

DRAFT DISABILITY STRATEGY DISCUSSION
1 SEPTEMBER 2025

>>Juliana Carvalho: We are good to start, Rebekah, when you are ready.

>>Rebekah Graham: Thanks, Juliana. I was just making sure everyone was able to get into the room. It looks like everyone's here now.

Kia ora koutou. Welcome to our zoom feedback session on the New Zealand Disability Strategy. My name is Rebekah Graham, and it is my absolute pleasure to host this meeting. I'm very delighted to help create some space where we can come together and have some discussions, and together create some feedback. So kia ora, thank you so much for being here.

I am also the Access Matters co-chair. So certainly happy to help serve in this regard, and really delighted to be working alongside disabled people's --

>>Ollie Goulden: Your audio cut out for a sec.

>>Rebekah Graham: That's all right; I'm back now. Woo-hoo! I think what I was saying was: Great to be here and great to be working alongside Disabled Persons Assembly and Enabling Good Lives. And thank you to Whaikaha for their support as well. Really appreciate it.

Before we formally begin, just a couple of housekeeping notes, or gentle suggestions. Firstly, live captions are available. You can turn them on or off by clicking on the "CC show captions" button on your Zoom tool bar.

In order to help reduce background noise when we are all together, because there are currently 63 of us, please keep your microphone on mute. Unless of course you are speaking, in which case unmute yourself.

When we go into the breakout rooms, we are requesting that people do turn on their videos when we go into the breakout room so we can see who each other is. The breakout rooms will not be recorded. So only this main session where we are all in together, these sessions are recorded, and of course you are welcome to have your camera on or off as suits. It's more just the etiquette as we go into the breakout so that we know who else is there. And these will be facilitated by our fabulous team of facilitators.

In order to accommodate everybody, really conscious that we need to speak at a speed which is accessible. If you are like me you probably tend to talk really fast. So, if that's you, if you are a fast talker, do slow it down a little. That would be really awesome. We will really appreciate that.

Also, it is handy for those of us on the call, when you are speaking, to say your name first. And that just helps orient us, both as facilitators, but also for those of us who may not necessarily be able to tell who's speaking. If you are able to say, "it's Rebekah here", and then go onto what you want to say, that would be fabulous, thank you.

We will have some short breaks built in. So you can have a cup of tea, go stretch your legs, have a break from the screen. Just keeps our minds fresh and helps us, with this longer session, to be able to all stay on task.

And of course, as always, really this is a respectful space where we value each other's time and we value each other's contributions, and we do our best to support and encourage each other, and also to share openly and honestly ourselves. So, kia ora.

I have a karakia to formally open and bring us into this space. A karakia is one way of just shifting the space and the energy in the room, bringing us into the kaupapa and what we are doing today. He karakia: Ngā mihi o te rā, ki te whānau e huihui nei, kia tau te rangimārie, kia whakatapu a tātou, me ngā mea, e whakaponono ana tātou. Haumi e, hui e, tāiki e. And in English: Greetings of the day to the family and whānau who are gathered here, let peace be with us all and may we respect each other and what we believe.

Kia ora. I will now, having introduced myself and set the tone for the meeting, get the co-facilitators of this workshop to introduce themselves so you know who is here and you know who is going to be facilitating in the different breakout rooms. Helena, you are up first.

>>Helena Tuteao: Kia ora, thank you, Rebekah. Ko Taupiri te maunga, ko Waikato te awa, ko Ngāti Mahuta te hapū, ko Tainui te iwi. My name is Helena Tuteao, and it is great to be here today to help facilitate the discussion. I am joining today from the beautiful Kirikiriroa Hamilton, and I will be one of your facilitators. Kia ora.

>>Rebekah Graham: Thanks, Helena. Ollie, all yours.

>>Ollie Goulden: Kia ora koutou, my name is Ollie Goulden, I am a disabled man, I live in Kirikiriroa Hamilton. It's a beautiful day here today. Yeah, I also serve on the National Enabling Good Lives leadership group and I will be one of your facilitators today. Kia ora.

>>Rebekah Graham: Thanks, Ollie. Next we have Mojo.

>>Mojo Mathers: Mōrena, ko Mojo Mathers ahau. I'm Mojo Mathers, I'm Chief Executive for the Disabled Persons Assembly. I am joining you all from South Canterbury, and it is a beautiful sunny day outside. I am delighted to be here and looking forward to the conversation. I am also one of your facilitators.

>>Rebekah Graham: Thanks, Mojo. Pip, you are up.

>>Pip Townsend: Kia ora, is my video on?

>>Rebekah Graham: No! It's disappeared. Here you are!

>>Pip Townsend: Here I am, apologies.

Kia ora tātou. Ko Pip tōku ingoa, ko Pip Townsend. I am joining you today from Whanganui a Tara today, in Wellington. I am the communications adviser at - engagement adviser at DPA, at Disabled Persons Assembly. And I am really looking forward to hearing what people have to share with us today. I am one of your facilitators as well. Thank you.

>>Rebekah Graham: Thanks, Pip. Kia ora, Patti.

>>Patti Poa: Kia ora. Tēnā tātou katoa. Nō Ngāpuhi Nui Tonu ahau, he uri ahau o Ngāti Hine, Ngāti Wai me te Ngāti Rehia, he Kaiwhakahaere i tēnei kaupapa i te tautoko i te mahi o Access Matters. Nō reira, kia ora mai tātou katoa. So my name is Patti and I am one of the facilitators in support of the work that Access Matters is doing today. Nga mihi nu nui.

>>Rebekah Graham: Thanks, Patti. Chris.

>>Chris Ford: Kia ora, Chris Ford, policy adviser, Disabled Persons Assembly. I am based in Ōtepoti Dunedin. I am pleased to be here today to facilitate one of the groups and I am looking forward to the kōrero on the New Zealand Disability Strategy. Kia ora.

>>Rebekah Graham: Thanks, Chris. And rounding out our all-star facilitation team, Mark.

>>Mark Benjamin: Kia ora koutou, Mark Benjamin. I'm with the Enabling Good Lives national leadership group, and will be joining some of you in one of the breakout rooms. Thank you so much for creating the time to be part of this forum. Kia ora.

>>Rebekah Graham: Kia ora, thanks team. What we are going to do now is we are going to move into an overview of the strategy. There is a lot that we could say, but in order to keep it quite tight and quite focused, we are going to cover the vision, the principles, the core-cutting components, and then we are going to move straight into each of the action areas and cover those. That will take us about 20 minutes.

It's quite text heavy, so I do apologise for that well in advance. And as I am moving through the slides and talking about what's in the disability strategy, we would like you to think about what you agree with, what you don't agree with, what you like, what you think is missing, what changes you think need to be happening.

And then as we go into the breakout rooms, there will be time there to discuss that in more detail. And after we have our first breakout room, we will be coming back, our facilitators will share what was discussed, sort of give a summary. And then we will have another breakout room to discuss the rest of it.

So we have tried to time it that way, so there's time to think about it and consider it. And also it means that we are moving through it, too, fairly quickly. So if we don't capture anything, or if you think later, "Oh, I wish I had said this or that", you can still either

contact the team, or you can do the survey that Whaikaha have prepared as well. So lots of different ways to share and consider how you might like to give input.

So I'm going to share my slides now. So the slides are provided by Whaikaha. Thank you, Whaikaha, for having these available.

Here we are starting with our first slide, The draft New Zealand Disability Strategy 2026 to 2030.

The proposed vision: The vision describes the future disabled people want to see through the strategy. The proposed vision for the New Zealand Disability Strategy is:

New Zealand is an accessible and equitable society for disabled people and their whānau - a place where all disabled people thrive, lead and participate in all aspects of life.

Proposed principles: The New Zealand Disability Draft Strategy has seven proposed principles. The principles are the key values, ideas and commitments that underpin this strategy. The principles are: Accessibility; choice and control; equity, cultural inclusion and intersectionality; human rights; participation and inclusion; respect and dignity; The Treaty of Waitangi/Te Tiriti o Waitangi.

In the draft strategy there's further explanation of each of these. We can provide that for you if you like, and all the facilitators have a wider description from the Disability Strategy.

Cross-cutting themes. There are three key cross-cutting themes that have emerged from the five priority outcome areas. These three cross-cutting themes are: accessibility, data and workforce.

Again, there is more information about what each of those mean within the Disability Strategy itself, and if in the breakout rooms you would like that, we can provide you either with a link or explain it.

The five priority outcome areas. These are: Education, employment, health, housing and justice. These priority outcome areas were determined by the minister ahead of the strategy refresh.

In determining the outcome areas, and also in deciding the action points, after the minister had determined the priority outcome areas, there was a setup of working groups. And these groups discussed what they thought were good action points.

Their recommended action points then went to the ministerial disability leadership group. The ministerial disability leadership group is the group of key ministers in the government. They reviewed the recommended actions, and then determined what they agreed to. It is their action points that they have agreed to that are currently in the New Zealand Disability Strategy.

We are going to work through each of the priority outcome areas, presenting broadly the key aim, and then each of the actions. There is a lot more information within the draft Disability Strategy itself. If you are wanting that information, again it is available online on Whaikaha's website, and your facilitators will be able to assist you to find that if you want to.

The first area that we are going to discuss and cover is education.

The stated goal for education is: every learner is supported to attend, participate and progress in education. There is a high expectation that all learners - including disabled learners - will achieve their potential in the education setting of their choice.

In the draft strategy, there are nine proposed education actions. As we go through and outline each proposed action, consider what you think about them, what you would change, what you agree with, or what you might think need to be done differently or included.

Education action 1: invest \$266 million to expand early intervention services to support the identification of learning support needs early in a child's life and reduce wait times for assessments and services.

Education action 2: explore new options for targeted and specialised support and provisions to reduce wait times using private providers and NGOs.

Education action 3: make improvements to the learning support system so it is easier to navigate for educators, families and learners through: funding all schools with Year 1-8 students for a learning support coordinator; and by reducing the complexity and accessibility of the application process.

Education action 4: invest funding in additional learning support classrooms to provide choice for parents.

Education action 5: work with Whaikaha, Ministry of Disabled People, to develop improvements in teacher training and guidance that supports teachers to meet the needs of disabled students.

Education action 6: work with Whaikaha, Ministry of Disabled People, to explore opportunities to improve accountability for schools through reporting on learning and achievement outcomes for disabled learners.

Education action 7: support Kaupapa Māori settings within the existing education budget, to access the resources, knowledge and capability to deliver high-quality kaupapa Māori educational programmes that meet the needs of disabled akonga in a Kaupapa Māori setting.

Education action 8: work with Whaikaha, Ministry of Disabled People, to explore opportunities to identify disabled learners in education data collections.

Education action 9: continue implementation of the Tertiary Education Commission mechanism for reviewing provider progress in implementation of disability action plans. These will be integrated into investment plans from 2027. The Tertiary Education Commission will consult with disabled student representative groups, including the National Disabled Students' Association, on how the mechanism will be implemented.

That brings us to the end of our education action points. Again, as we are going through them, think about what you think is missing, what you think is great, and what you think might be good to discuss in the breakout rooms.

If you forget, it's fine, too. We will be providing plenty of opportunity to answer any questions and to remind you as you go through.

Employment. This is our next focus area.

The goal for employment is: disabled people will have meaningful career opportunities, equal to non-disabled people and be valued the same way.

Disability-confident employers will recognise disabled people's talents and will provide accessible and inclusive work places throughout the employment lifecycle.

In the draft strategy, there are six proposed employment actions. Again, as we move through, think about what you think about each proposed action.

Employment action 1: work to centralise, and make accessible, information and guidance for disabled people to identify and pursue job pathways matched to their skills and interests.

Employment action 2: review specialist employment supports to improve employment outcomes, in consultation with disabled people.

Employment action 3: work with disabled people, employers and employer networks to develop mentorship programmes connecting disabled people with successful disabled professionals or employers to provide guidance and support in navigating their careers.

Employment action 4: partner with disabled people and support providers to create a centralised, accessible repository of practical information and resources for employers and employer networks so they can support disabled people throughout the employment life cycle and to share knowledge and success stories.

Employment action 5: partner with disabled people, employers and employer networks to improve accessibility and inclusion in employment lifecycles for disabled people. This includes promoting and enabling the design of jobs and workplaces to support:

the inclusion of disabled people, flexible working arrangements and reasonable accommodations, assessing the accessibility of workplaces.

Employment action 6: implement a targeted, ongoing awareness campaign publicising guidance and resources for employers and employees on accessibility and inclusion, relevant data and reports, and highlighting the positive impact that disabled people have had on workplaces. This action will also support employment action 4.

This brings us to the end of the employment actions, and now we are moving on to health.

The goal for health is: disabled people will achieve the highest possible standard of health and wellbeing. They will decide what this means for themselves and their whānau.

In the draft strategy, there are five proposed health actions.

Health action 1: review and improve policies and practices, so the health journey is equitable, accessible and inclusive.

This review will include all interactions with the health system, covering communication, information, technology, decision-making, service design and delivery, and the built environment.

Self-determination should be a key consideration of this review. This includes making tools for self-determination and supported decision-making standard practice in healthcare - especially for people with different communication, cognitive or psychosocial needs.

Health action 2: build health workforce capability to deliver services that are inclusive, culturally safe and easy to navigate.

Building workforce capability includes increasing the proportion of disabled people across the health and disability workforce, through recruitment and workplace policies, inclusive and accessible work environments, and career development. It also includes embedding disability responsiveness and lived experience into health workforce training and ongoing professional development.

Health action 3: create opportunities to build disabled people's skills and knowledge to take up health system roles.

Government agencies will create opportunities to build the capability and capacity of disabled people to carry out health system roles. These roles will include health system design, consultation, monitoring, leadership, advisory and governance roles.

Health action 4: identify disabled people in national health data. Identifying disabled people in data will make them more visible in the health system. It will enable better monitoring of population health outcomes and patient experiences.

Health action 5: implement systems to enable disabled people to record their accessibility needs against their National Health Index.

Recording people's accessibility needs will mean these needs can easily be shared with their health providers. Disabled people will not have to repeat their accessibility needs each time they engage with health services, and health providers will be better placed to plan and meet those needs.

Work to progress this action should be guided by disability community expectations and data sovereignty.

This brings us to the end of health, and now we are moving on to housing.

The goal for housing is: Disabled people and their whānau will have affordable, healthy, secure and accessible homes that meet their needs.

Housing actions. In the draft strategy, there are six proposed housing actions.

Housing action 1: develop, consult on, and make publicly available clear definitions of accessible homes, describing the key features of different levels of accessibility. (For example, from basic universal design through to fully accessible).

Clear definitions of accessible homes can support the development of voluntary guidelines for accessibility for residential dwellings. This links to housing action 6.

Housing action 2: improve data matches between disabled people and social housing properties with accessible features that meet their needs and ensure disabled people and their whānau are prioritised to accessible properties. Data matching will both identify disabled people's housing needs and social housing that meets those needs.

Housing action 3: identify possible barriers to increasing supply of accessible houses in the private market and investigate opportunities to remove those barriers. Understanding barriers to the supply of accessible housing will help target potential interventions to improve supply.

Housing action 4: review and explore ways to improve the housing modification system. Addressing inefficiencies in the housing modification system could reduce current problems: inaccessibility of homes, increased costs, and health and safety issues for disabled people, whānau and carers.

Housing action 5: gather annual data on the housing-related needs of disabled people and compare this to what is being built in each region, to influence the housing market to build and make available more accessible housing.

Data will increase developers' awareness of the housing-related needs of disabled people and raise the profile of the demand for accessible homes.

Housing action 6: develop voluntary national guidelines on accessibility for residential dwellings. Guidelines would be based on the definitions for accessible homes in housing action 1, and would set out best practice guidance for how to build accessible homes.

And lastly, our last area is justice.

The goal for justice: Is disabled people's human rights and freedoms will be protected and their disability rights will be realised. Disabled people will be treated fairly and equitably by the justice system.

Justice system policies and practices will embed accessibility, inclusion and lived experience.

In the draft strategy, there are seven proposed justice actions.

Justice action 1: develop and implement a safeguarding framework for people in long-term detention settings, such as prison and youth justice residences, and Disability Support Services funded residential facilities. The framework will include preventing, reporting, responding and safely removing disabled people from abusive situations.

Justice action 2: establish a cross-agency project to identify and address gaps in data and evidence about disabled people's experiences of crime, including for disabled people in residential and secure facilities, and experiences of cyberbullying.

Justice action 3: develop a social investment plan for early intervention and support, to reduce the number of disabled young people entering the youth justice system.

Justice action 4: the Law Commission has been asked to undertake a review of the Criminal Procedure (Mentally Impaired Persons) Act 2003. This review is expected to consider the act's relationship to other relevant legislation, such as the Intellectual Disability (Compulsory Care and Rehabilitation) Act 2003, and Mental Health (Compulsory Assessment and Treatment) Act 1992.

Justice action 5: review, as work programmes allow, the effectiveness of current protections for disabled people in family law, including adoption, guardianship and personal property rights, to identify gaps where strengthened provisions or support are needed. Any review should consider supported decision-making and use of plain language in key justice sector legislation and processes. Consideration should be given to reviewing human rights legislation as work programmes allow.

Justice action 6: integrate lessons from disability-specific safeguarding approaches into the development of the future state for multi-agency responses to family violence, to strengthen outcomes for disabled people experiencing violence and abuse. This includes

supporting workforce capability to ensure a coordinated, safe and disabled-person centred response.

Justice action 7: develop and implement a plan to make the justice sector workforce more disability competent, including the use of mana and trauma informed practices. This plan would include increasing recruitment and retention of disabled people and should consider mandatory professional standards.

That brings us to the end of our slide show. I will stop sharing my screen. And now we are back.

Thank you for listening and for staying present as we worked through each of those areas of the Disability Strategy. We are now going to move into our breakout rooms for 20 minutes. Each room will have a facilitator, and in order to support accessibility, our Deaf and hard-of-hearing participants will be in the same breakout room with the New Zealand sign language interpreter.

In the breakout rooms, we will be working with some high-level guiding questions: What do you like, what don't you like, what changes would you like, what's missing, what else should there be.

Juliana, as our Zoom master, can you now stop recording and send us all to our respective breakout rooms. And don't forget to turn on your cameras inside the breakout room so we can have an idea who's in the room with us. And use your name what you are talking, too. Kei te pai?

BREAKOUT ROOM 1

>>Helena Tuteao: So it's Helena here, and welcome everybody to the breakout room. As Rebekah said, we have some questions for you, we have four questions for you. And these are around the vision and principles.

And so I have the questions here. We have 20 minutes to go through these four questions. It's for you to comment on the vision and principles of this strategy.

I will go through the questions now, each of the four questions, and then we can go through each of the questions. And just want your thoughts and comments in regards to the questions. And you can respond to the questions in order, out of order, whichever way you feel comfortable.

So I will just go through the questions. So, first question: What are your thoughts on the vision? Is there anything you would add, change or clarify?

The second question is about the principles. So how do the principles sit with you? Do they feel right or is there something missing?

And question three: So what's your take on the cross-cutting issues? Are they relevant and well addressed? And number four - sorry?

>>Mojo Mathers: So, Helena, there was a bit of a muddle up with the facilitators. So I have come in to join this session, because I need to be in the breakout room with the transcriber and the sign language interpreters. So I'm just coming in, just letting you know that I'm here to support you.

I do wonder though if we could just have a round of responses after each question, rather than just all of the questions at once.

>>Helena Tuteao: What was that, sorry, again, Mojo?

>>Mojo Mathers: I wonder if we could take the questions one at a time and then the opportunity to respond first.

>>Helena Tuteao: Yes. Yes, for sure. That's great. So I will just finish question four. And then we can go through each of the questions.

And welcome, Dianne, for joining us.

So as Rebekah explained earlier, we will be taking notes and sharing them at the end of this breakout. And Dianne will be taking the notes for us.

So I will just read through this last question, and then we will go back and go through each question. And so the fourth question is: what do you like? Do you feel confident that this strategy will lead to real and meaningful change? Why or why not?

So those are the four questions. So, we will go back to the top, and go through each question.

So, again, question 1: What are your thoughts on the vision? Is there anything you would add, change or clarify? And if you could just put up your hand with a response, and I will ask Dianne if you could look out for people with their hands up for me, please.

>>Mojo Mathers: I can do that, yep.

>>Helena Tuteao: Oh, okay. Thank you. And also -

>>Mojo Mathers: I have pasted into the chat the vision, okay? So the vision is that New Zealand is an accessible and equitable society for disabled people and their whānau, a place where disabled people thrive, lead and participate in all aspects of life.

So how do people feel about that?

>>Helena Tuteao: Is there anything people would add, change or clarify in this vision?

>>Mojo Mathers: Otherwise, do people like it? Helen from Wellington. And then Elliot. But we will go with Helen first.

>>Helena Tuteao: Great. Kia ora, Helen.

>>Helen: Kia ora, thank you. Hi, everybody. I will voice.

My question, Mojo, is: what is meant by "accessible and equitable"? Because those words mean different things to different people. And that's the introductory sentence of the strategy, and I don't see it in the strategy, definitions for those.

So someone might say a back entrance of a building is accessible, but some people might say accessibility is being able to go in the front door. And some people might say, a transcript provided three hours after a meeting is accessible, and some people would say, it needs to be realtime.

So I kind of struggle a little bit with those words "accessible" and "equitable", because they don't mean the same things to everybody. I am going to go on mute because my dog is losing it. Sorry!

>>Mojo Mathers: That's a really important question, Helen, and we definitely take that feedback. That there is a need for clearer definitions.

Elliot.

>>Elliot: Kia ora, everyone. I am just having a few thoughts. What does it mean to thrive? The concept of "to thrive", what does that mean? Again, a definition, you know. Does it mean simply to live a life? But what does it mean. Just some of these terms that they are using are not clear, you know?

Does it mean - it means different things to different people, and I think we need some clarification there. Because it's going to mean - depending on what a person's disability is, will determine what it is, how they see this meaning.

And so I just think that a person should be able to live a life without any fear. That would be a definition I would present, is to thrive means you can get on with your life without any fears, without any concerns of being pushed or suppressed down. Of having any barriers presented, or anything like that.

So yeah, without fear is a thought, to live a life without any fears. But yeah, I'm not sure how we would put that in there.

>>Mojo Mathers: Thank you, Elliot. So that's another good question about really unpacking what is meant by the different words used in the vision. So we have got what is meant by "accessible", what is meant by "equitable", and what is meant by "to thrive".

These are all really important questions to be asking, because we have all got different ideas to what that might mean, and that has implications for how this strategy is actioned. So thank you.

So if we don't have any further feedback on the vision, are we happy to move on to the principles? Yep? Just making sure nobody get missed out.

So we have seven principles in the strategy. And the first one, principle, is accessibility. And the other principles are choice and control, equity, cultural inclusion and intersectionality, human rights, participation and inclusion, respect and dignity, the Treaty of Waitangi, Te Tiriti.

So the questions that we have is: How do these principles sit with everyone? How do they sit with you? Do you resonate with the principles? Do they feel right?

>>Helena Tuteao: Or is there something missing?

>>Mojo Mathers: That's right. Do people want to put their hands up? I mean, do you hate the principles? Do you hate the idea of choice and control? So people want to have - any comments to make on the principles? Hannah.

>>Hannah: Kia ora koutou, my name is Hannah. I am in Tāmaki Makaurau Auckland.

"Participation and inclusion", great. I feel it is not strong enough. There's nothing here about leadership, about people with disabilities being people that others can go to, to learn from.

>>Helena Tuteao: Yes, thank you, Hannah. I think that's really great feedback. So lack of having - it's not strong enough, you were saying. So you want something in there about leadership.

>>Hannah: Yes.

>>Helena Tuteao: Thank you.

>>Mojo Mathers: Any other comments from anyone about any of the other principles?

>>David: David. We should have a voice in what they are doing with us. We should have a voice. With us. Nothing without us. So when it comes back on funding, we are going backward, not forward, really.

>>Mojo Mathers: Right. So I'm just trying to see if that was covered by any of the principles. So you can see - so would choice and control, David, would have capture that so some degree?

>>David: Yeah.

>>Mojo Mathers: Disabled people are the experts in their own lives and have the same right to self-determination as everyone else. Did that -

>>David: Yes. Well, we should have this but sometimes we got barriers to us doing that.

>>Mojo Mathers: Right. So I have wrote a note about having a voice as well as an additional principle.

I think, I can see Elliot's hand is up, but I think, Tania, did you have your hand up first? You haven't spoken yet, so we will go to Tania and then come back to you, Elliot.

Okay?

Tania.

>>Interpreter: You are just on mute, Tania. Hold on. I can't see her, sorry. I can't see her.

>>Mojo Mathers: So, it's under Tania Ali. Her video is on.

>>Interpreter: It's okay, I will interpret. Hold on. Sorry, I just need to let her know.

>>Tania: I just wanted to ask a question about support for Turi Māori, Deaf Māori, you know, and the Māori Deaf community.

I'm Tania from Wellington by the way, I should have mentioned.

So how do we get access through, and how do people open their minds, that education is open, that the justice system is open, just making sure that Māori Deaf people can find employment. There is not enough employment. We want that in the future for our people.

We need to be able to support - not just Māori Deaf people. I have a strong view of that, but also other Deaf people as well, you know? We need information. If we can't access information and that doesn't improve for us in the future, then how do we have those successes? How do we achieve a future that we all want? You know, I think that's a really important thing.

And how long are we going to have to wait for this? You know, it's not good enough. We need that for all disabled people, but obviously being Deaf I'm sort of specifically thinking about Deaf people.

For such a long time we have had huge numbers of unemployment as Deaf people. So yeah, I just wanted to say, what are we doing for Māori Deaf people and what are we doing to ensure that all of these areas are covered?

We need to look at the data, we need to be looking at research, we need to be - just what do we already currently have that we can use to support that?

>>Mojo Mathers: Very important point. These really relate to the actions, making sure that the actions apply to all disabled people including Deaf, who often get left behind, right. And it could be captured, "leave no one behind". Yes.

So we now, I had made a note of all the important points that you were raising, Tania, around access for Turi Māori, especially to justice, access to employment, access to information. Okay?

And I will go to Elliot, and then I can see that Niki has got their hand up as well. So Elliot then Niki.

>>Interpreter: Bear with me, the interpreter is just going to pin Elliot for a second here.

>>Elliot: I agree with the points that had been raised about Māori Deaf people, and Deaf people in general. We face a lot of barriers in many different aspects of life, in the justice system and so on.

And it's kind of a double whammy for those who are Deaf but have additional needs, like they might be Deafblind, or they might have an additional disability like myself, I am in a wheelchair. So like I said, it's a double whammy for us to access things.

So what I was saying before is if there's Deaf people but they also have an additional disability. And we have a number of people in the community like that. So we have different groups.

In that overarching umbrella of disability, we have other people in the subgroups, if you will. And I think we need to be really careful about those subgroups because they have those extra barriers placed upon them.

So we need to make sure - like, for example, I have been wanting to get back pay from the government. And recently some of the funding has been cut. And so that's really difficult for us, and how do you sort out your budget when you have such a limited amount that it's been reduced to.

So for the next four years, that's go to reduce even further with the payments that are coming out for those that are relying on those disability funds.

And it's not about EGL, you know, because they are saying that they are not going to extend EGL to other areas, that's my understanding. And so how do we get the additional supports that we need, that funding. You know? That needs to be really assessed.

Deaf people in employment, if I can people specifically to Deaf people. Other people in the disability realm that are unemployed as well, it's a huge challenge that these sub categories of disabled people actually face.

So we need to come together as a tight-knit group to say, the government needs to make these amendments. There has to be changes, we have to be able to do that.

>>Interpreter: Sorry, the interpreter can't see.

>>Mojo Mathers: Thank you, Elliot. We are going back to the main meeting room at the minute. So we will just quickly go to Niki first.

>>Niki: Kia ora, I'm Niki from Tāmaki Makaurau. My comment is around accessibility. I agree with Elliot, I think we need to ensure accessible environments, systems and services. I think it's really important to integrate more accessibility into simpler and more joined-up systems.

>>Mojo Mathers: Thank you. Very important point. Yes. Just making a note of that.

>>Niki: Kia ora.

>>Helena Tuteao: Great. And who was next?

MAIN SESSION

>>Rebekah Graham: Welcome back, everyone. Well done on your work.

>>Juliana Carvalho: Kia ora, Rebekah. Give me one second to spotlight the interpreters.

>>Rebekah Graham: Welcome back, well done on your work. In the breakout rooms we covered the vision, the principles and the cross-cutting themes. In the next session for breakout rooms, we will be going over the priority outcome areas.

But first, I think we all deserve a break. We have been here for an hour. So we are going to have a 10-minute break so that we can grab a breath, have a relax, have a refresh, and I will see you back here in 10 minutes' time. (Break taken).

Kia ora koutou, I feel like that's 10 minutes, my clock tells me that's 10 minutes. So if we want to bring ourselves back in, that would be lovely. I will give everyone a minute to just get back in front of their screen, get themselves organised.

All right. So what we are going to do now is we are going to hear from each facilitator who has two minutes - two minutes! - to very briefly share a general feedback from the insights in their groups. Looking forward to hearing what everyone else said.

Mojo, you are up. Mojo and Helena are first up - oh, sorry. Let me wind yourself back a bit.

Apologies for some of the mix-ups. We have carefully planned this so people could join with their email and it would link with their unique Zoom ID, and everybody would be carefully arranged into groups. But people joined using different emails and different accounts to the ones they had signed up with. So, ha-ha, fun times!

Anyway, we will figure it out. Appreciate your patience. We are doing this on the fly in some ways, we haven't had as much time as we normally like to plan. So really appreciate your patience and your understanding and your flexibility. Thank you.

Mojo and Helena, all yours.

>>Mojo Mathers: Thank you. So Helena and I were facilitators for the group that included Deaf and hard-of-hearing participants.

So the first bit of feedback around the vision was some really meaningful questions around what is the meaning, what do we mean by the words "accessible" and "equitable". Because accessible can mean different things to different people.

And so there was a desire for some more unpacking or clarification or a definition in the strategy of what we mean by "accessible" and "equitable".

And then what does it mean "to thrive"? So there was quite a lot of conversation around that.

Moving on to the principles. There was some feedback that "participation and inclusion" was not strong enough, and there is concern that there was nothing in the principles around leadership.

And there was also the point made that it should emphasise that disabled people should have a voice that is heard, a say in their lives. So sort of expanding on the choice and control, to really the principle of our voice needs to be upheld.

There was quite a lot of conversation around the support -- the strategy, the meaning of the strategy for Turi Māori, for Deaf and the Deaf community. And in particular in relation to access to justice, to employment, to information.

And it was highlighted that many Deaf in particular have a double whammy if they are multiply disabled, like Deaf and a wheelchair user and so on. So there was quite a lot of conversation around that.

And there was also the importance of integrating accessibility across all the systems. So in some ways accessibility is more than just a principle, it's a cross-cutting issue that applies across all the things.

Helena, is there anything that you would add to that?

>>Helena Tuteao: No, thank you, Mojo. I think that was a really great summary of unpacking a bit more discussion around the vision and the principles.

>>Rebekah Graham: Thanks, Mojo, thanks, Helena. Ollie, give us your feedback.

>>Ollie Goulden: Kia ora. So our group, we talked about how there was little focus in the vision on, like, social wellbeing and disabled people being sort of members of their community.

We talked about aligning the vision with the Enabling Good Lives terminology of choice and control.

We talked about equitable versus inclusive. So there was quite a lot of conversation around, just because something is equitable doesn't mean that everyone is able to take part.

We talked about capability and capacity. And what we termed poverty of experience. So a lot of disabled people haven't had the opportunities to learn certain skills. So, yes.

Question two, we talked about - I can't even read my own writing - participation. So we talked about the rainbow community and, you know, disabled people being able to

participate in community, but does that mean that they are also safe to do so? So, I guess, conversation around safeguarding, that sort of thing.

We talked about how some of the language in that was not very strong. So the language in some of the slides needed to be strengthened.

Yeah, so we also talked about how there was a lot of onus on employment for disabled people. However, you know, that's not always going to be possible for some members of our community.

We talked about agency, the need for agency. Yeah, and that was pretty much our group.

>>Rebekah Graham: Awesome, thanks, Ollie. Take it away, Pip!

>>Pip Townsend: Thank you. Can you actually see me? I have been having video problems.

>>Rebekah Graham: Yes. I can see you!

>>Pip Townsend: Hi! Kia ora everyone. My group, we kind of skipped the vision, really. We went straight to the principles, the hard-core stuff. Yep.

We - yeah. So the group felt that there wasn't enough reference to the UNCRPD and those pillars that hold up the vision. There were no EGL principles that are mentioned. And these were developed as a collective, and needs to be like the whole version, like all of the EGL principles need to be in there.

I'm sorry, I am randomly freezing. No, something's gone very wrong. Sorry, something has gone very, very wrong. And I have only got two minutes.

>>Rebekah Graham: That's all right. We can still hear you.

>>Pip Townsend: The thing is actually, it's like my computer is actually dying.

>>Juliana Carvalho: That's okay, Pip, we can hear you if you can proceed.

>>Pip Townsend: You can see me? Okay.

>>Juliana Carvalho: We can hear you so that's okay.

>>Pip Townsend: Because it says that Zoom is not responding, okay.

So there was also for the principles, there wasn't enough focus on family and whānau. And how disabled people are, like essentially, you know, a part of the community that we live in and that we work together.

We talked about cross-cutting issues in the sense of data, and how it helps build business cases, and that we don't get the results because we don't have the data. But we also talked about implementation and how there wasn't enough focus on implementation and how data helps that implementation.

We had a general discussion about what we thought was lacking. So like, just some of the comments were around - yeah, and in the data, actually, like things like the safeguarding space and things like that.

Lacking access to individual advocacies, not mentioned. Or access to individual advocacies lacking from the strategy. People are struggling to get their needs met, to know where to get support.

There's no discussion of children under 5. There's a lack of information about training for children, you know, for children who need needs assessment, or those people that are going to do those assessments.

Yeah, and with choice of care and accessibility, how does that align with the recent changes to government support funding? You know, what happened last year, and what you can spend that funding on.

So I think I have got more notes but I think that basically covers what we talked about. But yeah, no, it was a really good conversation. Thank you.

>>Rebekah Graham: Thanks, Pip. Patti.

>>Patti Poa: Tēnei te mihi tuatahi ki te rōpū whakata. So firstly I want to say a thank you to our breakout group. So I have just made a really succinct breakdown of some of the feedback. Similar to Pip, there was no reference to the EGL principles.

One of our whānau mentioned the Washington short set of questions, that it provides some info but you need more comprehensive data. They gave an example of actually going out and physically counting the accessible housing within the area.

We need enforceable actions. We need actions that have teeth.

We discussed emergency preparedness for pandemics was missing, as disabled people are at greater risk during emergencies.

There was also a comment made on the importance of our disabled children being reunited with their parents during emergencies. And again, children are a priority for me, so definitely want to raise that.

Transport was missing. Transition school to work, that was missing.

Around health, the ACC and Ministry of Health disparities was missing as well, in terms of how people who are non-disabled who become disabled have more access to support under ACC, versus people born disabled under Ministry of Health struggle to get any funding or supports that they need. So just those disparities between those systems.

There was a mention on page 41 that Whaikaha -sorry, ministry didn't provide indicators, so they need those indicators so they know how to measure what's needed.

We were giving amounts on that education can - in terms of the funding, can cap or mean that it's capping or limiting funding for what's needed for early childhood education. But it does mean that a budget has been provided for that education, in comparison to others that have no budget.

Sorry, second page. So we were talking about supports being dropped off with partners, how the pay equity cancellation affects our support workers and how do we care for them.

The importance of legislation for accessible legislation in all areas. The council's removal of well beings. And public and private transportation and climate justice, poverty, income solutions and homelessness are missing. So, sorry -

>>Interpreter: Sorry, that last little bit, I missed that.

>>Patti Poa: Sorry. Climate justice, poverty, income solutions and homelessness are missing. So thank you, sorry, apologies to the group. I said you could interrupt, but I realise two minutes does not give anyone time to interrupt. So thank you again.

>>Rebekah Graham: Thank you so much, Patti. Chris.

>>Chris Ford: Kia ora. Now the breakout group I had, in terms of the vision question. Tangata whaikaha Māori are not included in the strategy as Te Tiriti partners.

Also there was support for words such as "thrive" and "lead". However these words need more emphasis on disabled people how we lead the live our lives.

Also just in terms of the principles question, the Enabling Good Lives principles should be emphasised, again along the same lines that Patti raised from her group. They need to be inserted in the strategy.

And there's also no mention of rights-based way of thinking. And it's good enough words to say that while we want to bring about equity and inclusion etc, there's no mechanism described of how they are going to do that.

Disabled people's rights are also predominantly human rights, so get that right and everything will fall into place. So there is a real need to emphasise human rights first.

In terms of cross-cutting issues, there was a bit of discussion about the considerations that ministers decided not to include. So there was a question there about how do we find out about that.

There also was a bit of discussion about what is meant by "accessibility". And there needs to be a more specific definition of what is meant by "built environment".

And again, the issue of data and the effective collation of data around disability was raised. For example, there's no information, or very little information on, for example, how

many people access family sexual harm services. And also no questions being asked about what constitutes baseline disability data.

The workforce across the board on disability services also need to be educated on what constitutes violence against disabled people, as these should be referred to as critical incidents. Also sexual violence services need to be made accessible to everybody, and this should be included in the strategy.

The group pointed out that there is a need for communication accessibility to be incorporated into all areas of the strategy, and not just placed within education. Access to information is also a much broader area and this should be highlighted.

Lastly, in terms of what people liked and if people felt confident about the strategy leading to real meaningful change as currently drafted. The housing actions are focused on the private sector and not on the government sector. There are the expectations currently on private housing providers within the draft strategy, rather than public providers such as for example Kainga Ora.

There's no mention at all of universal design in the section, and the language around housing is unclear.

So that's our group.

>>Rebekah Graham: Thanks, Chris. Mark.

>>Mark Benjamin: We had quite a free-ranging and organic discussion that I tried to spent the 10-minute break turning into a few bullet points. Anyway, I've got seven bullet points.

>>Interpreter: Sorry Mark, just before you carry on, can we have a swap of interpreters please?

I can't see Jodine spotlight. Thank you.

>>Mark Benjamin: All good.

It would be good if it was translated into plain language. Words like "intersectionality" are not really understood by everyone.

Second point, "equality" and "equity" needs to be made more distinct, in terms of obviously meaning different things, but a bit mixed.

Third point, there was some clear and measurable elements that could be measured. And there are some obviously good aspirations in the vision and principles.

Fourthly, disappointed EGL not included and should be overtly included and adopted.

Five, partnership between disabled people, families and whānau indicated in the vision but not reflected so strongly in the principles or actions.

Six, it's evident, the absence of people with learning disability in the development of some of the wording and actions.

And the seventh thing is, when we came to, I guess, "can you trust this to create meaningful change", there was a very loud silence from my group participants. So I'm not sure how to interpret that one. So, thank you.

>>Rebekah Graham: Thanks, Mark, great summary, love it.

Now, Isabelle very carefully took some notes. If you could just summarise what your group discussed, that would be lovely. Thank you Isabelle. All yours.

>>Isabelle: Yes, thank you. Hopefully I got them all correct. If I take less than two minutes, then other people feel free to jump in.

So, we had some discussion about the visions that were put out. You know, some of them were, as Mark said, good aspirations. But it didn't feel like there was very clear guidelines on how they were going to achieve those in the short term. A lot of people talked about the measurability of things, and I think that was what we were really driving at there as well.

We also spoke a lot about the EGL principles, the fact that they were lacking in the strategy.

There was not really mention of living independently. Participation and belonging, personal budgets.

There were also some areas that were missing such as focuses on homelessness and family violence. Important areas that just weren't there.

There was some discussion about how these focuses were determined. Was it in partnership with disabled people? You know, who's been consulted on this?

And there was discussion about how these things are actually going to be done. For example is, there actually guaranteed funding that's been put aside by this? Which organisations are going to be working together and leading on these things?

Particularly when talking about making private buildings accessible, how are they going to actually make it so that these private companies are building accessible housing? What incentives are going to be put in place, or are there going to be regulations that are mandatory for people to actually follow them, for example.

So those are some of the big issues that were brought up.

>>Rebekah Graham: We are at two minutes. That's two minutes exactly, so well done. Fabulous.

And our group, there was a really interesting point where someone said, you know, they liked that the word "lead" is in the vision, but when it comes to developing the strategy, disabled people have not been leading this. So some tension there between what's said and what's done.

And the other comment was that the vision was very passive, and the vision was missing teeth, it. Was missing that actually this isn't a magical thing that happens. We are pushing up against ableism and a disabling society, and felt that that was missing.

Regarding the principles, really similar to what other people have said. Complicated words. It's confusing. Our understanding of some of these words is not necessarily the understanding of others. Some of the words have negative implications. It's too complicated and needs to be simpler.

And then we moved into a discussion of where are the EGL principles? We know the EGL principles. They are simple, they are clear, they are easy to follow, they have a clear meaning. Why are we not using these instead? And also mentioned the whānau ora principles. Again, thorough, well developed, should be drawing on these.

Group very perplexed by the cross-cutting themes, we weren't sure why they were included. It felt overly analysed, poorly explained, confusing, made no sense. There was a suggestion that actually these are key foundational requirements that should be underpinning the strategy and outcomes, rather than cross-cutting themes.

Overall, when we were discussing the vision, the principles and the cross-cutting themes, it felt like this was making a meal out of it. It was confusing, it wasn't clearly linked with the priority outcome areas, it felt poorly thought through and rapidly pushed together.

So there, look. I did that in about 45 seconds. Man, I am steaming through!

We are now going to move back into our breakout rooms. I am just quickly sharing this slide again, because in the next 20 minutes the focus of the discussion will be the priority outcome areas: Education, employment, health, housing and justice.

In the presentation at the start, we covered what the key goals are and also the outcome areas. If you have forgotten them, that's fine. I will put a link in the chat now to the Whaikaha website. And if you click on that link it will take you to the Whaikaha website and they have got the detail there if you need a quick refresh.

>>Juliana Carvalho: Rebekah, sorry, Juliana here. I am just conscious of the time. For us to be able to go back and reflect, we will have to cut short the breakout room for 10 minutes.

>>Rebekah Graham: No, I wasn't saying we will go back and reflect.

>>Juliana Carvalho: No, I mean but even now. Because it's 1:40. So we are running behind. If we do 20 minutes in the breakout room now, and then we will come back.

>>Rebekah Graham: Yes, that's what I was going to say, we will move into our breakout rooms. You have the link there if you need go back to it.

And because we are due to stop at 2, so we will do the breakout rooms. If you want to stay and hear this breakout room summary, you can. But if you just want to do the breakout rooms and drop out, totally understand as well.

So we shall move to the breakouts. See you soon.

BREAKOUT ROOM 2

>>Mojo Mathers: Hello, everyone. I cannot see Helena joining us this time, but we will make a start. We may be in different groups. I think we might be in slightly different groups.

So, the focus for this session is on the outcome areas of the strategy. So if you remember, these are education, employment, health, housing and justice. So the floor is yours. Who would like to speak to what would you like to see, is there anything that you would change or improve about the outcome areas? Elliot. And then Tania.

>>Elliot: I think in terms of housing, that's a priority. Because I know it's at crisis at the moment. From what I have been reading, it's a pretty - really does need some significant intervention. I know there's just not enough funding there, and for people trying to get into a home with disability support, it's just - the system is not working.

I think we have really got to sort that out first, housing is a major. And you know, once we have got that as a good foundation, then we can move on to some of the others. You know, education and justice and that sort of thing. Health.

Yeah, I just think being able to be included in a simple thing like housing is really important. Being able to, you know, have a well-designed home. I think we need to make sure that people 100% have access to a well designed home to meet their needs, but it's not happening at the moment. Yeah, and I just think it's something that needs to get sorted out as a priority. It's a massive area.

>>Mojo Mathers: Thank you. So Elliot, do you think that actions under housing are strong enough?

>>Elliot: No, they are not strong enough. We need to be doing far more. It needs to be in legislation. It needs to have real strong teeth. It's got to be really robust. It's such an important area for people. And so many people, if they don't have adequate housing, you know, they are going to be disadvantaged in their health and in their education.

I think if you get this right first, if we have got strong policies and legislation in this area first, it will impact the others.

>>Mojo Mathers: Thank you, Elliot. Now we have Tania.

>>Tania: Yes. I want to talk about employment and education. They are both linked. We need to be helping people to find work. We are just not - what we are doing is just not successful. We are sitting at the bottom of the barrel and people are not employing disabled people. We want to be able to achieve gaining a job and be able to work.

Unfortunately we are just stuck down the bottom. It has a massive impact on us. There's not enough access to training, to upskilling. We want to get a better education, we want to be able to be included. We want to be able to have a job.

But the system is so slow, and I think we need to find a way that really works. We want to have 100% people in work, it will help with so many different things. We have to be advocating for people to be able to work and to be able to progress through their career.

>>Interpreter: I have just lost Tania.

>>Mojo Mathers: She may have dropped off. The internet has been really unstable today, and so lots of people have been dropping off the call.

Does anyone else want to add to looking at the - have anything to say on the outcome areas? I know some people haven't spoken yet, so I am looking at Malcolm, Sandra. Do you have anything you would like to add? No? Okay.

So you are happy with the outcome areas? Do you support them? Do you think they are strong enough? Sandra.

>>Sandra: I don't know how to put my hand up, so I will do it physically. I am new to - I spent 20 years working in the sector in a residential provider here in Thames, and I have recently in the last 10 months joined Adapt, which is the creme de la creme of accessible housing design. It's a new trust been set up, about five years now, I think.

We are rolling out a pilot project. I am just interested to hear about - that it's on the hit list, and probably near the bottom, just under - above justice in the priorities. I'm not sure if that's the priority list going down, ranging from the top one being first priority, ranging down to justice being last.

But just taking up Elliot's thoughts on housing. Residential providers probably needs to start with them, that all houses should be fully accessible and designed to meet the needs of people actually living in a service.

And that filters down then to the houses that are leased by the provider, and making it a standard at that level that people actually have the accessible designed when they take on a lease of a property. I'm not sure if that would help, Elliot. But I think it needs to start on the ground floor.

I think accessibility is - service providers need to practise it, and that way people that are living with a disability, living with residential provider's home, is proof of it

working. I'm looking forward to seeing how our 14, 15 properties roll out for fully accessibility. We are looking at moving that through the country. I'm attending the NZDSN conference in November for more networking.

>>Interpreter: Sorry, how many did you say?

>>Sandra: 14, I think we are building. 14.

>>Mojo Mathers: Thank you, Sandra. So that's a really important point around - and sharing that residential housing providers actually meet accessibility standards, and that would be that very simple action that could be included.

So far we have got feedback saying that the housing actions are not strong enough, that housing needs to be prioritised because it underpins everything.

We have said that employment and education are linked, and the actions around actively supporting disabled people to find employment or upskill or further training are not strong enough in this strategy. And that that needs to be strengthened.

Is there anything else that people would like to comment on in relation to the themes in this strategy?

So if the strategies were implemented, and they delivered every action under the theme, do you think that that would make a difference for you and your whānau? Do you think it will make a difference, this strategy?

>>(?): It would be interesting to see how they are going to measure it as being achieved. It would be interesting to see what - yeah. It would be interesting to see how they plan to measure that there's been improvements in people's lives based on this vision.

>>Mojo Mathers: Perfect, great point. How are they going to measure.

>>Interpreter: Elliot has one point he would like to say.

>>Elliot: We really need to support Deaf teachers in education. Because they are undervalued and Deaf people can't become educators, and it's terrible. It's one of our official languages and we need to make sure that Deaf teachers are in front of Deaf children. Particularly in education, that's something that I really want to raise that we need to have that happen.

MAIN ROOM

>>Rebekah Graham: Sorry, I thought we were going to have a bit longer in our breakout rooms there. I didn't realise we were shutting that down to 10 minutes. Right.

>>Juliana Carvalho: Reporting back from each breakout room, Rebekah.

>>Rebekah Graham: Yes. If we're going to report back from the breakout rooms, I'm going to get everyone to keep it to one minute. So very tight. One, two sentences max. All right? Can

we manage that? Whatever people have said, one sentence, two sentences, and that will keep it tight and everyone through.

All right. Helena, take yourself off mute and hit us with your one or two sentences.

>>Helena Tuteao: I just have a blank. Lisa, can I ask you for the one or two sentences?

>>Lisa: I will just take myself off mute. Hang on, put my video on. There we go.

What were we talking about? Just, again, how is this all going to be funded, what are the plans underneath to make sure these things get accomplished. It's definitely not what we are experiencing now. It would be nice if we were getting some of these things but we are not.

That was pretty much what we got through in 10 minutes.

>>Rebekah Graham: Thanks, nice, Lisa. Ollie, all yours.

>>Ollie Goulden: Okay, so, super condensed version.

It's missing EGL, and also is missing teeth. So there's always these really nice sort of lofty goals, but how are we actually going to get there?

>>Rebekah Graham: Thanks, Ollie. Mojo.

>>Mojo Mathers: So, the overall question was, how are we going to make this a success? If these actions are implemented, what progress will we have made towards the goals?

The other specific thing, comments in these two themes in particular is housing: The actions need to be much stronger, they need to have teeth, we need legislation. Housing, access to housing underpins everything else.

The other point that was made with the employment and education are linked, and there's so much more that could be done to actively support disabled people to access employment or upskill or further training. And it's nowhere near enough at present.

>>Rebekah Graham: Thanks, Mojo. Pip.

>>Pip Townsend: Yes. So we were going through the outcomes, the actions. There were a couple of points that I would just like to make that I thought were really important.

Under employment, it was about the use of language. "Normalise" and "normalisation", there seems to be some ableist language in there. So we'd not like that. So that was under employment.

Consistency across the country with education, accessing support, many people are declined. They have to prove how disabled they are and it's not a coordinated approach.

And you know, like again early, intervention.

So I think there was also one there, I just want to say under health, health actions are more about what disabled people can do for the health system, rather than what the system can do for us.

>>Rebekah Graham: Nice, nice.

>>Pip Townsend: I thought I would share some of those. But we also didn't get enough time, and I would encourage people in my group to feedback in on the other areas as well, because it was solid feedback. Thank you.

>>Rebekah Graham: Thanks, Pip. All yours, Patti.

>>Patti Poa: Kia ora. So our feedback spoke a lot on employment, and specifically the underemployment based on people's perceptions of disabled, where a large number are not hired into senior management. They tend to be in, say, the admin levels of employment.

So we wanted to ensure the burden was placed on employers, not just on disabled people as employees.

We also wanted to raise that there is a lot of money that is needed for supported employment. But highlighting that it is worthwhile to actually get people into employment.

But also, the removal of the Minimum Wage Exemption Act, and providing meaningful work. Similar to pay equity that recently happened. And that we need dignity in terms of the pay that we get.

But, again, there was also the mention of how a lot of people provide funding for employment, but they only provide a small amount of funding and say, 60 to 70%. But then the disabled organisations are expected to find the remaining 30 to 40%. We also did -

>>Rebekah Graham: I'm going to stop you there, Patti. And move to Chris. All yours.

>>Chris Ford: Okay. Well, we got to the second-to-last question before we had to go back into our main group. And I think everything could be summarised down into what was said in that last question.

Monitoring mechanisms need to be strengthened; there needs to be no tick boxing going on; there needs to be more teeth given to the strategy; and also an emphasis on putting things into law. So that, I think, summarises the general scope of discussion.

And, in general, there is need for greater support as well, in terms of education, for example. And in terms of funding and other settings. And in housing, obviously, the need for more teeth and putting things into law. Kia ora.

>>Rebekah Graham: Thanks, Chris, perfect. Mark.

>>Mark Benjamin: Three sentences from the discussion would be that the priority action areas should include a social change campaign and rolling out Enabling Good Lives.

To do with the action areas, two cross-cutting comments. One is that there needs to be more emphasis on leadership, and enhancing the voice of disabled people and families woven through all of the action areas.

And the other thing which is across all of them is cross-agency work.

>>Rebekah Graham: Nice, thanks, Mark.

Similarly, our group commented that we don't enforce the legislation that we do have, and that current complaints processes aren't really enabling change, and we would rather that.

And also a comment on how the action points aren't joined up, and we would like to see something that's a bit more joined us.

Which I think is all of our groups very quickly reported back on. Really appreciate everyone joining us today. The link that I provided earlier will take you to the Whaikaha page, and they also have an individual survey for individuals to provide feedback.

And our hope is that by engaging in discussion and getting your thoughts going, that also you would feel like you could contribute into the written survey that Whaikaha offers. So do go on, do give some feedback there, do throw everything you have got at it.

The survey link is going to be pasted in the chat, lovely. And then Access Matters and DPA and EGL will collate the feedback that we got in our groups from today. And we will also be providing Whaikaha with a summary of our discussions.

I know we didn't get to report back as much as we might have liked, but we have definitely all taken loads of notes, so we will be pulling all of that together from the discussions that we had.

Let me close us off now with our karakia so that we can return back to everyday activities. Kia tau te rangimārie, o te Rangi e tū iho nei, o Papatūānuku e tatoko nei, o te taiao e wāhi nei, ki runga i a tātou. Tihei mauri ora. And in English: May the peace of the sky above and of the earth below, and of the all-embracing universe rest upon us all.

Thank you so much for joining us, sharing your thoughts, for taking the time to come along. Really, really appreciate it. And enjoy the rest of your afternoon. Ka kite.