytechnics

Polytechnics attracted the largest number of enrolments by disabled adults, an estimated 11,600.^{9 10} This amounted to almost one-third (31 percent) of all disabled adults participating in formal education or training.

Many more disabled females (8,500) than disabled males (3,100) were enrolled in polytechnics (see figure 16).

Figure 16
Types of Education and Training Institutions Attended by Disabled Adults
By sex
 At March 2006



Source: Statistics New Zealand, 2006 Household Disability Survey

Notes: The data shown in this figure is also in appendix table 20. Numbers were too small to report for males and females for the following types of education or training: special school; correspondence school; home-schooling; College of Education.

Symbol: -- Number too small to report (estimated frequency outside the 50 percent RSE cut-off point).

University

An estimated 8,600 disabled adults (4,300 males and 4,300 females) were enrolled at university.¹¹ This represented 23 percent of all disabled adults in formal education or training.

The university group included 2,700 young people aged 15–24 and 3,500 adults aged 25–44 (see figure 16).

Private training establishments

An estimated 3,500 disabled adults were enrolled at private training establishments.¹² This represented 9 percent of all disabled adults in formal education or training (see appendix table 20).

⁹ According to official education statistics, 23,178 New Zealand students with disability were enrolled in tertiary education in 2006. They accounted for 5 percent of the total 448,366 enrolments (Education Counts 2008).

¹⁰ In 2006, a total of 204,627 students were enrolled in institutes of technology or polytechnics. In 2007, 5 percent of students enrolled in these institutions were disabled (Education Counts 2008).

¹¹ In 2006, a total of 139,706 students were enrolled in universities. In 2007, 4 percent of students enrolled in universities were disabled (Education Counts 2008).

¹² In 2006, a total of 72,840 students were enrolled in private training establishments. In 2007, 5 percent of students enrolled in private training establishments were disabled (Education Counts 2008).

Kia Ōrite Achieving Equity: New Zealand Code of Practice for an Inclusive Tertiary Education Environment for Students with Impairments

This Code of Practice sets out best practice standards to achieve a fully inclusive environment for disabled tertiary students in New Zealand (Achieve 2004). The Code aims to help tertiary education providers to:

- understand the status of disabled people in tertiary education
- evaluate their progress towards an inclusive environment
- identify barriers to participation and achievement of disabled people in tertiary education
- improve outcomes for disabled tertiary students
- be aware of policy and legal obligations towards disabled people in tertiary education.

The general principles of this Code of Practice include tertiary education institutions:

- providing disabled students with equitable opportunities to achieve their potential and participate in activities
- interacting with disabled people with respect for their rights, dignity, privacy and equality
- providing an environment that is free from harassment and discrimination
- developing policies, procedures, services and facilities that allow disabled students full access to all campus activities
- creating an equitable learning environment by considering the needs of disabled students in all aspects of the learning process
- enabling disabled students to participate in courses on equal terms with other students
- training staff to meet and discuss the needs of disabled students.

As well, disabled students themselves should advise providers of their needs and difficulties they encounter and, where possible, share responsibility for negotiating and developing solutions.

How many disabled adults use career guidance and information services?

Career guidance and information services help match people's skills and interests to current education, training and employment opportunities.

The Household Disability Survey gave adults a list of career guidance and information services and asked if they had used them at any time in their life.

An estimated 92,800 or 17 percent of disabled adults had used career guidance or information services.

Adults aged 25–44 were the most likely to use career information services, with just over one-third (36 percent or an estimated 38,900 adults) using one or more of these services (see appendix table 21).

Young people aged 15–24 were the second-highest users of career information services (29 percent or 9,800).

Young people aged 15–24 from Asian/Other ethnic groups (45 percent) were more likely than Māori (28 percent) and Europeans (26 percent) in this age group to use career information services.

Use of career information services was less common in the older age groups, with 18 percent of adults aged 45–64 and just 3 percent of those 65 and over using them. However, this was still an estimated 37,500 adults aged 45–64 and 6,700 adults aged 65 and over.

In terms of income, those in the higher household and personal income groups were generally more likely to report using some kind of career information service. For example, disabled adults in households earning more than \$70,000 per annum were more likely (23 percent) to use career information services than disabled adults in households earning \$15,001–\$30,000 per annum (13 percent).

Which types of career guidance and information services do disabled adults use?

The most commonly used career guidance or information service or source was 'personal contacts' – used by 9 percent or an estimated 50,500 disabled adults (see figure 17).

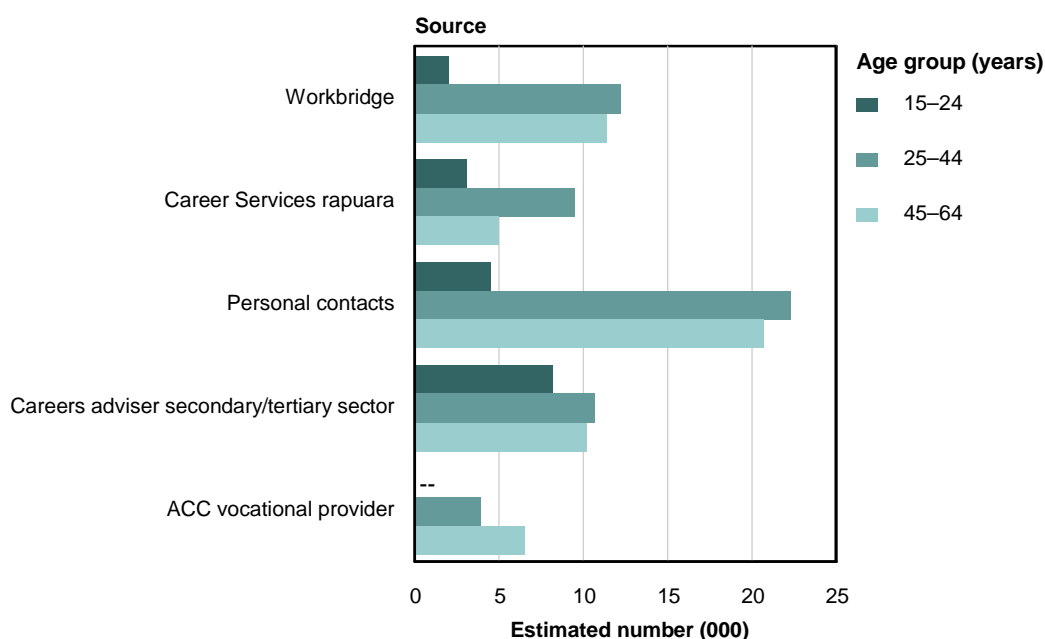
The second most commonly used service or source was careers advisers at schools, polytechnics, universities or other educational institutions. Six percent of disabled adults had used these – an estimated 29,800 adults.

Workbridge (a professional employment service for people with all types of disability) was used by 5 percent or an estimated 26,100 disabled adults.

Smaller numbers used Career Services rapuara (previously the Vocation Guidance Service), the ACC's Vocation Provider service, the Ministry of Education's Group Special Education services (previously the Specialist Education Service) and STAR Co-ordinators (see appendix table 21).

Figure 17

Sources of Career Guidance and Information Used by Disabled Adults
By age group
 2006



Source: Statistics New Zealand, 2006 Household Disability Survey

Notes: The data shown in this figure is also in appendix table 21. Numbers were too small to report for each of the age groups for the following types of career guidance or information services: Group Special Education (Ministry of Education) and STAR Co-ordinator. Data for the 65+ age group is also not shown as the numbers were too small to report, except for personal contacts (used by an estimated 3,400 in the 65+ age group).

Symbol: -- Number too small to report (estimated frequency outside the 50 percent RSE cut-off point).

Why don't some disabled adults use career guidance and information services?

Disabled adults who had not used any career information services (an estimated 446,400 people) were asked to give their reasons for this. The most common reason, given by 47 percent of the group, was that they thought they did not need these services or they thought the services could not offer them anything. However, those in the 15–24 age group were less likely to give this reason (37 percent) – see appendix table 22.

The next most common reason, given by 13 percent of the group, was that they did not want to use any of these information services or sources.

Twelve percent indicated they had not used any of the services because they did not know they existed. In particular, this was the reason given by 17 percent of young disabled people aged 15–24 and 15 percent of disabled adults aged 24–44 who had not used any career information services.

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Appendix – Education data tables

Disabled children

Appendix table 1

Disabled Children Aged 5–14 Enrolled in Primary or Secondary Education Services⁽¹⁾

By single-year age groups

Week ended 5 March 2006

Age	Primary/ intermediate		Area/composite school ⁽²⁾		Kura kaupapa Māori		Secondary School		Special school		Home- schooling		Correspon- dence school		Other type of education		At least one of these		None of these		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
5	4,500	77	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S	1,300	23	5,600	96	--S	--S	5,800	100
6	6,800	98	--S	--S	--S	--S	-E	-E	--S	--S	--S	--S	-E	-E	--S	--S	6,900	100	--S	--S	6,900	100
7	6,500	90	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S	7,200	99	--S	--S	7,200	100
8	5,100	92	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S	5,400	97	--S	--S	5,600	100
9	7,600	97	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S	7,800	99	--S	--S	7,900	100
10	7,000	98	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S	7,100	99	--S	--S	7,100	100
11	7,700	87	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S	8,800	100	--S	--S	8,800	100
12	7,200	87	1,500	18	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S	8,200	100	--S	--S	8,200	100
13	2,900	35	--S	--S	--S	--S	5,000	61	--S	--S	--S	--S	--S	--S	--S	--S	8,200	100	--S	--S	8,300	100
14	--S	--S	--S	--S	--S	--S	7,700	84	--S	--S	--S	--S	--S	--S	--S	--S	9,200	100	--S	--S	9,200	100
Total	56,100	75	6,600	9	1,300	2	13,600	18	2,100	3	1,500	2	--S	--S	4,500	6	74,400	99	--S	--S	75,000	100

(1) All numbers and percentages are estimates.

(2) A combined primary and secondary school.

Source: Statistics New Zealand, 2006 Household Disability Survey

Notes: Some data has been suppressed for quality reasons – the data is too unreliable for most practical purposes (estimates are outside the 50 percent relative sampling error cut-off point). Numbers may not sum to the totals because a) if individuals reported more than one type of education service, they were counted in each applicable education service group and b) the numbers are rounded to the nearest 100.

Symbols:

-E an estimate of nil or zero

--S suppressed

Appendix table 2

Disabled Children Aged 5–14 Who Ever Had a Professional Assessment*By disability type, disability cause, and level of support needs*

2006

	Had received a professional assessment		Had not received a professional assessment		Not elsewhere included		Total	
	No.	%	No.	%	No.	%	No.	%
Disability type								
Hearing	3,400	35	6,200	62	--S	--S	9,900	100
Seeing	3,000	32	6,100	65	--S	--S	9,400	100
Use of technical aids	3,300	42	4,300	56	--S	--S	7,700	100
Chronic health problem	10,300	37	17,000	61	--S	--S	28,100	100
Intellectual	9,600	67	4,400	30	--S	--S	14,400	100
Psychiatric or psychological	10,400	60	6,700	38	--S	--S	17,500	100
Special education	24,000	62	13,700	36	--S	--S	38,500	100
Speaking	8,300	58	5,700	39	--S	--S	14,300	100
Other	4,400	38	6,900	61	--S	--S	11,400	100
Total	30,100	40	43,200	58	1,800	2	75,000	100
Disability cause								
Disease or illness	6,900	36	12,300	63	--S	--S	19,500	100
Accident or injury	--S	--S	1,300	56	--S	--S	2,400	100
Birth	18,300	47	19,900	51	--S	--S	39,100	100
Other cause	6,400	46	7,300	52	--S	--S	14,000	100
Cause not specified	2,900	32	5,500	61	--S	--S	9,000	100
Total	30,100	40	43,200	58	1,800	2	75,000	100
Level of support needs								
Low support needs	5,700	20	21,800	78	--S	--S	28,100	100
Medium support needs	17,700	49	17,700	49	--S	--S	36,200	100
High support needs	6,700	63	3,700	34	--S	--S	10,600	100
Total	30,100	40	43,200	58	1,800	2	75,000	100

Source: Statistics New Zealand, 2006 Household Disability Survey

Notes: Some data has been suppressed for quality reasons – the data is too unreliable for most practical purposes (estimates are outside the 50 percent relative sampling error cut-off point). Numbers may not sum to the totals because a) if individuals reported more than one disability type or disability cause, they were counted in each applicable disability type group and b) the numbers are rounded to the nearest 100.

Symbols: -E an estimate of nil or zero --S suppressed

Appendix table 3

Disabled Children Aged 0–14 with Different Kinds of Special Education Needs
By age group, sex, ethnic group, household composition, and household income
 2006

Age (years)	Received special education support		Had an IEP ⁽¹⁾ or IP ⁽²⁾		Had a learning disability		At least one of these (had a special education disability)		Total disabled children	
	No.	%	No.	%	No.	%	No.	%	No.	%
0–4	--S	--S	1,600	10	1,200	8	2,500	17	15,000	100
5–9	11,400	34	8,300	25	9,900	30	17,500	53	33,400	100
10–14	10,600	26	8,900	21	16,300	39	21,000	50	41,600	100
Total	22,100	25	18,700	21	27,500	31	41,000	46	90,000	100
Sex										
Male	15,200	28	12,300	23	18,600	35	26,700	50	53,500	100
Female	6,900	19	6,400	18	8,900	24	14,200	39	36,500	100
Total	22,100	25	18,700	21	27,500	31	41,000	46	90,000	100
Ethnic group										
European	11,600	27	10,800	25	15,300	36	22,400	53	42,500	100
Māori	6,400	23	4,500	16	7,000	25	10,800	38	28,200	100
Pacific Peoples	1,500	25	1,200	20	1,600	27	2,500	40	6,100	100
Asian/Other	2,600	20	2,200	17	3,600	27	5,200	40	13,100	100
Total	22,100	25	18,700	21	27,500	31	41,000	46	90,000	100

Table continued next page

(1) Individual Education Programme. (2) Individual Programme.

Appendix table 3*continued*

Disabled Children Aged 0–14 with Different Kinds of Special Education Needs
By age group, sex, ethnic group, household composition, and household income
 2006

Household income	Received special education support		Had an IEP ⁽¹⁾ or IP ⁽²⁾		Had a learning disability		At least one of these (had a special education disability)		Total disabled children	
	No.	%	No.	%	No.	%	No.	%	No.	%
Household composition										
Couple only	--S	--S	-E	-E	--S	--S	--S	--S	--S	--S
Couple with child(ren)	11,400	22	11,300	22	16,100	31	23,100	44	52,700	100
Couple with child(ren) and other person(s)	1,200	29	--S	--S	1,200	29	2,000	47	4,300	100
One parent with child(ren)	5,600	27	3,900	19	6,700	33	10,000	48	20,600	100
One parent with child(ren) and other person(s)	1,700	34	1,400	28	1,500	30	2,600	53	4,900	100
Two or more families with or without other person(s)	--S	--S	--S	--S	1,200	28	1,900	44	4,300	100
Household of unrelated people	--S	--S	-E	-E	-E	-E	--S	--S	--S	--S
One-person household	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S
Not elsewhere Included	--S	--S	--S	--S	--S	--S	--S	--S	2,800	100
Total	22,100	25	18,700	21	27,500	31	41,000	46	90,000	100
Less than \$15,001	2,000	39	--S	--S	1,400	28	2,500	49	5,100	100
\$15,001–\$30,000	2,800	25	2,400	21	3,200	28	5,100	45	11,400	100
\$30,001–\$50,000	4,100	26	3,300	21	4,700	30	7,200	46	15,600	100
\$50,001–\$70,000	3,800	25	3,500	23	4,700	31	7,000	47	14,800	100
\$70,001 or more	4,500	18	4,900	20	8,200	34	10,800	44	24,500	100
Not elsewhere included	4,900	26	3,600	19	5,200	28	8,200	44	18,500	100
Total	22,100	25	18,700	21	27,500	31	41,000	46	90,000	100

(1) Individual Education Programme.

(2) Individual Programme.

Source: *Statistics New Zealand, 2006 Household Disability Survey***Note:** Numbers may not sum to the totals because a) if individuals reported more than one disability type or disability cause, they were counted in each applicable disability type group and b) the numbers are rounded to the nearest 100.**Symbols:**

-E an estimate of nil or zero --S suppressed

Appendix table 4

Disabled Children Aged 0–14 with Different Kinds of Special Education Needs

By disability type, disability cause and level of support needs

2006

	Received special education support		Had an IEP ⁽¹⁾ or IP ⁽²⁾		Had a learning disability		At least one of these (had a special education disability)		Total disabled children	
	No.	%	No.	%	No.	%	No.	%	No.	%
Disability type										
Hearing	3,300	25	2,400	18	2,800	21	4,900	37	13,300	100
Seeing	2,200	20	2,100	19	2,800	25	3,900	35	11,400	100
Use of technical equipment	3,100	33	3,000	31	1,500	16	4,000	42	9,500	100
Chronic health problem	8,100	23	7,000	20	7,400	21	12,000	34	35,000	100
Intellectual	10,100	60	8,400	50	8,500	51	13,900	82	16,900	100
Psychiatric/psychological	8,600	44	6,500	34	10,000	52	13,600	71	19,300	100
Special education	22,100	54	18,700	46	27,500	67	41,000	100	41,000	100
Speaking	8,800	46	8,200	42	7,700	40	13,100	68	19,300	100
Other	3,500	26	3,000	22	4,000	30	5,300	39	13,500	100
Total	22,100	25	18,700	21	27,500	31	41,000	46	90,000	100
Disability cause										
Disease or illness	5,600	24	4,000	17	5,500	23	8,300	35	23,500	100
Accident/injury	--S	--S	--S	--S	--S	--S	--S	--S	2,500	100
Existed at birth	14,700	32	11,600	25	18,200	39	25,900	56	46,600	100
Other Specified	4,200	24	4,800	28	5,200	31	8,500	50	17,100	100
Not specified	1,600	15	1,600	15	3,200	30	4,300	41	10,600	100
Total	22,100	25	18,700	21	27,500	31	41,000	46	90,000	100
Level of support needs										
Low support needs	-E	-E	-E	-E	5,600	15	5,600	15	36,600	100
Medium support needs	15,500	38	13,000	32	16,100	40	26,400	65	40,600	100
High support needs	6,500	51	5,700	45	5,700	45	9,000	70	12,800	100
Total	22,100	25	18,700	21	27,500	31	41,000	46	90,000	100

(1) Individual Education Programme.

(2) Individual Programme.

Source: Statistics New Zealand, 2006 Household Disability Survey

Notes: Some data has been suppressed for quality reasons – the data is too unreliable for most practical purposes (estimates are outside the 50 percent relative sampling error cut-off point). Numbers may not sum to the totals because a) if individuals reported more than one type of special education disability, they were counted in each applicable disability type group and b) the numbers are rounded to the nearest 100.

Symbols: -E an estimate of nil or zero --S suppressed

Appendix table 5

Disabled Children Aged 5–14 in a Mainstream Class Only or in a Special Unit Only or in a Mainstream Class and a Special Unit
By disability type and level of support needs
 Week ended 5 March 2006

	Only in a mainstream class		Only a special unit		Mixture of both		Not elsewhere included		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Disability type										
Hearing	7,600	78	--S	--S	1,200	13	--S	--S	9,700	100
Seeing	7,600	84	--S	--S	--S	--S	--S	--S	9,100	100
Use of technical aids	5,400	74	--S	--S	--S	--S	--S	--S	7,400	100
Chronic health problem	22,900	85	--S	--S	1,800	7	1,500	6	27,100	100
Intellectual	8,600	63	--S	--S	2,300	17	1,900	14	13,700	100
Psychiatric/psychological	12,300	74	--S	--S	2,900	17	--S	--S	16,600	100
Special education	27,300	75	--S	--S	5,700	16	2,500	7	36,500	100
Speaking	8,700	64	--S	--S	2,300	17	1,800	13	13,500	100
Other	9,400	84	--S	--S	1,200	11	--S	--S	11,200	100
Total	62,000	85	1,500	2	6,500	9	2,800	4	72,700	100
Level of support needs										
Low support needs	27,600	99	-E	-E	-E	-E	--S	--S	28,000	100
Medium support needs	27,700	80	--S	--S	4,900	14	--S	--S	34,800	100
High support needs	6,600	67	--S	--S	1,600	16	1,300	13	9,900	100
Total	62,000	85	1,500	2	6,500	9	2,800	4	72,700	100

Source: Statistics New Zealand, 2006 Household Disability Survey

Notes: Some data has been suppressed for quality reasons – the data is too unreliable for most practical purposes (estimates are outside the 50 percent relative sampling error cut-off point). Numbers may not sum to the totals because a) if individuals reported more than one disability type, they were counted in each applicable disability type group and b) the numbers are rounded to the nearest 100. Figures exclude children who were enrolled in special schools, the Correspondence School or were being home-schooled.

Symbols:

-E an estimate of nil or zero

--S suppressed

Appendix table 6

Disabled Children Aged 5–14 Attending or Who Had Previously Attended Special Schools
By disability type and level of support needs
 Week ended 5 March 2006

	Current enrolment at special school (March 2006) ⁽¹⁾		Previous attendance at special school ^{(2)*}	
	No.	%	No.	%
Disability type				
Hearing	--S	--S	--S	--S
Seeing	--S	--S	--S	--S
Use of technical aids	--S	--S	--S	--S
Chronic health problem	1,300	5	1,200	--S
Intellectual	1,500	10	1,400	--S
Psychiatric/psychological	--S	--S	1,900	11
Special education	2,000	5	2,700	7
Speaking	1,400	10	--S	--S
Other	--S	--S	--S	--S
Total	2,100	3	3,200	4
Level of support needs				
Low support needs	-E	-E	-E	-E
Medium support needs	--S	--S	2,000	6
High support needs	1,300	12	--S	--S
Total	2,100	3	3,200	4

(1) These figures include all children aged 5–14 with disability (the denominator is an estimated 75,000 children).

(2) These figures exclude children who were enrolled in special schools, the Correspondence School or were being home-schooled in the week ended 5 March 2006 (the denominator is an estimated 72,900 children).

Source: Statistics New Zealand, 2006 Household Disability Survey

Notes: Some data has been suppressed for quality reasons – the data is too unreliable for most practical purposes (estimates are outside the 50 percent relative sampling error cut-off point). Numbers may not sum to the totals because a) if individuals reported more than one disability type, they were counted in each applicable disability type group and b) the numbers are rounded to the nearest 100.

Symbols:

-E an estimate of nil or zero

--S suppressed

Appendix table 7

Equipment and Support Needs of Disabled children Aged 5–14

By disability type

2006

Disability type	Notetaking, writing, and reading		Itinerant teacher		Teacher aide		Specialist teaching or therapy		Computer access		Magnifiers		Talking books		Sign language interpreters		FM systems		Other		At least one of these		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Hearing	1,500	15	1,800	18	2,600	26	3,200	32	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S	4,500	45	9,900	100
Seeing	1,400	15	--S	--S	2,200	23	2,400	25	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S	3,600	38	9,400	100
Use of technical equipment	2,200	28	1,300	17	2,900	38	2,200	28	1,600	21	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S	3,700	48	7,700	100
Chronic health problem	4,400	16	4,300	15	7,700	27	7,800	28	3,300	12	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S	10,700	38	28,100	100
Intellectual	5,500	38	5,300	37	9,900	69	8,400	59	3,500	24	--S	--S	--S	--S	--S	--S	--S	--S	1,200	9	11,500	80	14,400	100
Psychiatric/psychological	5,100	29	4,900	28	8,300	47	8,100	46	3,500	20	--S	--S	--S	--S	--S	--S	--S	--S	1,500	9	11,500	65	17,500	100
Special education	10,400	27	9,700	25	18,100	47	19,200	50	6,900	18	--S	--S	1,600	4	--S	--S	--S	--S	2,900	7	27,100	70	38,500	100
Speaking	4,400	30	4,600	32	8,500	59	8,300	58	2,800	19	--S	--S	--S	--S	--S	--S	--S	--S	1,400	10	11,000	77	14,300	100
Other	2,300	20	1,600	14	2,800	25	3,200	28	1,600	14	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S	4,500	40	11,400	100
Total	11,100	15	10,200	14	19,100	25	20,400	27	7,300	10	--S	--S	1,700	2	--S	--S	1,200	2	3,400	5	30,400	40	75,000	100

Source: Statistics New Zealand, 2006 Household Disability Survey

Notes: Some of the data has been suppressed for quality reasons – the data is too unreliable for most practical purposes (estimates are outside the 50 percent relative sampling error cut-off point). Numbers may not sum to the totals because a) if individuals reported more than one disability type, they were counted in each applicable disability type group and b) the numbers are rounded to the nearest 100.

Symbols:

-E an estimate of nil or zero
 --S suppressed

Appendix table 8

Equipment and Support Needs of Disabled children Aged 5–14
By availability of equipment or support services
 2006

	Notetaking, writing, and reading		Itinerant teacher		Teacher aide		Specialist teaching or therapy		Computer access		Magnifiers		Talking books		Sign language interpreters		FM systems		Other	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Support was available	7,800	70	8,100	80	14,300	75	13,400	66	4,500	62	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S
Support was not available	2,800	25	2,000	20	4,400	23	6,600	32	2,500	34	--S	--S	--S	--S	--S	--S	--S	--S	2,800	81
Not elsewhere included	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S	-E	-E	--S	--S	-E	-E	-E	-E	--S	--S
Total	11,100	15	10,200	14	19,100	25	20,400	27	7,300	10	--S	--S	1,700	2	--S	--S	1,200	2	3,400	5

Source: Statistics New Zealand, 2006 Household Disability Survey

Notes: Some of the data has been suppressed for quality reasons – the data is too unreliable for most practical purposes (estimates are outside the 50 percent relative sampling error cut-off point). Numbers may not sum to the totals because a) if individuals reported more than one disability type, they were counted in each applicable disability type group and b) the numbers are rounded to the nearest 100.

Symbols:

-E an estimate of nil or zero
 --S suppressed

Appendix table 9

Could Parents/Caregivers of Disabled Children Aged 5–14 Always Choose their Children's School?

By disability type and level of support needs

2006

	Yes always		Not always		Not always and expressed a preference		Not elsewhere included		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Disability type										
Hearing	8,900	90	--S	--S	--S	--S	--S	--S	9,900	100
Seeing	8,300	88	--S	--S	--S	--S	--S	--S	9,400	100
Use of technical Aids	7,100	92	--S	--S	--S	--S	-E	-E	7,700	100
Chronic health problem	25,500	91	2,100	7	--S	--S	--S	--S	28,100	100
Intellectual	12,000	84	1,800	13	--S	--S	--S	--S	14,400	100
Psychiatric/ psychological	14,900	85	2,300	13	--S	--S	--S	--S	17,500	100
Special education	34,500	90	3,100	8	--S	--S	--S	--S	38,500	100
Speaking	12,300	86	1,500	11	--S	--S	--S	--S	14,300	100
Other	10,700	94	--S	--S	--S	--S	-E	-E	11,400	100
Total	69,100	92	4,700	6	--S	--S	--S	--S	75,000	100
Level of support needs										
Low support needs	26,600	94	--S	--S	--S	--S	--S	--S	28,100	100
Medium support needs	33,300	92	2,500	7	--S	--S	--S	--S	36,200	100
High support needs	9,200	87	--S	--S	--S	--S	--S	--S	10,600	100
Total	69,100	92	4,700	6	--S	--S	--S	--S	75,000	100

Source: Statistics New Zealand, 2006 Household Disability Survey

Notes: Some of the data has been suppressed for quality reasons – the data is too unreliable for most practical purposes (estimates are outside the 50 percent relative sampling error cut-off point). Numbers may not sum to the totals because a) if individuals reported more than one disability type, they were counted in each applicable disability type group and b) the numbers are rounded to the nearest 100.

Symbols:

-E an estimate of nil or zero

--S suppressed

Appendix table 10

School Activity Limitations of Disabled Children Aged 5–14

By sex, disability type and level of support needs

2006

	Participating in sports/games		Playing		Making friends		Going on school outings/camps		Other		At least one of these		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Sex														
Male	12,400	28	10,800	24	10,800	24	7,800	18	8,100	18	20,200	46	44,300	100
Female	8,600	30	6,400	22	5,700	20	4,700	17	4,300	15	13,000	46	28,400	100
Total	21,000	29	17,200	24	16,500	23	12,500	17	12,400	17	33,200	46	72,700	100
Disability type														
Hearing	2,800	29	2,300	23	2,200	22	1,600	17	1,700	18	3,800	39	9,700	100
Seeing	2,500	27	2,000	22	2,200	25	1,500	16	--S	--S	3,500	38	9,100	100
Use of technical aids	4,500	61	3,900	53	2,400	33	2,600	35	1,800	24	5,800	78	7,400	100
Chronic health problem	10,400	39	8,200	30	6,500	24	6,600	24	4,300	16	14,900	55	27,100	100
Intellectual	5,000	36	5,200	38	6,200	46	4,300	31	3,700	27	8,800	65	13,700	100
Psychiatric or psychological	7,300	44	6,600	40	9,300	56	5,500	33	4,700	29	11,800	71	16,600	100
Special education	10,500	29	10,100	28	12,600	34	7,500	20	8,600	23	19,000	52	36,500	100
Speaking	4,800	35	4,800	35	5,600	42	4,000	30	3,200	24	8,000	59	13,500	100
Other	6,500	58	5,200	46	4,000	35	3,800	34	2,800	25	8,400	74	11,200	100
Total	21,000	29	17,200	24	16,500	23	12,500	17	12,400	17	33,200	46	72,700	100
Level of support needs														
Low support needs	5,400	19	3,300	12	2,200	8	2,300	8	2,100	7	8,100	29	28,000	100
Medium support needs	10,700	31	9,200	27	9,600	27	6,000	17	7,100	21	17,400	50	34,800	100
High support needs	4,900	49	4,700	47	4,800	49	4,300	43	3,200	32	7,700	78	9,900	100
Total	21,000	29	17,200	24	16,500	23	12,500	17	12,400	17	33,200	46	72,700	100

Source: Statistics New Zealand, 2006 Household Disability Survey

Notes: Some of the data has been suppressed for quality reasons – the data is too unreliable for most practical purposes (estimates are outside the 50 percent relative sampling error cut-off point).

If individuals reported more than one disability type then they were counted in each applicable disability group.

Symbols:

-E an estimate of nil or zero

--S suppressed

Appendix table 11

Changes or Differences in Schooling of Disabled Children Aged 5–14

By sex, disability type and level of support needs

2006

	Began school later than others		Education interrupted for long periods		Changed schools		Changed subjects or courses		Took fewer subjects or courses	
	No.	%	No.	%	No.	%	No.	%	No.	%
Sex										
Male	4,000	9	6,600	15	10,400	23	1,700	4	3,200	7
Female	1,700	6	4,500	15	4,400	15	1,800	6	2,300	8
Total	5,700	8	11,100	15	14,800	20	3,500	5	5,500	7
Disability type										
Hearing	--S	--S	1,700	17	1,900	19	--S	--S	--S	--S
Seeing	--S	--S	1,300	13	1,900	20	--S	--S	--S	--S
Use of technical aids	--S	--S	2,300	30	--S	--S	--S	--S	1,200	16
Chronic health problem	3,000	11	6,600	24	5,600	20	1,500	5	2,600	9
Intellectual	2,800	20	2,800	20	5,100	36	--S	--S	2,000	14
Psychiatric/psychological	1,800	10	3,700	21	6,700	38	1,900	11	2,800	16
Special education	4,400	11	5,600	15	10,200	26	2,800	7	4,700	12
Speaking	3,000	21	2,500	17	4,600	32	--S	--S	1,700	12
Other	--S	--S	2,200	19	2,000	18	--S	--S	1,600	14
Total	5,700	8	11,100	15	14,800	20	3,500	5	5,500	7
Level of support needs										
Low support needs	--S	--S	2,400	9	3,400	12	--S	--S	--S	--S
Medium support needs	2,900	8	5,100	14	8,000	22	2,000	5	3,100	8
High support needs	1,900	18	3,700	34	3,400	32	1,300	12	2,100	19
Total	5,700	8	11,100	15	14,800	20	3,500	5	5,500	7

Table continued next page

Source: Statistics New Zealand, 2006 Household Disability Survey

Notes: Some of the data has been suppressed for quality reasons – the data is too unreliable for most practical purposes (estimates are outside the 50 percent relative sampling error cut-off point). If individuals reported more than one disability type then they were counted in each applicable disability group.

Symbols:

-E an estimate of nil or zero

--S suppressed

Appendix table 11
continued

Changes or Differences in Schooling of Disabled Children Aged 5–14
By sex, disability type and level of support needs
2006

	Courses taken by correspondence/ home-schooling		Lived away from home to go to school		At least one of these		Total	
	No.	%	No.	%	No.	%	No.	%
Sex	-E	-E	-E	-E	-E	-E	-E	-E
Male	2,900	6	--S	--S	18,700	41	45,500	100
Female	1,500	5	--S	--S	10,000	34	29,600	100
Total	4,400	6	1,800	2	28,700	38	75,000	100
Disability type	-E	-E	-E	-E	-E	-E	-E	-E
Hearing	--S	--S	--S	--S	3,700	37	9,900	100
Seeing	--S	--S	--S	--S	3,500	37	9,400	100
Use of technical aids	--S	--S	--S	--S	4,300	56	7,700	100
Chronic health problem	2,400	8	--S	--S	12,600	45	28,100	100
Intellectual	1,500	11	--S	--S	8,900	62	14,400	100
Psychiatric/psychological	2,100	12	--S	--S	10,700	61	17,500	100
Special education	3,100	8	--S	--S	18,400	48	38,500	100
Speaking	1,500	11	--S	--S	8,000	56	14,300	100
Other	--S	--S	--S	--S	5,200	46	11,400	100
Total	4,400	6	1,800	2	28,700	38	75,000	100
Level of support needs	-E	-E	-E	-E	-E	-E	-E	-E
Low support needs	--S	--S	--S	--S	6,300	22	28,100	100
Medium support needs	2,000	6	--S	--S	15,100	42	36,200	100
High support needs	1,500	14	--S	--S	7,400	70	10,600	100
Total	4,400	6	1,800	2	28,700	38	75,000	100

Source: Statistics New Zealand, 2006 Household Disability Survey

Notes: Some of the data has been suppressed for quality reasons – the data is too unreliable for most practical purposes (estimates are outside the 50 percent relative sampling error cut-off point). If individuals reported more than one disability type then they were counted in each applicable disability group.

Symbols:

-E an estimate of nil or zero --S suppressed

Disabled adults

Appendix table 12

Disabled Adults not Disabled During Education or Training
By age group and sex
 2006

		Had disability during formal education		Did not have disability during formal education		Had no formal education or training		Not elsewhere included		Total	
Sex	Age	No.	%	No.	%	No.	%	No.	%	No.	%
Male	15–24	12,600	65	6,000	31	--S	--S	--S	--S	19,500	100
	25–44	19,500	36	32,500	60	--S	--S	1,900	4	54,200	100
	45–64	17,400	17	84,900	82	--S	--S	--S	--S	104,000	100
	65–74	3,000	7	39,000	92	--S	--S	--S	--S	42,600	100
	75 +	--S	--S	41,400	93	--S	--S	--S	--S	44,600	100
	Total		53,600	20	203,700	77	2,200	1	5,400	2	264,900
Female	15–24	10,600	77	3,200	23	-E	-E	-E	-E	13,700	100
	25–44	21,300	40	31,300	58	--S	--S	--S	--S	53,800	100
	45–64	20,700	20	79,400	77	--S	--S	2,000	2	103,000	100
	65–74	2,800	7	39,300	92	--S	--S	--S	--S	42,800	100
	75 +	--S	--S	56,700	93	--S	--S	--S	--S	61,000	100
	Total		57,300	21	209,800	76	2,100	1	5,100	2	274,300
Total	15–24	23,200	70	9,200	28	--S	--S	--S	--S	33,200	100
	25–44	40,800	38	63,800	59	--S	--S	3,000	3	108,000	100
	45–64	38,200	18	164,300	79	--S	--S	3,400	2	207,100	100
	65–74	5,800	7	78,300	92	--S	--S	--S	--S	85,400	100
	75 +	2,900	3	98,100	93	1,900	2	2,700	3	105,600	100
	Total		110,900	21	413,600	77	4,300	1	10,500	2	539,200

Source: Statistics New Zealand, 2006 Household Disability Survey

Note: Some of the data has been suppressed for quality reasons – the data is too unreliable for most practical purposes (estimates are outside the 50 percent relative sampling error cut-off point).

Symbols:

-E an estimate of nil or zero
 --S suppressed

Appendix table 13

Changes or Differences in Schooling or Study of Disabled Adults Also Disabled During Education or Training
By age group and sex
 2006

Sex	Age	Education interrupted for long periods of time		Choice of subjects or courses influenced		Changed course or studies		Took fewer courses or subject than otherwise would have		Took courses by correspondence or home-schooling		Went back to school or other educational institution for retraining	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Male	15-44	14,700	46	11,700	37	6,500	20	11,600	36	4,800	15	7,700	24
	45-64	3,900	22	4,300	25	2,000	12	3,100	18	--S	--S	2,100	12
	65-74	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S
	75+	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S
	Total	19,900	37	16,500	31	9,000	17	15,200	28	7,200	13	10,200	19
Female	15-44	13,100	41	11,000	34	9,400	30	12,500	39	11,000	35	9,600	30
	45-64	5,900	28	5,800	28	2,600	13	5,600	27	3,000	15	5,900	29
	65-74	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S
	75+	--S	--S	--S	--S	--S	--S	--S	--S	-E	-E	-E	-E
	Total	20,300	35	17,800	31	12,700	22	18,700	33	14,900	26	16,000	28
Total	15-44	27,800	43	22,700	35	15,900	25	24,100	38	15,800	25	17,300	27
	45-64	9,800	26	10,100	26	4,600	12	8,700	23	4,800	13	8,000	21
	65-74	1,900	33	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S
	75+	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S
	Total	40,300	36	34,300	31	21,600	20	34,000	31	22,100	20	26,200	24

Table continued next page

Source: Statistics New Zealand, 2006 Household Disability Survey

Notes: Some of the data has been suppressed for quality reasons – the data is too unreliable for most practical purposes (estimates are outside the 50 percent relative sampling error cut-off point). Numbers may not sum to the totals because a) if individuals reported more than one type of change or difference they were counted in each applicable group and b) the numbers are rounded to the nearest 100.

Symbols:

-E an estimate of nil or zero
 --S suppressed

Appendix table 13
continued

Changes or Differences in Schooling or Study of Disabled Adults Also Disabled During Education or Training
By age group and sex
2006

Sex	Age	Began school later than other children		Changed schools		Lived away from home to attend school		Took longer to achieve present level of education		At least one of these effects		Total adults who were disabled during formal education	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Male	15-44	2,400	7	7,900	24	2,700	8	9,500	29	24,300	76	32,100	100
	45-64	--S	--S	2,600	15	--S	--S	3,700	21	7,900	45	17,400	100
	65-74	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S	3,000	100
	75+	-E	-E	-E	-E	--S	--S	--S	--S	--S	--S	--S	--S
	Total	3,400	6	11,000	21	4,100	8	13,800	26	34,100	64	53,600	100
Female	15-44	2,900	9	9,800	31	3,500	11	11,500	36	26,400	83	31,800	100
	45-64	--S	--S	4,800	23	--S	--S	4,500	22	15,500	75	20,700	100
	65-74	--S	--S	--S	--S	--S	--S	--S	--S	1,800	65	2,800	100
	75+	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S
	Total	4,700	8	15,100	26	5,200	9	16,600	29	44,000	77	57,300	100
Total	15-44	5,200	8	17,700	28	6,100	10	21,000	33	50,700	79	64,000	100
	45-64	2,500	6	7,500	20	2,200	6	8,200	22	23,400	61	38,200	100
	65-74	--S	--S	--S	--S	--S	--S	--S	--S	3,100	53	5,800	100
	75+	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S	2,900	100
	Total	8,200	7	26,100	24	9,200	8	30,400	27	78,100	70	110,900	100

Source: Statistics New Zealand, 2006 Household Disability Survey

Notes: Some of the data has been suppressed for quality reasons – the data is too unreliable for most practical purposes (estimates are outside the 50 percent relative sampling error cut-off point). Numbers may not sum to the totals because a) if individuals reported more than one type of change or difference they were counted in each applicable group and b) the numbers are rounded to the nearest 100.

Symbols:

-E an estimate of nil or zero
--S suppressed

Appendix table 14

**Changes or Differences in Schooling or Study of Disabled Adults
Also Disabled During Education or Training**
By age group and sex
2006

Age group	Male		Female		Total	
	No.	%	No.	%	No.	%
15-44	24,300	76	26,400	83	50,700	79
45-64	7,900	45	15,500	75	23,400	61
65-74	--S	--S	1,800	65	3,100	53
75+	-- S	-- S	-- S	-- S	-- S	-- S
Total	34,100	64	44,000	77	78,100	70

Source: Statistics New Zealand, 2006 Household Disability Survey

Note: Some of the data has been suppressed for quality reasons – the data is too unreliable for most practical purposes (estimates are outside the 50 percent relative sampling error cut-off point).

Symbols:

-E an estimate of nil or zero

--S suppressed

Appendix table 15

**Changes or Differences in Schooling or Study Experienced Because of Disability by
Disabled Adults Also Disabled During Education or Training**
By ethnic group and sex
2006

Ethnic group	Male		Female		Total	
European	18,700	57	26,500	75	45,300	66
Māori	6,900	78	8,700	81	15,600	80
Pacific Peoples	--S	--S	1,900	76	3,000	74
Asian/Other	7,300	73	6,900	79	14,200	76
Total	34,100	64	44,000	77	78,100	70

Source: Statistics New Zealand, 2006 Household Disability Survey

Note: Some of the data has been suppressed for quality reasons – the data is too unreliable for most practical purposes (estimates are outside the 50 percent relative sampling error cut-off point).

Symbols:

-E an estimate of nil or zero
--S suppressed

Appendix table 16

Adults with School and Post-school Qualifications
By age group, sex and disability status
 2006

	Currently <u>not</u> disabled					Currently disabled, but was not disabled during formal education or training				
	No qualification %	School qualifications %	Post-school qualification %	Not elsewhere included %	Total %	No qualification %	School qualifications %	Post-school qualification %	Not elsewhere included %	Total %
Male										
15–24	20	55	12	12	100	32	--S	--S	--S	100
25–44	15	29	50	7	100	21	31	42	7	100
45–64	19	22	50	9	100	36	18	35	10	100
65+	31	20	35	15	100	34	18	29	18	100
Total	19	31	41	9	100	33	20	34	13	100
Female										
15–24	18	52	20	11	100	--S	--S	--S	--S	100
25–44	11	35	47	7	100	31	27	33	9	100
45–64	23	31	38	8	100	40	27	23	9	100
65+	31	20	35	15	100	38	25	16	22	100
Total	19	36	37	9	100	38	26	21	15	100
Total										
15–24	19	54	16	11	100	35	30	--S	--S	100
25–44	13	32	48	7	100	26	29	37	8	100
45–64	21	27	44	9	100	38	22	30	10	100
65+	32	23	30	15	100	36	22	22	20	100
Total	19	33	39	9	100	35	23	27	14	100

Table continued next page

Source: Statistics New Zealand, 2006 Household Disability Survey

Note: Some of the data has been suppressed for quality reasons – the data is too unreliable for most practical purposes (estimates are outside the 50 percent relative sampling error cut-off point).

Symbols:

-E an estimate of nil or zero
 --S suppressed

Appendix table 16
continued

Adults with School and Post-school Qualifications
By age group, sex and disability status
2006

	Currently disabled and also disabled during formal education or training					Currently disabled Not elsewhere included				
	No qualification %	School qualifications %	Post-school qualification %	Not elsewhere included %	Total %	No qualification %	School qualifications %	Post-school qualification %	Not elsewhere included %	Total %
Male										
15–24	35	25	--S	28	100	--S	--S	-E	--S	--S
25–44	36	28	29	--S	100	--S	--S	--S	--S	100
45–64	34	18	27	21	100	--S	--S	--S	--S	--S
65+	--S	--S	--S	--S	100	--S	--S	--S	--S	100
Total	35	23	24	18	100	55	--S	--S	--S	100
Female										
15–24	37	39	--S	--S	100	-E	-E	-E	-E	-E
25–44	25	31	37	--S	100	--S	--S	--S	--S	--S
45–64	26	26	39	10	100	--S	--S	--S	--S	100
65+	--S	--S	--S	--S	100	--S	--S	--S	--S	100
Total	27	31	32	10	100	43	--S	--S	29	100
Total										
15–24	36	31	12	21	100	--S	--S	-E	--S	--S
25–44	30	29	33	7	100	61	--S	--S	--S	100
45–64	29	22	34	15	100	50	--S	--S	--S	100
65+	25	26	28	22	100	35	--S	--S	--S	100
Total	31	27	28	14	100	49	20	--S	21	100

Table continued next page

Source: Statistics New Zealand, 2006 Household Disability Survey

Note: Some of the data has been suppressed for quality reasons – the data is too unreliable for most practical purposes (estimates are outside the 50 percent relative sampling error cut-off point).

Symbols: -E an estimate of nil or zero --S suppressed

Appendix table 16
continued

Adults with School and Post-school Qualifications
By age group, sex and disability status
2006

	Currently disabled				Total %
	No qualification %	School qualifications %	Post-school qualification %	Not elsewhere included %	
Male					
15–24	36	25	14	25	100
25–44	28	29	36	7	100
45–64	36	18	34	12	100
65+	34	18	29	19	100
Total	34	21	31	14	100
Female					
15–24	39	38	--S	--S	100
25–44	29	28	34	9	100
45–64	37	27	26	10	100
65+	37	25	16	22	100
Total	36	27	23	15	100
Total					
15–24	37	30	13	19	100
25–44	29	29	35	8	100
45–64	37	22	30	11	100
65+	36	22	22	21	100
Total	35	24	27	14	100

Source: Statistics New Zealand, 2006 Household Disability Survey

Note: Some of the data has been suppressed for quality reasons – the data is too unreliable for most practical purposes (estimates are outside the 50 percent relative sampling error cut-off point).

Symbols:

-E an estimate of nil or zero
--S suppressed

Appendix table 17

Disabled Adults Enrolled in Education or Training
By age group and sex
 As at March 2006

		Enrolled in education		Not enrolled		Not elsewhere included		Total	
Sex	Age	No.	%	No.	%	No.	%	No.	%
Male	15–24	7,600	39	11,500	59	--S	--S	19,500	100
	25–44	4,300	8	48,400	89	--S	--S	54,200	100
	45–64	2,900	3	99,200	95	2,000	2	104,000	100
	65+	--S	--S	85,200	98	--S	--S	87,200	100
	Total		15,300	6	244,200	92	5,400	2	264,900
Female	15–24	6,700	49	7,000	51	-E	-E	13,700	100
	25–44	8,100	15	44,700	83	--S	--S	53,800	100
	45–64	6,200	6	94,700	92	2,100	2	103,000	100
	65+	--S	--S	100,000	96	2,300	2	103,800	100
	Total		22,500	8	246,400	90	5,400	2	274,300
Total	15–24	14,300	43	18,500	56	--S	--S	33,200	100
	25–44	12,300	11	93,000	86	2,600	2	108,000	100
	45–64	9,100	4	193,900	94	4,100	2	207,100	100
	65+	2,100	1	185,200	97	3,700	2	190,900	100
	Total		37,800	7	490,600	91	10,800	2	539,200

Source: Statistics New Zealand, 2006 Household Disability Survey

Note: Some of the data has been suppressed for quality reasons – the data is too unreliable for most practical purposes (estimates are outside the 50 percent relative sampling error cut-off point).

Symbols:

-E an estimate of nil or zero
 --S suppressed

Appendix table 18

Disabled Adults Enrolled in Formal Education or Training

By disability type

As at March 2006

Disability type	Enrolled		Not enrolled		Not elsewhere included		Total	
	No.	%	No.	%	No.	%	No.	%
Mobility	14,000	5	264,500	93	6,500	2	285,000	100
Agility	11,900	5	237,100	93	7,200	3	256,100	100
Hearing	6,600	4	170,700	94	3,700	2	181,000	100
Seeing	3,600	6	53,200	89	2,900	5	59,700	100
Intellectual	3,700	12	23,900	75	4,100	13	31,700	100
Psychiatric or psychological	10,800	13	68,100	82	4,200	5	83,000	100
Speaking	3,500	9	30,700	83	2,900	8	37,100	100
Remembering	6,000	7	74,700	88	3,800	5	84,600	100
Learning	10,100	15	51,200	78	4,400	7	65,600	100
Other	9,100	10	81,100	89	--S	--S	91,500	100
Total	37,800	7	490,600	91	10,800	2	539,200	100

Source: Statistics New Zealand, 2006 Household Disability Survey

Notes: Some of the data has been suppressed for quality reasons – the data is too unreliable for most practical purposes (estimates are outside the 50 percent relative sampling error cut-off point). Numbers may not sum to the totals because a) if individuals reported more than one disability type, they were counted in each applicable disability type group and b) the numbers are rounded to the nearest 100.

Symbols:

-E an estimate of nil or zero
--S suppressed

Appendix table 19

Disabled Adults Enrolled in Formal Education or Training
By age group and disability type
 As at March 2006

Disability type	Age group (years)									
	15–24		25–44		45–64		65+		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Mobility	4,100	29	4,000	32	5,200	57	--S	--S	14,000	37
Agility	2,300	16	4,400	36	4,400	48	--S	--S	11,900	31
Hearing	--S	--S	2,800	23	--S	--S	--S	--S	6,600	18
Seeing	--S	--S	--S	--S	--S	--S	--S	--S	3,600	9
Intellectual	3,000	21	--S	--S	--S	--S	-E	-E	3,700	10
Psychiatric or psychological	3,800	27	4,800	39	2,000	22	--S	--S	10,800	29
Speaking	2,200	15	--S	--S	--S	--S	--S	--S	3,500	9
Remembering	2,400	16	2,500	20	--S	--S	--S	--S	6,000	16
Learning	6,600	46	--S	--S	--S	--S	-E	-E	10,100	27
Other	3,100	22	3,700	30	--S	--S	--S	--S	9,100	24
Total	14,300	100	12,300	100	9,100	100	2,100	100	37,800	100

Source: Statistics New Zealand, 2006 Household Disability Survey

Notes: Some of the data has been suppressed for quality reasons – the data is too unreliable for most practical purposes (estimates are outside the 50 percent relative sampling error cut-off point). Numbers may not sum to the totals because a) if individuals reported more than one disability type then they were counted in each applicable disability type group and b) the numbers are rounded to the nearest 100.

Symbols:

-E an estimate of nil or zero
 --S suppressed

Appendix table 20

Types of Education and Training Institutions Attended by Disabled Adults

By age group and sex

As at March 2006

		Secondary school		Polytechnic		University		Private training establishment		College of Education		Special school	
Sex	Age	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Male	15-24	4,400	59	--S	--S	--S	--S	--S	--S	-E	-E	--S	--S
	25-44	-E	-E	--S	--S	--S	--S	--S	--S	--S	--S	-E	-E
	45-64	--S	--S	--S	--S	--S	--S	--S	--S	-E	-E	-E	-E
	65+	--S	--S	--S	--S	--S	--S	--S	--S	-E	-E	-E	-E
	Total	4,600	30	3,100	20	4,300	28	--S	--S	--S	--S	--S	--S
Female	15-24	3,000	44	--S	--S	--S	--S	--S	--S	-E	-E	--S	--S
	25-44	--S	--S	3,300	41	2,100	26	--S	--S	--S	--S	--S	--S
	45-64	-E	-E	3,900	62	--S	--S	--S	--S	--S	--S	--S	--S
	65+	-E	-E	--S	--S	--S	--S	--S	--S	-E	-E	-E	-E
	Total	3,200	14	8,500	38	4,300	19	2,000	9	--S	--S	--S	--S
Total	15-24	7,400	52	2,000	14	2,700	19	--S	--S	-E	-E	--S	--S
	25-44	--S	--S	4,800	39	3,500	28	--S	--S	--S	--S	--S	--S
	45-64	--S	--S	4,700	52	1,900	21	--S	--S	--S	--S	--S	--S
	65+	--S	--S	--S	--S	--S	--S	--S	--S	-E	-E	-E	-E
	Total	7,800	21	11,600	31	8,600	23	3,500	9	--S	--S	--S	--S

Table continued next page

Source: Statistics New Zealand, 2006 Household Disability Survey

Notes: Some of the data has been suppressed for quality reasons – the data is too unreliable for most practical purposes (estimates are outside the 50 percent relative sampling error cut-off point). Numbers may not sum to the totals because a) if individuals reported enrolment in more than one institution then they were counted in each applicable group and b) the numbers are rounded to the nearest 100.

Symbols:

-E an estimate of nil or zero

--S suppressed

Appendix table 20
continued

Types of Education and Training Institutions Attended by Disabled Adults
By age group and sex
As at March 2006

		Correspondence school		Home-schooling		Other		Enrolment not specified		Total	
Sex	Age	No.	%	No.	%	No.	%	No.	%	No.	%
Male	15–24	-E	-E	--S	--S	--S	--S	-E	-E	7,600	100
	25–44	--S	--S	-E	-E	--S	--S	-E	-E	4,300	100
	45–64	--S	--S	-E	-E	--S	--S	-E	-E	2,900	100
	65+	-E	-E	-E	-E	--S	--S	-E	-E	--S	--S
	Total		--S	--S	--S	--S	--S	--S	-E	-E	15,300
Female	15–24	--S	--S	-E	-E	--S	--S	-E	-E	6,700	100
	25–44	--S	--S	-E	-E	--S	--S	--S	--S	8,100	100
	45–64	--S	--S	--S	--S	--S	--S	-E	-E	6,200	100
	65+	-E	-E	-E	-E	--S	--S	-E	-E	--S	--S
	Total		--S	--S	--S	--S	2,700	12	--S	--S	22,500
Total	15–24	--S	--S	--S	--S	--S	--S	-E	-E	14,300	100
	25–44	--S	--S	-E	-E	--S	--S	--S	--S	12,300	100
	45–64	--S	--S	--S	--S	--S	--S	-E	-E	9,100	100
	65+	-E	-E	-E	-E	--S	--S	-E	-E	2,100	100
	Total		--S	--S	--S	--S	4,100	11	--S	--S	37,800

Source: Statistics New Zealand, 2006 Household Disability Survey

Notes: Some of the data has been suppressed for quality reasons – the data is too unreliable for most practical purposes (estimates are outside the 50 percent relative sampling error cut-off point). Numbers may not sum to the totals because a) if individuals reported enrolment in more than one institution then they were counted in each applicable group and b) the numbers are rounded to the nearest 100.

Symbols:

-E an estimate of nil or zero
--S suppressed

Appendix table 21

Sources of Career Guidance and Information Used by Disabled Adults
By age group and sex
 2006

Sex	Age	Workbridge		Career Services rapuara (formerly Vocational Guidance Service)		Personal contacts		Careers adviser at school, polytech, university or other educational institution		Ministry of Education – Group Special Education, (formerly Specialist Education Service)	
		No.	%	No.	%	No.	%	No.	%	No.	%
Male	15–24	--S	--S	--S	--S	2,700	14	4,100	21	--S	--S
	25–44	5,700	11	3,200	6	10,700	20	3,400	6	--S	--S
	45–64	5,500	5	2,000	2	8,800	8	4,200	4	--S	--S
	65+	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S
	Total	12,900	5	6,300	2	23,900	9	12,300	5	--S	--S
Female	15–24	--S	--S	--S	--S	--S	--S	4,000	29	--S	--S
	25–44	6,400	12	6,300	12	11,500	21	7,200	13	--S	--S
	45–64	5,800	6	3,000	3	11,800	11	6,000	6	--S	--S
	65+	--S	--S	--S	--S	--S	--S	--S	--S	--S	--S
	Total	13,200	5	11,400	4	26,600	10	17,400	6	2,800	1
Total	15–24	1,900	6	3,000	9	4,400	13	8,100	24	--S	--S
	25–44	12,100	11	9,400	9	22,200	21	10,600	10	--S	--S
	45–64	11,300	5	4,900	2	20,600	10	10,100	5	--S	--S
	65+	--S	--S	--S	--S	3,400	2	--S	--S	--S	--S
	Total	26,100	5	17,800	3	50,500	9	29,800	6	4,500	1

Table continued next page

Source: Statistics New Zealand, 2006 Household Disability Survey

Notes: Some of the data has been suppressed for quality reasons – the data is too unreliable for most practical purposes (estimates are outside the 50 percent relative sampling error cut-off point). Numbers may not sum to the totals because a) if individuals reported using more than one service then they were counted in each applicable group and b) the numbers are rounded to the nearest 100.

Symbols:

-E an estimate of nil or zero
 --S suppressed

Appendix table 21
continued

Sources of Career Guidance and Information Used by Disabled Adults
By age group and sex
2006

		STAR Co-ordinator		ACC Vocational Provider		Other		At least one of these		None of these		Total	
Sex	Age	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Male	15-24	--S	--S	--S	--S	2,300	12	5,400	28	14,100	72	19,500	100
	25-44	--S	--S	2,500	5	5,700	11	18,600	34	35,600	66	54,200	100
	45-64	--S	--S	3,200	3	3,500	3	16,700	16	87,400	84	104,000	100
	65+	--S	--S	--S	--S	--S	--S	2,900	3	84,300	97	87,200	100
	Total		--S	--S	5,800	2	12,600	5	43,600	16	221,300	84	264,900
Female	15-24	--S	--S	--S	--S	2,000	15	4,300	32	9,400	68	13,700	100
	25-44	--S	--S	--S	--S	5,400	10	20,200	38	33,500	62	53,800	100
	45-64	--S	--S	3,200	3	7,600	7	20,900	20	82,200	80	103,000	100
	65+	-E	-E	--S	--S	--S	--S	3,700	4	100,000	96	103,800	100
	Total		--S	--S	5,000	2	16,400	6	49,200	18	225,100	82	274,300
Total	15-24	--S	--S	--S	--S	4,300	13	9,800	29	23,500	71	33,200	100
	25-44	--S	--S	3,800	3	11,100	10	38,900	36	69,100	64	108,000	100
	45-64	--S	--S	6,400	3	11,200	5	37,500	18	169,500	82	207,100	100
	65+	--S	--S	--S	--S	2,300	1	6,700	3	184,300	97	190,900	100
	Total		--S	--S	10,800	2	29,000	5	92,800	17	446,400	83	539,200

Source: Statistics New Zealand, 2006 Household Disability Survey

Notes: Some of the data has been suppressed for quality reasons – the data is too unreliable for most practical purposes (estimates are outside the 50 percent relative sampling error cut-off point). Numbers may not sum to the totals because a) if individuals reported using more than one service then they were counted in each applicable group and b) the numbers are rounded to the nearest 100.

Symbols:

-E an estimate of nil or zero

--S suppressed

Appendix table 22

Reasons Disabled Adults Did Not Use Career Guidance or Information Services
By age group and sex
 2006

Sex	Age	Did not know these services existed		Did not need them / did not think they could offer anything		Did not feel confident enough to go along to any of these services		Did not want to use any of these services		Other		At least one of these		None of these		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Male	15-24	2,300	16	6,400	46	--S	--S	--S	--S	--S	--S	10,100	72	3,900	28	14,100	100
	25-44	5,700	16	17,000	48	--S	--S	3,000	8	5,300	15	30,300	85	5,400	15	35,600	100
	45-64	10,000	11	48,000	55	--S	--S	7,900	9	15,400	18	80,400	92	7,000	8	87,400	100
	65+	6,500	8	38,100	45	--S	--S	15,600	19	21,300	25	80,700	96	3,500	4	84,300	100
	Total	24,400	11	109,500	49	--S	--S	27,100	12	43,000	19	201,500	91	19,800	9	221,300	100
Female	15-24	--S	--S	2,200	23	--S	--S	--S	--S	--S	--S	6,500	69	2,900	31	9,400	100
	25-44	4,800	14	15,900	47	--S	--S	3,000	9	6,400	19	29,800	89	3,700	11	33,500	100
	45-64	10,100	12	41,100	50	--S	--S	11,000	13	15,000	18	77,000	94	5,200	6	82,200	100
	65+	11,500	12	42,600	43	--S	--S	16,000	16	25,700	26	95,800	96	4,300	4	100,000	100
	Total	28,200	13	101,800	45	--S	--S	31,000	14	48,500	22	209,100	93	16,100	7	225,100	100
Total	15-24	4,100	17	8,600	37	--S	--S	--S	--S	2,300	10	16,600	71	6,800	29	23,500	100
	25-44	10,500	15	32,900	48	--S	--S	6,000	9	11,700	17	60,100	87	9,000	13	69,100	100
	45-64	20,100	12	89,100	53	--S	--S	18,900	11	30,500	18	157,400	93	12,100	7	169,500	100
	65+	18,000	10	80,700	44	--S	--S	31,600	17	47,000	25	176,500	96	7,800	4	184,300	100
	Total	52,600	12	211,300	47	3,200	1	58,100	13	91,500	20	410,600	92	35,800	8	446,400	100

Source: Statistics New Zealand, 2006 Household Disability Survey

Notes: Some of the data has been suppressed for quality reasons – the data is too unreliable for most practical purposes (estimates are outside the 50 percent relative sampling error cut-off point). Numbers may not sum to the totals because a) if individuals reported more than one reason then they were counted in each applicable group and b) the numbers are rounded to the nearest 100.

Symbols:

-E an estimate of nil or zero

--S suppressed