

## **Disability and Education in New Zealand in 2006**

## **Acknowledgements and notes on the data**

This report was prepared by HealthSearch Ltd for the Office for Disability Issues.

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**Published in November 2008 by**

Statistics New Zealand  
Tatauranga Aotearoa  
Wellington, New Zealand  
[www.stats.govt.nz](http://www.stats.govt.nz)

ISBN 978-0-478-31557-8 (online)

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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.<sup>1</sup> This represented 73 percent of the estimated 15,000 disabled children aged under five living in New Zealand households.<sup>2</sup>

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                    |
| <b>Total</b>                 | <b>10,900</b>                | <b>73</b>                        | <b>15,000</b>            |

**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.

<sup>1</sup> 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.

<sup>2</sup> 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.<sup>3</sup>

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.<sup>4,5</sup> This represented 99 percent of the estimated 75,000 disabled children aged 5–14 living in households.

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<sup>3</sup> 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.

<sup>4</sup> 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).

<sup>5</sup> 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                       |
| <b>Total</b>                 | <b>74,400</b>                |

*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.

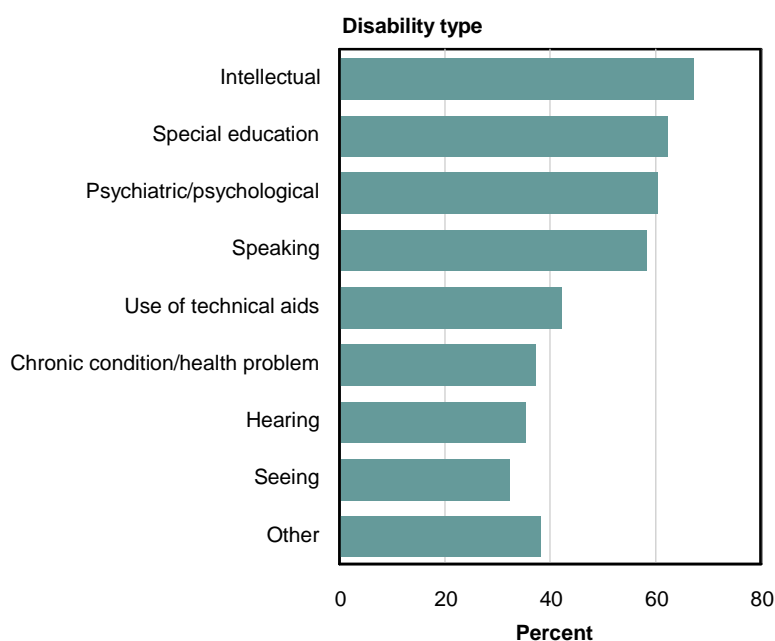
Assessments were mainly carried out by special education or early intervention teachers (who assessed an estimated 1,900 disabled children aged under five), psychologists or paediatricians (1,700), speech-language therapists (1,700) or special education advisors (1,600).

### 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.

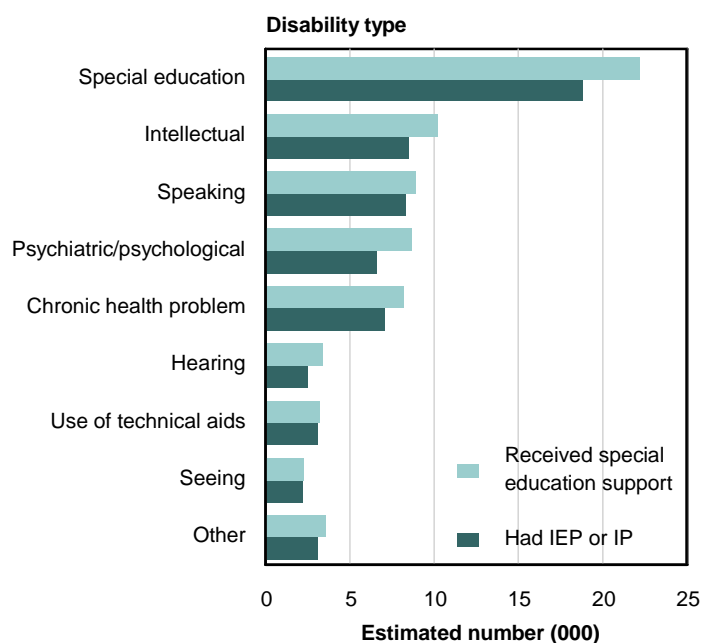
As might be expected from the definition of special education disability, a high number of children aged 0–14 with this type of disability had an IEP or IP (an estimated 18,700 children) – see figure 2.

**Figure 2**

**Disabled Children Who Received Special Education Support  
or Had an IEP<sup>(1)</sup> or IP<sup>(2)</sup>**

*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**.<sup>6</sup>

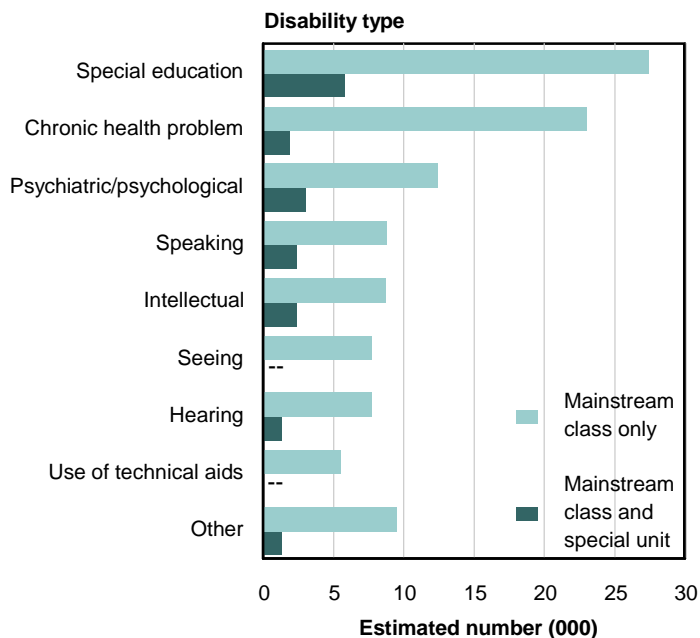
The lowest numbers of disabled children attending only regular mainstream classes were for children aged 5–14 using technical aids and those with hearing or seeing disabilities (see figure 3).

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.

<sup>6</sup> 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.<sup>7</sup> 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).

<sup>7</sup> 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.

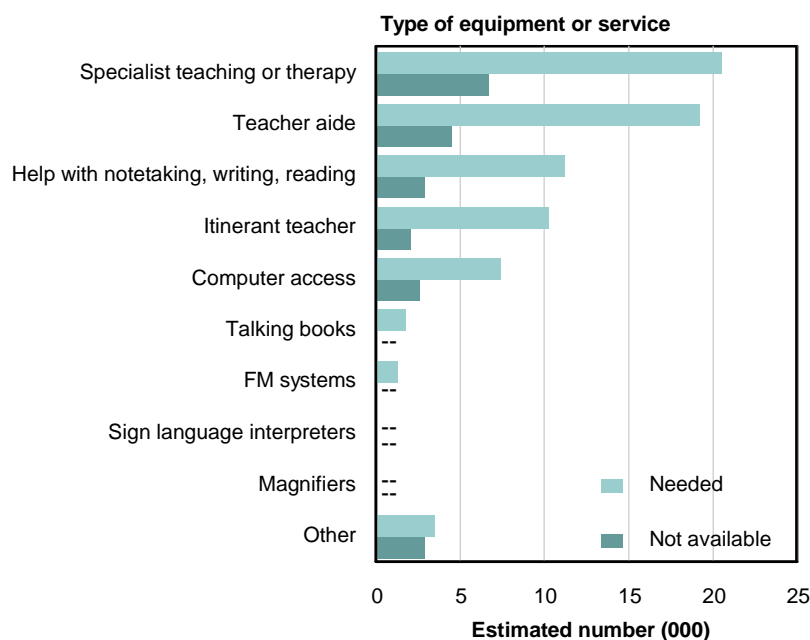
The most common types of support needed were specialist teaching or therapy (needed by an estimated 20,400 children or 27 percent) and teacher aides (19,100 or 25 percent) – see figure 4 and appendix table 7.

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.

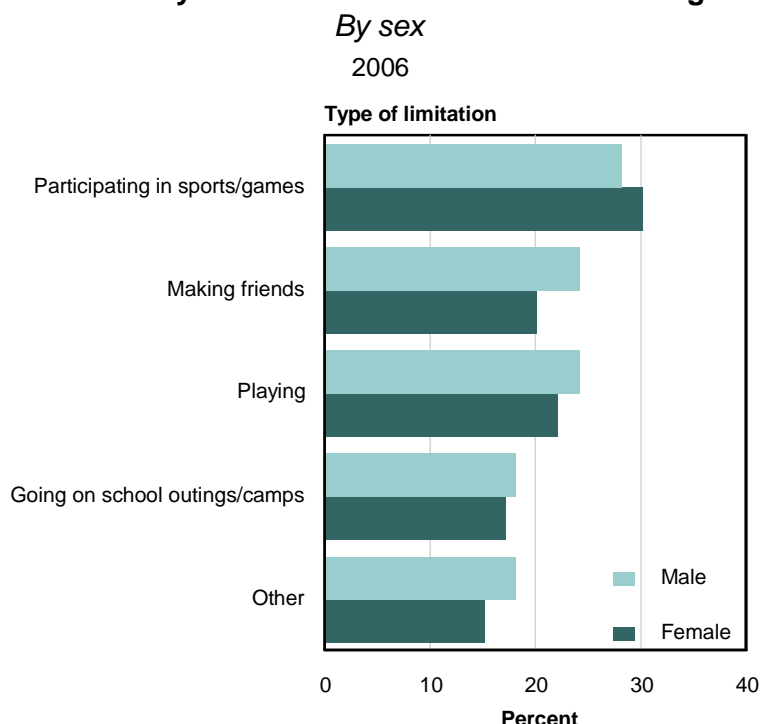
### Children with a learning disability

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.

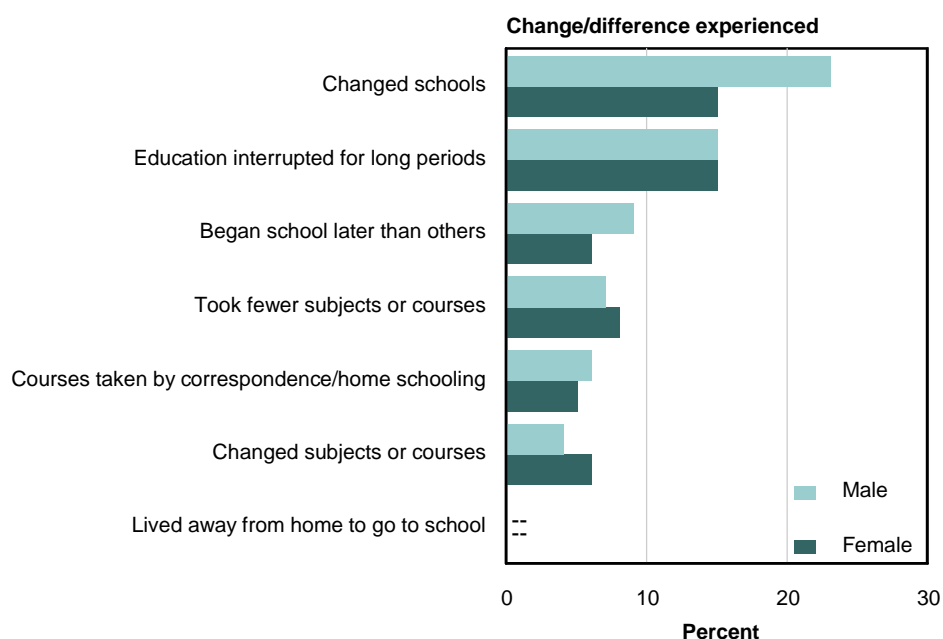
Children using technical aids (35 percent) followed by children with a psychiatric or psychological disability (33 percent), intellectual disability (31 percent) or a speaking disability (30 percent) were more likely to experience limitations when going on school outings or camps than children with other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

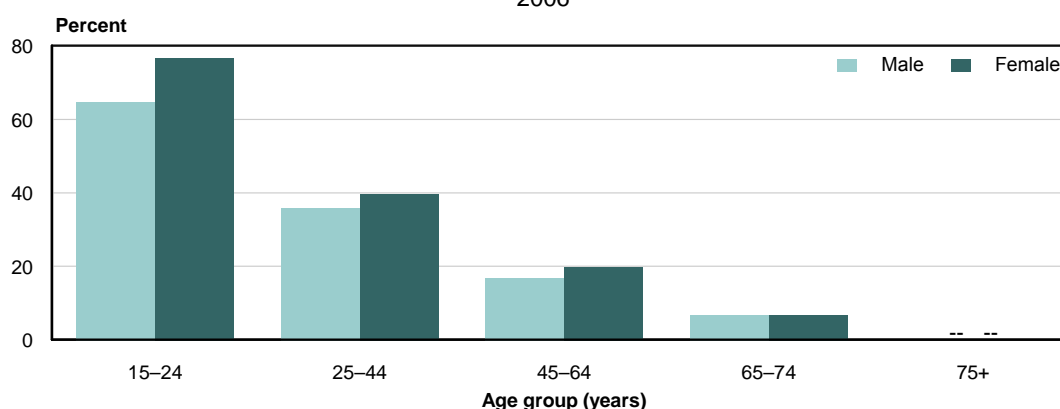
It was rare for older adults who were currently disabled to also have been disabled while in formal education or training. Just 3 percent of disabled adults aged 75 and over reported this to be so. Most disabled adults in the older age groups are likely to have become disabled later in life, some years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

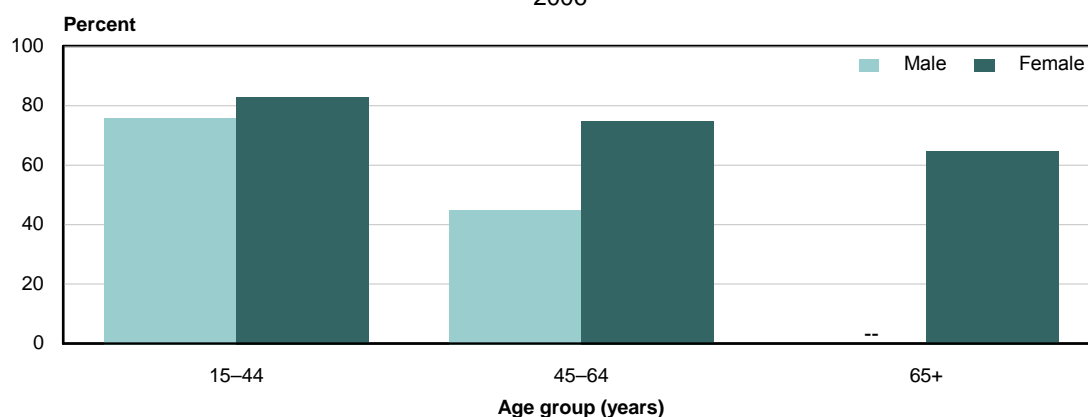
The most common change or difference reported by adults was that their education was interrupted for long periods. Thirty-seven percent of males and 35 percent of females who had a disability during formal education or training reported this experience (see figure 9). An estimated total of 40,300 disabled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

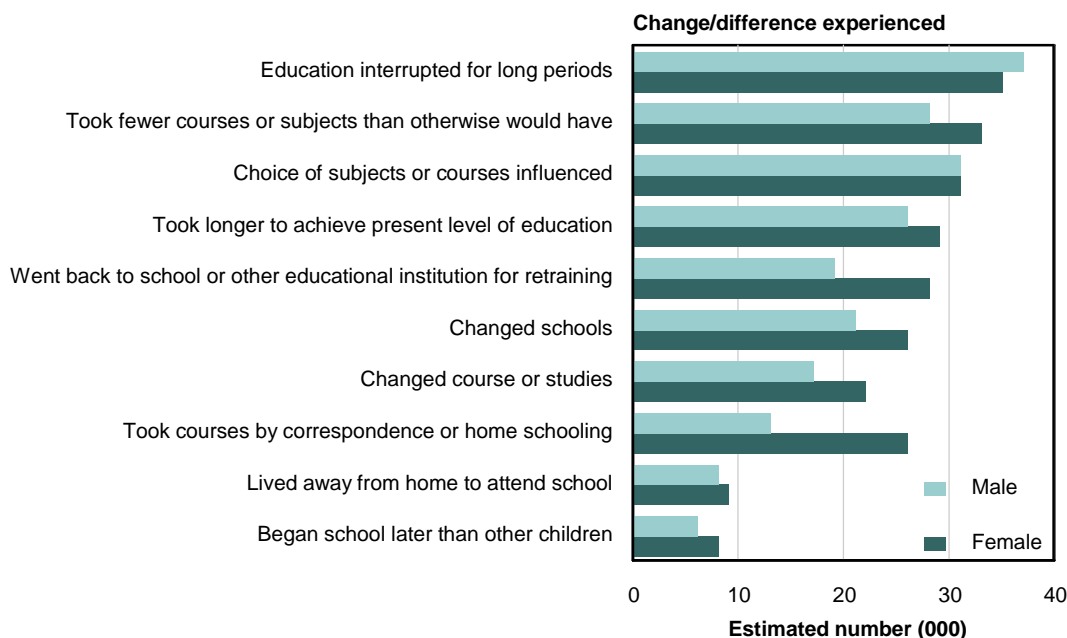
**Symbol:** -- Number too small to report (estimated frequency outside the 50 percent RSE cut-off point).

**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.

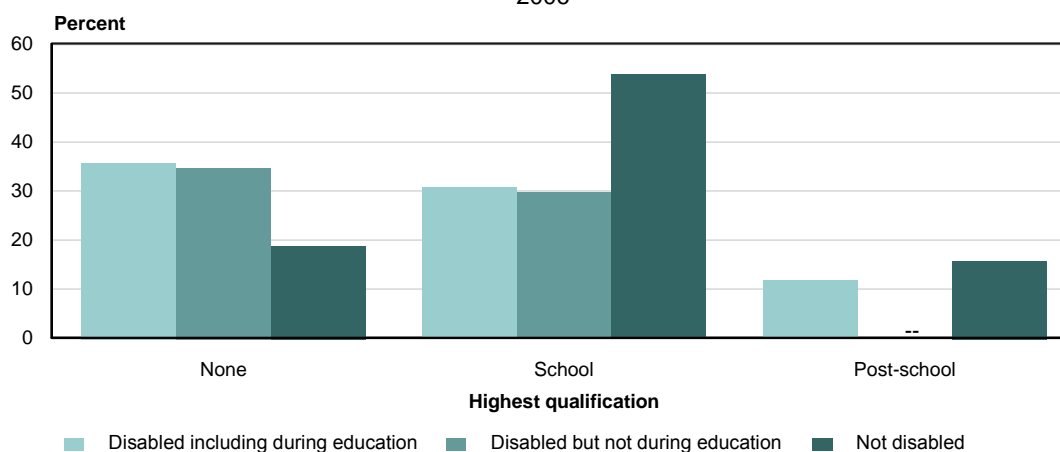
However, the results also support the conclusions of previous studies which indicate the relationship between disability and educational attainment is not simple (Feinstein et al. 2006; National Disability Authority [Ireland] 2008).

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.

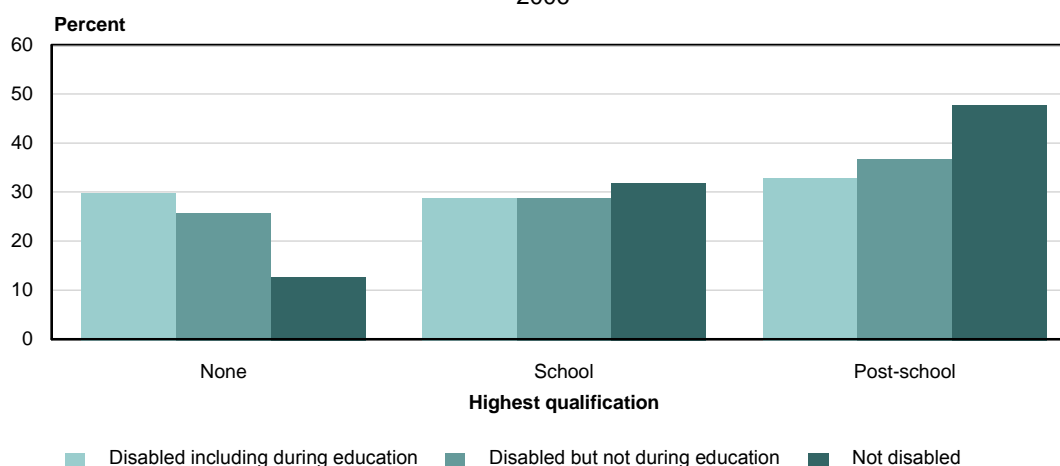
By contrast, just 19 percent of non-disabled young people aged 15–24 had no educational qualifications.

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.

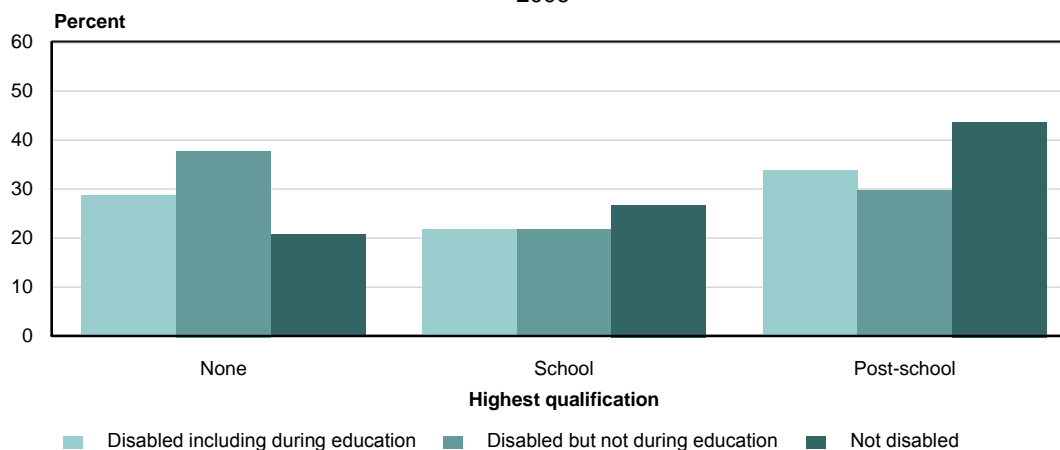
These contrasts in post-school qualification rates were slightly more evident for disabled men than women. For example, just 29 percent of men aged 24–45 who were currently disabled and were also disabled during their formal education had post-school qualifications, compared with 50 percent of those 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.

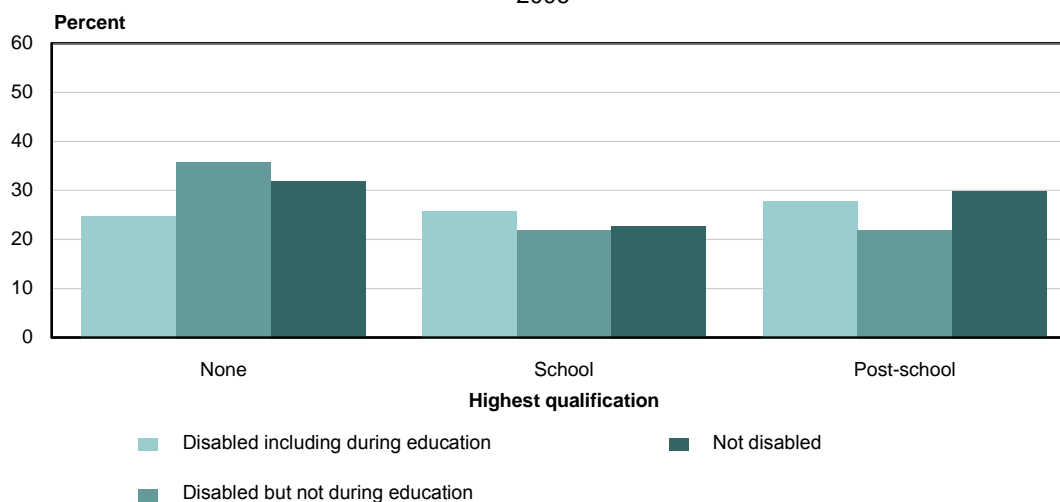
However, at 21 percent, adults aged 45–64 currently not disabled were the least likely to have no school qualifications.

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.<sup>8</sup>

<sup>8</sup> 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.

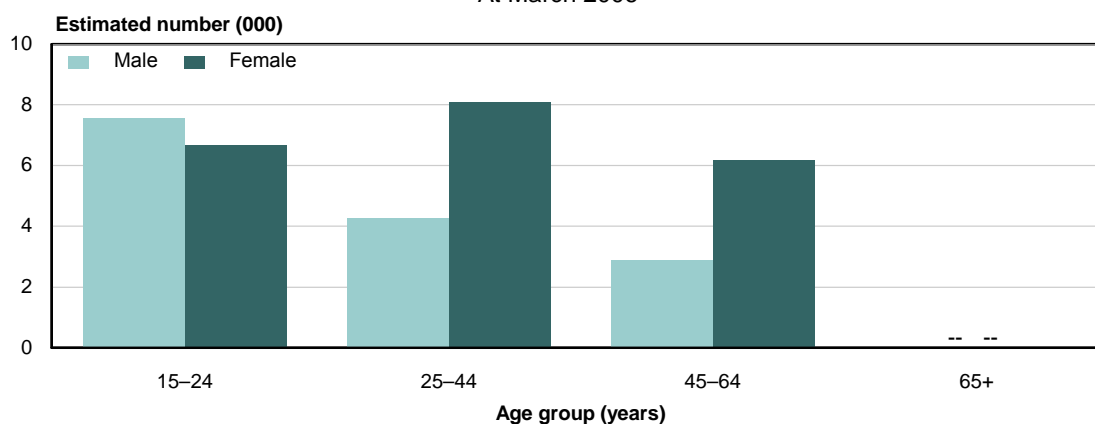
Those aged 25–44 had the second highest number of enrolments at 12,300 (4,300 males and 8,100 females or 11 percent of all disabled adults aged 25–44). Females in this age group (15 percent enrolled) were more likely than the males (8 percent) to be enrolled.

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).



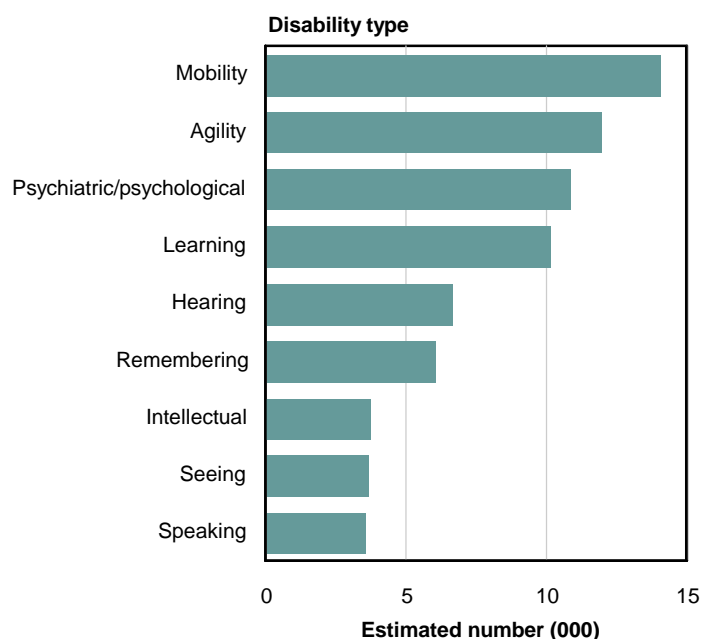
A learning disability was the most common disability type experienced by young people aged 15–24 enrolled in formal education or training. Of the estimated 14,300 disabled people aged 15–24 enrolled in formal education or training, 6,600 or 46 percent had a learning disability, either as their main disability 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.<sup>9 10</sup> This amounted to almost one-third (31 percent) of all disabled adults participating in formal education or training.

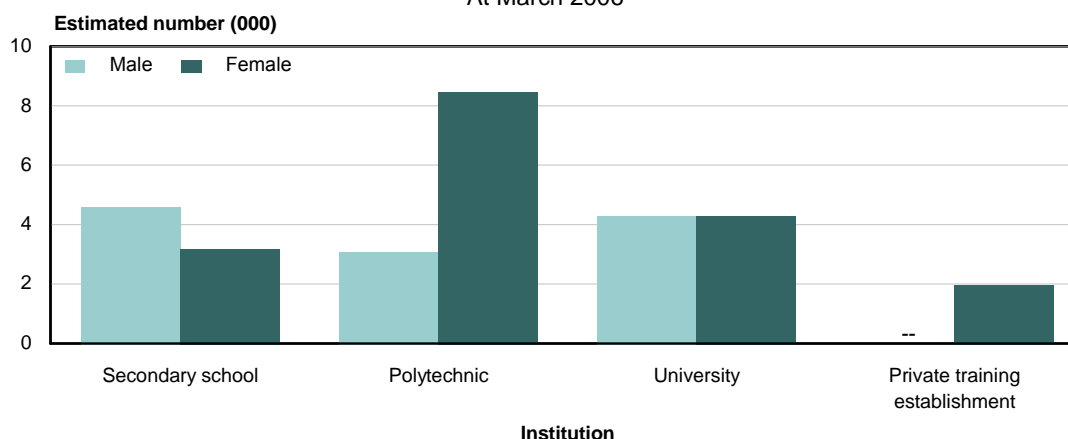
Many more disabled females (8,500) than disabled males (3,100) were enrolled in polytechnics (see figure 16).

**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.<sup>11</sup> 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.<sup>12</sup> This represented 9 percent of all disabled adults in formal education or training (see appendix table 20).

<sup>9</sup> 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).

<sup>10</sup> 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).

<sup>11</sup> 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).

<sup>12</sup> 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).

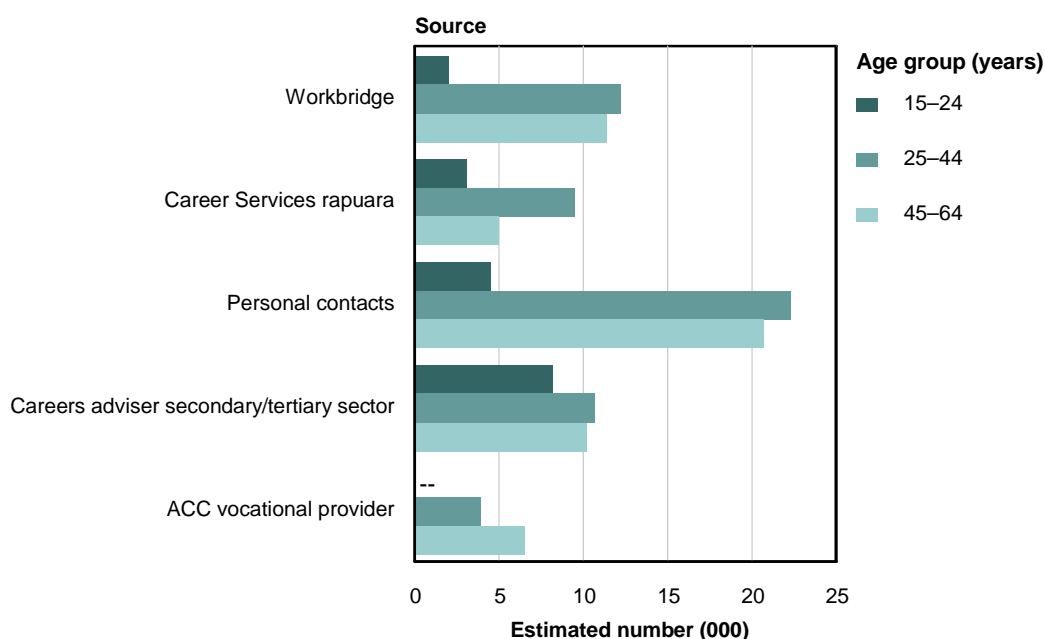
The second most commonly used service or source was careers advisers at schools, polytechnics, universities or other educational institutions. Six percent of disabled adults had used these – an estimated 29,800 adults.

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<sup>(1)</sup>

By single-year age groups

Week ended 5 March 2006

| Age          | Primary/<br>intermediate |           | Area/composite<br>school <sup>(2)</sup> |          | Kura kaupapa<br>Māori |          | Secondary<br>School |           | Special school |          | Home-<br>schooling |          | Correspon-<br>dence school |            | Other type of<br>education |          | At least one<br>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        |
| <b>Total</b> | <b>56,100</b>            | <b>75</b> | <b>6,600</b>                            | <b>9</b> | <b>1,300</b>          | <b>2</b> | <b>13,600</b>       | <b>18</b> | <b>2,100</b>   | <b>3</b> | <b>1,500</b>       | <b>2</b> | <b>--S</b>                 | <b>--S</b> | <b>4,500</b>               | <b>6</b> | <b>74,400</b>            | <b>99</b> | <b>--S</b>    | <b>--S</b> | <b>75,000</b> | <b>100</b> |

(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.           | %          |
| <b>Disability type</b>        |  |           |  |           |                        |          |               |            |
| 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        |
| <b>Total</b>                  | <b>30,100</b>                          | <b>40</b> | <b>43,200</b>                              | <b>58</b> | <b>1,800</b>           | <b>2</b> | <b>75,000</b> | <b>100</b> |
| <b>Disability cause</b>       |  |           |  |           |                        |          |               |            |
| 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        |
| <b>Total</b>                  | <b>30,100</b>                          | <b>40</b> | <b>43,200</b>                              | <b>58</b> | <b>1,800</b>           | <b>2</b> | <b>75,000</b> | <b>100</b> |
| <b>Level of support needs</b> |  |           |  |           |                        |          |               |            |
| 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        |
| <b>Total</b>                  | <b>30,100</b>                          | <b>40</b> | <b>43,200</b>                              | <b>58</b> | <b>1,800</b>           | <b>2</b> | <b>75,000</b> | <b>100</b> |

*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 <sup>(1)</sup> or IP <sup>(2)</sup> |           | 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        |
| <b>Total</b>        | <b>22,100</b>                      | <b>25</b> | <b>18,700</b>                                  | <b>21</b> | <b>27,500</b>             | <b>31</b> | <b>41,000</b>  | <b>46</b> | <b>90,000</b>           | <b>100</b> |
| <b>Sex</b>          |                                    |           |  |           |                           |           |  |           |                         |            |
| 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        |
| <b>Total</b>        | <b>22,100</b>                      | <b>25</b> | <b>18,700</b>                                  | <b>21</b> | <b>27,500</b>             | <b>31</b> | <b>41,000</b>  | <b>46</b> | <b>90,000</b>           | <b>100</b> |
| <b>Ethnic group</b> |                                    |           |  |           |                           |           |  |           |                         |            |
| 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        |
| <b>Total</b>        | <b>22,100</b>                      | <b>25</b> | <b>18,700</b>                                  | <b>21</b> | <b>27,500</b>             | <b>31</b> | <b>41,000</b>  | <b>46</b> | <b>90,000</b>           | <b>100</b> |

*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 <sup>(1)</sup> or IP <sup>(2)</sup> |           | Had a learning disability |           | At least one of these (had a special education disability) |           | Total disabled children |            |
|--|------------------------------------|-----------|--|-----------|---------------------------|-----------|--|-----------|-------------------------|------------|
|  | No.                                | %         | No.  | %         | No.                       | %         | No.  | %         | No.                     | %          |
| <b>Household composition</b>                         |                                    |           |  |           |                           |           |  |           |                         |            |
| 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        |
| <b>Total</b>   | <b>22,100</b>                      | <b>25</b> | <b>18,700</b>                                  | <b>21</b> | <b>27,500</b>             | <b>31</b> | <b>41,000</b>  | <b>46</b> | <b>90,000</b>           | <b>100</b> |
| 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        |
| <b>Total</b>   | <b>22,100</b>                      | <b>25</b> | <b>18,700</b>                                  | <b>21</b> | <b>27,500</b>             | <b>31</b> | <b>41,000</b>  | <b>46</b> | <b>90,000</b>           | <b>100</b> |

(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 <sup>(1)</sup> or IP <sup>(2)</sup> |           | Had a learning disability |           | At least one of these (had a special education disability) |           | Total disabled children |            |
|-------------------------------|------------------------------------|-----------|--|-----------|---------------------------|-----------|--|-----------|-------------------------|------------|
|                               | No.                                | %         | No.  | %         | No.                       | %         | No.  | %         | No.                     | %          |
| <b>Disability type</b>        |                                    |           |  |           |                           |           |  |           |                         |            |
| 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        |
| <b>Total</b>                  | <b>22,100</b>                      | <b>25</b> | <b>18,700</b>                                  | <b>21</b> | <b>27,500</b>             | <b>31</b> | <b>41,000</b>  | <b>46</b> | <b>90,000</b>           | <b>100</b> |
| <b>Disability cause</b>       |                                    |           |  |           |                           |           |  |           |                         |            |
| 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        |
| <b>Total</b>                  | <b>22,100</b>                      | <b>25</b> | <b>18,700</b>                                  | <b>21</b> | <b>27,500</b>             | <b>31</b> | <b>41,000</b>  | <b>46</b> | <b>90,000</b>           | <b>100</b> |
| <b>Level of support needs</b> |                                    |           |  |           |                           |           |  |           |                         |            |
| 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        |
| <b>Total</b>                  | <b>22,100</b>                      | <b>25</b> | <b>18,700</b>                                  | <b>21</b> | <b>27,500</b>             | <b>31</b> | <b>41,000</b>  | <b>46</b> | <b>90,000</b>           | <b>100</b> |

(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.           | %          |
| <b>Disability type</b>        |                            |           |                     |          |                 |          |                        |          |               |            |
| 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        |
| <b>Total</b>                  | <b>62,000</b>              | <b>85</b> | <b>1,500</b>        | <b>2</b> | <b>6,500</b>    | <b>9</b> | <b>2,800</b>           | <b>4</b> | <b>72,700</b> | <b>100</b> |
| <b>Level of support needs</b> |                            |           |                     |          |                 |          |                        |          |               |            |
| 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        |
| <b>Total</b>                  | <b>62,000</b>              | <b>85</b> | <b>1,500</b>        | <b>2</b> | <b>6,500</b>    | <b>9</b> | <b>2,800</b>           | <b>4</b> | <b>72,700</b> | <b>100</b> |

**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) <sup>(1)</sup> |          | Previous attendance at special school <sup>(2)*</sup> |          |
|-------------------------------|---|----------|---|----------|
|                               | No.   | %        | No.   | %        |
| <b>Disability type</b>        |   |          |   |          |
| 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      |
| <b>Total</b>                  | <b>2,100</b>  | <b>3</b> | <b>3,200</b>  | <b>4</b> |
| <b>Level of support needs</b> |   |          |   |          |
| Low support needs             | -E  | -E       | -E  | -E       |
| Medium support needs          | --S   | --S      | 2,000   | 6        |
| High support needs            | 1,300   | 12       | --S   | --S      |
| <b>Total</b>                  | <b>2,100</b>  | <b>3</b> | <b>3,200</b>  | <b>4</b> |

(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        |
| <b>Total</b>               | <b>11,100</b>                    | <b>15</b> | <b>10,200</b>     | <b>14</b> | <b>19,100</b> | <b>25</b> | <b>20,400</b>                  | <b>27</b> | <b>7,300</b>    | <b>10</b> | <b>--S</b> | <b>--S</b> | <b>1,700</b>  | <b>2</b> | <b>--S</b>                 | <b>--S</b> | <b>1,200</b> | <b>2</b> | <b>3,400</b> | <b>5</b> | <b>30,400</b>         | <b>40</b> | <b>75,000</b> | <b>100</b> |

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      |
| <b>Total</b>              | <b>11,100</b>                    | <b>15</b> | <b>10,200</b>     | <b>14</b> | <b>19,100</b> | <b>25</b> | <b>20,400</b>                  | <b>27</b> | <b>7,300</b>    | <b>10</b> | <b>--S</b> | <b>--S</b> | <b>1,700</b>  | <b>2</b> | <b>--S</b>                 | <b>--S</b> | <b>1,200</b> | <b>2</b> | <b>3,400</b> | <b>5</b> |

**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.           | %          |
| <b>Disability type</b>        |               |           |              |          |                                       |            |                        |            |               |            |
| 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        |
| <b>Total</b>                  | <b>69,100</b> | <b>92</b> | <b>4,700</b> | <b>6</b> | <b>--S</b>                            | <b>--S</b> | <b>--S</b>             | <b>--S</b> | <b>75,000</b> | <b>100</b> |
| <b>Level of support needs</b> |               |           |              |          |                                       |            |                        |            |               |            |
| 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        |
| <b>Total</b>                  | <b>69,100</b> | <b>92</b> | <b>4,700</b> | <b>6</b> | <b>--S</b>                            | <b>--S</b> | <b>--S</b>             | <b>--S</b> | <b>75,000</b> | <b>100</b> |

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.           | %          |
| <b>Sex</b>                    |                               |           |               |           |                |           |                               |           |               |           |                       |           |               |            |
| 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        |
| <b>Total</b>                  | <b>21,000</b>                 | <b>29</b> | <b>17,200</b> | <b>24</b> | <b>16,500</b>  | <b>23</b> | <b>12,500</b>                 | <b>17</b> | <b>12,400</b> | <b>17</b> | <b>33,200</b>         | <b>46</b> | <b>72,700</b> | <b>100</b> |
| <b>Disability type</b>        |                               |           |               |           |                |           |                               |           |               |           |                       |           |               |            |
| 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        |
| <b>Total</b>                  | <b>21,000</b>                 | <b>29</b> | <b>17,200</b> | <b>24</b> | <b>16,500</b>  | <b>23</b> | <b>12,500</b>                 | <b>17</b> | <b>12,400</b> | <b>17</b> | <b>33,200</b>         | <b>46</b> | <b>72,700</b> | <b>100</b> |
| <b>Level of support needs</b> |                               |           |               |           |                |           |                               |           |               |           |                       |           |               |            |
| 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        |
| <b>Total</b>                  | <b>21,000</b>                 | <b>29</b> | <b>17,200</b> | <b>24</b> | <b>16,500</b>  | <b>23</b> | <b>12,500</b>                 | <b>17</b> | <b>12,400</b> | <b>17</b> | <b>33,200</b>         | <b>46</b> | <b>72,700</b> | <b>100</b> |

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.                            | %        |
| <b>Sex</b>                    |                                |          |  |           |                 |           |                             |          |                                |          |
| 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        |
| <b>Total</b>                  | <b>5,700</b>                   | <b>8</b> | <b>11,100</b>                          | <b>15</b> | <b>14,800</b>   | <b>20</b> | <b>3,500</b>                | <b>5</b> | <b>5,500</b>                   | <b>7</b> |
| <b>Disability type</b>        |                                |          |  |           |                 |           |                             |          |                                |          |
| 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       |
| <b>Total</b>                  | <b>5,700</b>                   | <b>8</b> | <b>11,100</b>                          | <b>15</b> | <b>14,800</b>   | <b>20</b> | <b>3,500</b>                | <b>5</b> | <b>5,500</b>                   | <b>7</b> |
| <b>Level of support needs</b> |                                |          |  |           |                 |           |                             |          |                                |          |
| 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       |
| <b>Total</b>                  | <b>5,700</b>                   | <b>8</b> | <b>11,100</b>                          | <b>15</b> | <b>14,800</b>   | <b>20</b> | <b>3,500</b>                | <b>5</b> | <b>5,500</b>                   | <b>7</b> |

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/<br>home-schooling |          | Lived away from<br>home to go to school |          | At least one of these |           | Total         |            |
|-------------------------------|--|----------|---|----------|-----------------------|-----------|---------------|------------|
|                               | No.  | %        | No.                                     | %        | No.                   | %         | No.           | %          |
| <b>Sex</b>                    | -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        |
| <b>Total</b>                  | <b>4,400</b>                                       | <b>6</b> | <b>1,800</b>                            | <b>2</b> | <b>28,700</b>         | <b>38</b> | <b>75,000</b> | <b>100</b> |
| <b>Disability type</b>        | -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        |
| <b>Total</b>                  | <b>4,400</b>                                       | <b>6</b> | <b>1,800</b>                            | <b>2</b> | <b>28,700</b>         | <b>38</b> | <b>75,000</b> | <b>100</b> |
| <b>Level of support needs</b> | -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        |
| <b>Total</b>                  | <b>4,400</b>                                       | <b>6</b> | <b>1,800</b>                            | <b>2</b> | <b>28,700</b>         | <b>38</b> | <b>75,000</b> | <b>100</b> |

**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.      | %              |
| <b>Male</b>   | 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            |
|               | <b>Total</b> |  | <b>53,600</b>  | <b>20</b>                                       | <b>203,700</b> | <b>77</b>                           | <b>2,200</b> | <b>1</b>               | <b>5,400</b>  | <b>2</b> | <b>264,900</b> |
| <b>Female</b> | 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            |
|               | <b>Total</b> |  | <b>57,300</b>  | <b>21</b>                                       | <b>209,800</b> | <b>76</b>                           | <b>2,100</b> | <b>1</b>               | <b>5,100</b>  | <b>2</b> | <b>274,300</b> |
| <b>Total</b>  | 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            |
|               | <b>Total</b> |  | <b>110,900</b> | <b>21</b>                                       | <b>413,600</b> | <b>77</b>                           | <b>4,300</b> | <b>1</b>               | <b>10,500</b> | <b>2</b> | <b>539,200</b> |

**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.   | %         |
| <b>Male</b>   | 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       |
|               | <b>Total</b> | <b>19,900</b>                                  | <b>37</b> | <b>16,500</b>                            | <b>31</b> | <b>9,000</b>              | <b>17</b> | <b>15,200</b>   | <b>28</b> | <b>7,200</b>                                     | <b>13</b> | <b>10,200</b>   | <b>19</b> |
| <b>Female</b> | 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        |
|               | <b>Total</b> | <b>20,300</b>                                  | <b>35</b> | <b>17,800</b>                            | <b>31</b> | <b>12,700</b>             | <b>22</b> | <b>18,700</b>   | <b>33</b> | <b>14,900</b>                                    | <b>26</b> | <b>16,000</b>   | <b>28</b> |
| <b>Total</b>  | 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       |
|               | <b>Total</b> | <b>40,300</b>                                  | <b>36</b> | <b>34,300</b>                            | <b>31</b> | <b>21,600</b>             | <b>20</b> | <b>34,000</b>   | <b>31</b> | <b>22,100</b>                                    | <b>20</b> | <b>26,200</b>   | <b>24</b> |

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

|               |              | 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 |            |
|---------------|--------------|--|----------|-----------------|-----------|---------------------------------------|----------|---|-----------|-------------------------------|-----------|--|------------|
| Sex           | Age          | No.                                    | %        | No.             | %         | No.                                   | %        | No.   | %         | No.                           | %         | No.  | %          |
| <b>Male</b>   | 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        |
|               | <b>Total</b> | <b>3,400</b>                           | <b>6</b> | <b>11,000</b>   | <b>21</b> | <b>4,100</b>                          | <b>8</b> | <b>13,800</b>                                     | <b>26</b> | <b>34,100</b>                 | <b>64</b> | <b>53,600</b>  | <b>100</b> |
| <b>Female</b> | 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        |
|               | <b>Total</b> | <b>4,700</b>                           | <b>8</b> | <b>15,100</b>   | <b>26</b> | <b>5,200</b>                          | <b>9</b> | <b>16,600</b>                                     | <b>29</b> | <b>44,000</b>                 | <b>77</b> | <b>57,300</b>  | <b>100</b> |
| <b>Total</b>  | 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        |
|               | <b>Total</b> | <b>8,200</b>                           | <b>7</b> | <b>26,100</b>   | <b>24</b> | <b>9,200</b>                          | <b>8</b> | <b>30,400</b>                                     | <b>27</b> | <b>78,100</b>                 | <b>70</b> | <b>110,900</b>   | <b>100</b> |

*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      |
| <b>Total</b> | <b>34,100</b> | <b>64</b> | <b>44,000</b> | <b>77</b> | <b>78,100</b> | <b>70</b> |

**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        |
| <b>Total</b>    | <b>34,100</b> | <b>64</b> | <b>44,000</b> | <b>77</b> | <b>78,100</b> | <b>70</b> |

*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 %    |
| <b>Male</b>   |                               |                         |                             |                          |            |  |                         |                             |                          |            |
| 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        |
| <b>Total</b>  | <b>19</b>                     | <b>31</b>               | <b>41</b>                   | <b>9</b>                 | <b>100</b> | <b>33</b>  | <b>20</b>               | <b>34</b>                   | <b>13</b>                | <b>100</b> |
| <b>Female</b> |                               |                         |                             |                          |            |  |                         |                             |                          |            |
| 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        |
| <b>Total</b>  | <b>19</b>                     | <b>36</b>               | <b>37</b>                   | <b>9</b>                 | <b>100</b> | <b>38</b>  | <b>26</b>               | <b>21</b>                   | <b>15</b>                | <b>100</b> |
| <b>Total</b>  |                               |                         |                             |                          |            |  |                         |                             |                          |            |
| 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        |
| <b>Total</b>  | <b>19</b>                     | <b>33</b>               | <b>39</b>                   | <b>9</b>                 | <b>100</b> | <b>35</b>  | <b>23</b>               | <b>27</b>                   | <b>14</b>                | <b>100</b> |

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 %    |
| <b>Male</b>   |  |                         |                             |                          |            |   |                         |                             |                          |            |
| 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        |
| <b>Total</b>  | <b>35</b>  | <b>23</b>               | <b>24</b>                   | <b>18</b>                | <b>100</b> | <b>55</b>                                 | <b>--S</b>              | <b>--S</b>                  | <b>--S</b>               | <b>100</b> |
| <b>Female</b> |  |                         |                             |                          |            |   |                         |                             |                          |            |
| 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        |
| <b>Total</b>  | <b>27</b>  | <b>31</b>               | <b>32</b>                   | <b>10</b>                | <b>100</b> | <b>43</b>                                 | <b>--S</b>              | <b>--S</b>                  | <b>29</b>                | <b>100</b> |
| <b>Total</b>  |  |                         |                             |                          |            |   |                         |                             |                          |            |
| 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        |
| <b>Total</b>  | <b>31</b>  | <b>27</b>               | <b>28</b>                   | <b>14</b>                | <b>100</b> | <b>49</b>                                 | <b>20</b>               | <b>--S</b>                  | <b>21</b>                | <b>100</b> |

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 % |            |
| <b>Male</b>   |                    |                         |                             |                          |            |
| 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        |
| <b>Total</b>  | <b>34</b>          | <b>21</b>               | <b>31</b>                   | <b>14</b>                | <b>100</b> |
| <b>Female</b> |                    |                         |                             |                          |            |
| 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        |
| <b>Total</b>  | <b>36</b>          | <b>27</b>               | <b>23</b>                   | <b>15</b>                | <b>100</b> |
| <b>Total</b>  |                    |                         |                             |                          |            |
| 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        |
| <b>Total</b>  | <b>35</b>          | <b>24</b>               | <b>27</b>                   | <b>14</b>                | <b>100</b> |

**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.      | %              |
| <b>Male</b>   | 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            |
|               | <b>Total</b> |                       | <b>15,300</b> | <b>6</b>     | <b>244,200</b> | <b>92</b>              | <b>5,400</b>  | <b>2</b> | <b>264,900</b> |
| <b>Female</b> | 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            |
|               | <b>Total</b> |                       | <b>22,500</b> | <b>8</b>     | <b>246,400</b> | <b>90</b>              | <b>5,400</b>  | <b>2</b> | <b>274,300</b> |
| <b>Total</b>  | 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            |
|               | <b>Total</b> |                       | <b>37,800</b> | <b>7</b>     | <b>490,600</b> | <b>91</b>              | <b>10,800</b> | <b>2</b> | <b>539,200</b> |

**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        |
| <b>Total</b>                 | <b>37,800</b> | <b>7</b> | <b>490,600</b> | <b>91</b> | <b>10,800</b>          | <b>2</b> | <b>539,200</b> | <b>100</b> |

*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         |
| <b>Total</b>                 | <b>14,300</b>     | <b>100</b> | <b>12,300</b> | <b>100</b> | <b>9,100</b> | <b>100</b> | <b>2,100</b> | <b>100</b> | <b>37,800</b> | <b>100</b> |

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         |
|        | <b>Total</b> | <b>4,600</b>     | <b>30</b> | <b>3,100</b>  | <b>20</b> | <b>4,300</b> | <b>28</b> | <b>--S</b>                     | <b>--S</b> | <b>--S</b>           | <b>--S</b> | <b>--S</b>     | <b>--S</b> |
| 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         |
|        | <b>Total</b> | <b>3,200</b>     | <b>14</b> | <b>8,500</b>  | <b>38</b> | <b>4,300</b> | <b>19</b> | <b>2,000</b>                   | <b>9</b>   | <b>--S</b>           | <b>--S</b> | <b>--S</b>     | <b>--S</b> |
| 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         |
|        | <b>Total</b> | <b>7,800</b>     | <b>21</b> | <b>11,600</b> | <b>31</b> | <b>8,600</b> | <b>23</b> | <b>3,500</b>                   | <b>9</b>   | <b>--S</b>           | <b>--S</b> | <b>--S</b>     | <b>--S</b> |

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.        | %             |
| <b>Male</b>   | 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           |
|               | <b>Total</b> |                       | <b>--S</b> | <b>--S</b>     | <b>--S</b> | <b>--S</b> | <b>--S</b>   | <b>--S</b>              | <b>-E</b>  | <b>-E</b>  | <b>15,300</b> |
| <b>Female</b> | 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           |
|               | <b>Total</b> |                       | <b>--S</b> | <b>--S</b>     | <b>--S</b> | <b>--S</b> | <b>2,700</b> | <b>12</b>               | <b>--S</b> | <b>--S</b> | <b>22,500</b> |
| <b>Total</b>  | 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           |
|               | <b>Total</b> |                       | <b>--S</b> | <b>--S</b>     | <b>--S</b> | <b>--S</b> | <b>4,100</b> | <b>11</b>               | <b>--S</b> | <b>--S</b> | <b>37,800</b> |

**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<br>(formerly Vocational<br>Guidance Service) |          | Personal contacts |           | Careers adviser at<br>school, polytech,<br>university or other<br>educational institution |          | Ministry of Education –<br>Group Special Education,<br>(formerly Specialist<br>Education Service) |            |
|---------------|--------------|---------------|----------|--|----------|-------------------|-----------|---|----------|---|------------|
|               |              | No.           | %        | No.  | %        | No.               | %         | No.   | %        | No.   | %          |
| <b>Male</b>   | 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        |
|               | <b>Total</b> | <b>12,900</b> | <b>5</b> | <b>6,300</b>   | <b>2</b> | <b>23,900</b>     | <b>9</b>  | <b>12,300</b>   | <b>5</b> | <b>--S</b>  | <b>--S</b> |
| <b>Female</b> | 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        |
|               | <b>Total</b> | <b>13,200</b> | <b>5</b> | <b>11,400</b>  | <b>4</b> | <b>26,600</b>     | <b>10</b> | <b>17,400</b>   | <b>6</b> | <b>2,800</b>  | <b>1</b>   |
| <b>Total</b>  | 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        |
|               | <b>Total</b> | <b>26,100</b> | <b>5</b> | <b>17,800</b>  | <b>3</b> | <b>50,500</b>     | <b>9</b>  | <b>29,800</b>   | <b>6</b> | <b>4,500</b>  | <b>1</b>   |

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.       | %              |
| <b>Male</b>   | 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            |
|               | <b>Total</b> |                   | <b>--S</b> | <b>--S</b>              | <b>5,800</b>  | <b>2</b> | <b>12,600</b> | <b>5</b>              | <b>43,600</b> | <b>16</b>     | <b>221,300</b> | <b>84</b> | <b>264,900</b> |
| <b>Female</b> | 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            |
|               | <b>Total</b> |                   | <b>--S</b> | <b>--S</b>              | <b>5,000</b>  | <b>2</b> | <b>16,400</b> | <b>6</b>              | <b>49,200</b> | <b>18</b>     | <b>225,100</b> | <b>82</b> | <b>274,300</b> |
| <b>Total</b>  | 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            |
|               | <b>Total</b> |                   | <b>--S</b> | <b>--S</b>              | <b>10,800</b> | <b>2</b> | <b>29,000</b> | <b>5</b>              | <b>92,800</b> | <b>17</b>     | <b>446,400</b> | <b>83</b> | <b>539,200</b> |

**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        |
|        | <b>Total</b> | <b>24,400</b>                       | <b>11</b> | <b>109,500</b>  | <b>49</b> | <b>--S</b>   | <b>--S</b> | <b>27,100</b>                             | <b>12</b> | <b>43,000</b> | <b>19</b> | <b>201,500</b>        | <b>91</b> | <b>19,800</b> | <b>9</b> | <b>221,300</b> | <b>100</b> |
| 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        |
|        | <b>Total</b> | <b>28,200</b>                       | <b>13</b> | <b>101,800</b>  | <b>45</b> | <b>--S</b>   | <b>--S</b> | <b>31,000</b>                             | <b>14</b> | <b>48,500</b> | <b>22</b> | <b>209,100</b>        | <b>93</b> | <b>16,100</b> | <b>7</b> | <b>225,100</b> | <b>100</b> |
| 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        |
|        | <b>Total</b> | <b>52,600</b>                       | <b>12</b> | <b>211,300</b>  | <b>47</b> | <b>3,200</b>   | <b>1</b>   | <b>58,100</b>                             | <b>13</b> | <b>91,500</b> | <b>20</b> | <b>410,600</b>        | <b>92</b> | <b>35,800</b> | <b>8</b> | <b>446,400</b> | <b>100</b> |

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