

6 October 2022

To Ministry of Education (MoE), Ministry for Social Development (MSD), Ministry for Women (MfW) and Ministry for Business, Innovation and Employment (MBIE)

Please find below DPA’s submission on the Long-Term Insights Briefing: Preparing All Young People for Satisfying and Rewarding Working Lives.

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# Introducing Disabled Persons Assembly

**We work on systemic change for the equity of disabled people**

Disabled Persons Assembly NZ (DPA) is a not-for-profit pan-impairment Disabled People’s Organisation run by and for disabled people. Since our formation in 1983, DPA has brought disabled people together and shaped our collective input in a way that drives system level change.

**We recognise:**

* Māori as Tangata Whenua and [Te Tiriti o Waitangi](https://www.archives.govt.nz/discover-our-stories/the-treaty-of-waitangi) as the founding document of Aotearoa New Zealand;
* disabled people as experts on their own lives;
* the [Social Model of Disability](https://www.odi.govt.nz/guidance-and-resources/guidance-for-policy-makes/) as the guiding principle for interpreting disability and impairment;
* the [United Nations Convention on the Rights of Persons with Disabilities](https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html) as the basis for disabled people’s relationship with the State;
* the [New Zealand Disability Strategy](https://www.odi.govt.nz/nz-disability-strategy/) as Government agencies’ guide on disability issues; and
* the [Enabling Good Lives Principles](https://www.enablinggoodlives.co.nz/about-egl/egl-approach/principles/) and [Whāia Te Ao Mārama: Māori Disability Action Plan](https://www.health.govt.nz/publication/whaia-te-ao-marama-2018-2022-maori-disability-action-plan) as avenues to disabled people gaining greater choice and control over their lives and supports.

**We drive systemic change through:**

* **Leadership** -reflecting the collective voice of disabled people, locally, nationally, and internationally
* **Information and advice** -informing and advising on policies impacting on the lives of disabled people
* **Advocacy** -supporting disabled people to have a voice, including a collective voice, in society
* **Monitoring** - giving feedback on existing laws, policies, and practices about and relevant to disabled people

# Guiding Documents Relevant to this Briefing

## United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)

DPA upholds the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)[[1]](#footnote-2) as the minimum standard for our participation in society. It places an obligation on Government to ensure and promote the full realisation of all human rights and fundamental freedoms for all disabled people without discrimination of any kind on the basis of disability.

The implementation of the UNCRPD depends on a partnership between DPOs and the Government. This is highlighted in Article 4.3 which says governments shall consult closely with and actively involve disabled people, including disabled children, through their representative organisations. This partnership goes beyond just consulting with disabled people. It mandates governments to actively involve disabled people and our organisations in everything that affects us.

Also of particular importance is the UNCRPD’s General Comment 4: Article 24 on the Right to Inclusive Education,[[2]](#footnote-3) which clarifies and interprets the right to inclusive education.

Other key Articles of the UNCRPD relevant to this submission are:

**Article 3 - General Principles**

The principles of the present Convention shall be:

1. Respect for inherent dignity, individual autonomy including the freedom to make one’s own choices, and independence of persons;
2. Non-discrimination;
3. Full and effective participation and inclusion in society;
4. Respect for difference and acceptance of persons with disability as part of human diversity and humanity;
5. Equality of opportunity;
6. Accessibility;
7. Equality between men and women;
8. Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities.

**Article 5 – Equality and Non-Discrimination**

**Article 7 – Children with Disabilities**

**Article 9 – Accessibility**

**Article 24 – Education**

**Article 27 – Work and Employment**

## The New Zealand Disability Strategy (2016 - 2026)

The New Zealand Disability Strategy[[3]](#footnote-4) is the Government’s primary vehicle for implementing the UNCRPD. Key outcomes relevant to this submission are:

**Outcome 1 – Education**

**Outcome 2 – Employment and Economic Security**

**Outcome 5 – Accessibility**

## Working Matters (2020)

Working Matters[[4]](#footnote-5) is an action plan to ensure disabled people and people with health conditions have an equal opportunity to access employment. It is an all-of-government Action Plan aiming to “ensure an inclusive economic recovery from COVID-19 where disabled people and people with health conditions can participate in employment as they want to, on an equal basis to others”, providing guidance for all government agencies and industries currently working on employment initiatives.

Key objectives relevant to this submission are:

**Objective 1** – Support people to steer their own employment futures

**Objective 2** – Back people who want to work and employers with the right support

**Objective 3** – Partner with industry to improve work opportunities for disabled people and people with health conditions

## Youth Plan 2020-2022: Turning Voice into Action

The Youth Plan[[5]](#footnote-6) is an action under the Child and Youth Wellbeing Strategy and has a particular focus on the perspectives, experiences, and outcomes of rangatahi Māori, Pacific young people, rainbow young people, and disabled young people aged 17-24 years. Key actions relevant to this submission are:

**Voice** - Develop and share best practice guidance for engaging with children and young people (led by Office of the Children’s Commissioner)

**Leadership** – Expand the existing Employment Service to disabled young people in their final two years of school (led by MSD)

**Transformative Change** – Collaborate with rangatahi to facilitate change across government (led by Office for Disability Issues)

# Our Submission

As the long-term insights briefing covers three key life stages of preparing young people for satisfying and rewarding working lives, we have broadly organised our submission under these three stages. However, it is important to first look at the employment landscape for disabled people in New Zealand, including the systemic barriers disabled people face in gaining and maintaining employment, and to also acknowledge the establishment of Whaikaha – Ministry of Disabled People.

## The Employment of Disabled People in New Zealand

Employment plays an important role in a person’s wellbeing through providing income, but also social connection and a sense of purpose. However, there is a disproportionate level of unemployment for disabled people in New Zealand. The most recent Statistics NZ Disability Survey[[6]](#footnote-7) reported in 2013 that only 45% of disabled adults were employed compared to 72% of non-disabled adults. Almost ten years later, Statistics NZ market statistics data for the June 2022 quarter[[7]](#footnote-8) shows that 41.5% of working-age disabled people were employed compared with 80.4% of non-disabled people in the same time period. This is a widening gap.

Where the statistics flip is in the area of self-employment. Disabled people have a higher rate of self-employment at 24 percent, compared with 17 percent of the non-disabled working population. However, the reasonable accommodations required by disabled people entering self-employment can have higher costs than for non-disabled people embarking on the same journey.[[8]](#footnote-9)

Disabled people in New Zealand, on average, earn three-quarters of what non-disabled people do. Gender also plays a significant role, with 34% of disabled women having no educational qualification, compared with 15% of non-disabled women, contributing to the underemployment and wage disparity experienced by disabled women.

Despite the demand for workers currently being at a record high,[[9]](#footnote-10) there is still clearly an underutilised disabled workforce, with 74% of working-age disabled people who are not in paid work would like to be employed if a job was available.[[10]](#footnote-11) This highlights the profound impact that barriers have on the employment of disabled people.

### Systemic Barriers to the Employment of Disabled People

There are many systemic issues that affect disabled people’s full participation in society, particularly in relation to employment. For example, societal attitudes, transport, housing, digital inequity, education and training, and the devaluation of disabled people. Unemployment has a detrimental impact on health and wellbeing. Disabled people’s inequitable access to employment adds to already poor health and social outcomes.[[11]](#footnote-12)

#### Societal Attitudes

Limited employment opportunities and employer attitudes create barriers to employment for disabled people to gain and maintain employment”.[[12]](#footnote-13) These attitudes can extend to employers’ willingness to provide reasonable accommodations. Some attitudes towards disabled people can be further disabling.

Examples include: an assumption by some employers that disabled people cannot work, that because a disabled person has a physical or sensory impairment, they also have a learning disability, or some traits of some Autistic people, such lack of eye contact, may be misinterpreted as unprofessional.[[13]](#footnote-14)

#### Transport

Being able to access affordable and accessible transport impacts a person’s ability to gain employment. Barriers to transport can also lead to poor health outcomes due to social exclusion, affecting disabled people’s access to employment and negatively impacting their well-being.[[14]](#footnote-15)

Access to both private and public transport are key to ensuring accessible transport choices. Car ownership is unattainable for many disabled people due to systemic inequity in relation to employment and lower incomes, as well as the high cost of vehicle modifications.[[15]](#footnote-16) Disabled people who do not have access to a private vehicle, are more likely to use a taxi service, [[16]](#footnote-17) and/or rely on accessible public transport[[17]](#footnote-18) . Many cannot afford taxi services, even with the Total Mobility scheme. Transport costs are a significant barrier to employment for disabled people and mitigating these costs with sufficient funding is an important step towards reducing this barrier.

#### Housing

Inaccessible and unaffordable housing is a huge barrier to disabled people being employed. If you can’t move to where the job is because you can’t find an accessible home, then you don’t get the job. The current goal of fifteen percent of Kainga Ora accessible new build houses will do little to diminish this issue.

The issue of housing affordability is intertwined with the lack of Universal Design (UD)[[18]](#footnote-19) access to housing for many disabled people, especially for people who are mobility impaired. We draw attention to these issues in order to provide context to the need for the interconnected issues of affordability and accessibility to be considered together.

Statistics NZ reports that in the September 2019 quarter, there were 1,903,400 private dwellings in Aotearoa New Zealand.[[19]](#footnote-20) However, according to Lifemark, an organisation that promotes safe and accessible homes, less than 1% of these private dwellings met UD standards despite it being no extra cost to implement 90 percent of the Lifemark accessibility standards.

#### Digital Inequity

Equitable access to technology is an important factor in reducing barriers to employment. Many disabled people are excluded from digital participation due to prohibitive costs of specialised devices and software, and these devices and software are often inaccessible.[[20]](#footnote-21)Digital barriers are not just confined to on-the-job situations. These barriers exist at all stages of the employment journey. For example, in accessing job advertisements and application forms through not having access to devices, data, or the skills to use them.

DPA is aware of disabled youth who have taken their CVs into hospitality sites and been turned away and told to apply through an online portal for roles that do not require digital literacy but a lack of flexibility on the employers’ part results in exclusion from the workforce.

#### Poverty

In Aotearoa New Zealand there is a strong correlation between poverty and receiving a benefit. Disabled people are especially affected, with 54 percent of main beneficiaries being disabled.[[21]](#footnote-22) For those for are employed, poverty can still be a reality as disabled people are more likely to have lower incomes than non-disabled people[[22]](#footnote-23) and wages have declined relative to the cost of living.[[23]](#footnote-24) For example, inflation over the past twenty years has resulted in a 49 percent decrease in purchasing power,[[24]](#footnote-25) which disproportionately affects those on low wages.

#### Education and Training

Tertiary education and vocational training can be a pathway to employment for many people yet there are multiple barriers for disabled students.

DPA is aware of disabled youth who have gone through tertiary education or training, only to encounter barriers in completing practical components due to the inaccessibility of built environments within placements and being advised they will be unlikely to gain employment in their chosen field due to these barriers. Disabled people also face many barriers to accessing work and volunteering experiences in order to build workplace skills.

#### Devaluation of Disabled People

Discrimination, such as that which exists in the workplace and application processes, results in disabled people being further marginalised and devalued.[[25]](#footnote-26) This can be seen in discriminatory schemes such as the Minimum Wage Exemption, which allows businesses to employ disabled people for less than the minimum wage.[[26]](#footnote-27) Currently, there are approximately 900 people employed through the scheme, with 70% paid less than $5 an hour and 25% paid less than $2, all before tax.[[27]](#footnote-28)

Low expectations impact upon many in the disabled community, with disabled people often being told they are not destined for higher education and, at times, discouraged from pursuing employment.

**Recommendation 1:** DPA recommends that Government and Disabled Peoples Organisations (DPOs) co-design initiatives to overcome the multiple barriers to employment faced by disabled people.

**Recommendation 2:** DPA recommends as a matter of urgency that Government disband the Minimum Wage Exemption Permit Scheme and replace it with a scheme that pays disabled people the market rate for the work they do.

## Whaikaha – Ministry of Disabled People

DPA is pleased that four Ministries have come together to consult on this Long-Term Insights Briefing (LTIB) as this reflects the whole of Government response required to prepare young people for satisfying and rewarding working lives.

With the recent establishment of Whaikaha – Ministry of Disabled People, DPA believes the Ministry has a key role to play in providing insights into the many issues for disabled youth regarding preparing for satisfying and rewarding working lives and the development of further long-term insights briefings.

**Recommendation 3:** DPA recommends that Whaikaha – Ministry of Disabled People be a party to all LTIBs for all Ministries.

We note that the draft LTIB says that the key areas of opportunity to prepare young people for satisfying and rewarding working lives has a Te Tiriti o Waitangi informed approach. However, we see little evidence of this approach in its current form.

**Recommendation 4:** DPA recommends that the four Ministries involved in this LTIB engage more fully with Māori bodies to ensure that a Te Tiriti o Waitangi informed approach is taken.

## Stage 1: Early learning, engagement, and attainment in schooling

### Enforceable right to disability inclusive education

Disabled students in Aotearoa/New Zealand do not currently have a right to inclusive education, despite New Zealand’s obligations under the UNCRPD to provide and uphold the right to inclusive education.

Reasonable accommodation is a concept that lacks clear definition in this area. What is meant by reasonable means needs to be defined in law and policy. Reasonable accommodation requires a flexible individualised approach rather than “one size fits all.” For example, Deaf children require an Educational Interpreter, not a Teacher Aide. A child-centered approach such as this would reflect knowledge of and investment in reasonable accommodation rather than the rationing system we have now.

A child’s right to inclusive education requires well prepared schools which can accommodate the child’s individual requirements and provide accessible learning environments. A whole school and whole system approach is required.

Findings from recent ERO reports illustrate the additional barriers disabled students experience in accessing early childhood education and schooling. For example, some schools actively discourage enrolment of disabled children. DPA and support for their recommendations.

The current resourcing and policy framework - based on the rationing of capped funding buckets - is the antithesis of a child-centered approach. The policy and resourcing framework needs to be transformed to respond to disabled children’s rights to reasonable accommodation and accessible learning environments.

**Recommendation 5:** In accordance with its obligations under Article 24 of the UNCRPD, DPA recommends that the Government introduces an enforceable right to inclusive education, and that reasonable accommodation is introduced as a key element of the legislative and policy framework.

**Recommendation 6:** DPA recommends that the Education and Training Act 2020 is amended to include a substantive right to inclusive education and reasonable accommodation and a clear definition of inclusive education and reasonable accommodation.

**Recommendation 7:** DPA recommends that Government review and replace the current policy and resourcing framework so that it responds to the accommodations, support services and accessible learning environments required by disabled students.

### Evidence of the exclusion of disabled learners

The Education Review Office (ERO), in partnership with the Human Rights Commission (HRC) and the Office for Disability Issues (ODI) released two reports in September 2022 that looked at how well the education system is supporting disabled children in early childhood education and in schools: A Great Start? Education for Disabled Children in Early Childhood[[28]](#footnote-29) and Thriving at school? and Education for disabled learners in schools.[[29]](#footnote-30)

Findings show that in early childhood education (ECE):

* disabled children are being excluded from enrolling and fully participating;
* we do not know how well disabled children are progressing;
* children with complex needs are doing less well; and
* teachers are not confident teaching disabled children and struggle to access support to help them develop.

Findings show that in schools:

* disabled learners are still experiencing exclusion;
* a significant proportion of disabled learners do not feel accepted or that they belong;
* disabled learners with more complex needs have poorer experiences and outcomes than other disabled learners;
* many teachers are not confident in teaching disabled learners;
* guidelines and tools for disabled learners are not being used by teachers; and
* support for disabled learners to move on from school is not well coordinated.

ERO has conducted 11 reviews of education for disabled learners over the past 18 years but have found that education is not delivering for all disabled learners, and that improvements are needed.

The ERO reports reveal that:

* one in four parents and whānau have been discouraged from enrolling their disabled child at an ECE service;
* one in five disabled learners have been discouraged from enrolling at a local school;
* nearly one in five parents and whānau have been asked to keep their disabled child at home from ECE; and
* one in four have been asked to keep their child home from school.[[30]](#footnote-31)

Exclusions such as these have long-lasting impacts on the wellbeing and outcomes of disabled learners. For disabled youth to have satisfying and rewarding working lives, it is paramount that their education journey is fully inclusive.

**Recommendation 8:** DPA recommends that all recommendations from the Education Review Office’s September 2022 reports *Thriving at school? Education for disabled learners in schools* and *A Great Start? Education for Disabled Children in Early Childhood* reports are adopted.

### Inclusive education promotes social cohesion

Inclusive education is central to the development of inclusive communities, social cohesion and enhancing positive lifelong outcomes for all students, including disabled students. By educating all children together you build up trust, understanding, empathy, tolerance and therefore start to build a more socially cohesive society. Learning alongside disabled people will hopefully mean that employers of the future are more aware of the capabilities of disabled people and more willing to employ them.

**Recommendation 9:** DPA recommends that the Ministry of Education recognises, values, and promotes the role of a disability inclusive education system in promoting social cohesion.

### Independent education tribunal or arbitration mechanism

There is currently no timely and effective mechanism for reviewing decisions made by Boards of Trustees, Schools, or the Ministry of Education in order to provide redress when disabled students experience unlawful discrimination.

Independent oversight and enforceability around the child’s rights to inclusive education, reasonable accommodation and accessible learning environments is required.

**Recommendation 10:** DPA recommends that an independent education tribunal or arbitration mechanism is established to review decisions by Boards of Trustees, Schools, and the Ministry of Education in respect of disabled student’s rights to inclusive education, reasonable accommodation, and accessible learning environments.

### Child’s identity

Disabled children are not broken and do not need to be fixed. They have inherent value in being disabled people and their disabled identity should not be denied or minimized. Such denial and minimization of disability leads to low aspirations for and achievement of disabled children and young people.

**Recommendation 11:** DPA recommends that the Ministry of Education, in partnership with disabled people’s organisations, commission a programme to support all learners and staff in the education sector to promote, celebrate, nurture, respect and preserve the identities of disabled children and young people.

### Disabled leadership

There is a lack of disabled leadership in the education sector: disabled learners rarely encounter disabled teachers or school leaders and there are few disabled people in senior system-wide leadership roles.

Disability leadership needs to be built into schools and the system more widely. It needs to be grown and nurtured so that disability perspectives are accounted for at every level of the education system.

Capacity building is needed through the funding and support of upskilling disabled people for leadership and governance roles.

**Recommendation 12:** DPA recommends that the Ministry of Education work with disability organisations, education trade unions and wider education sector organisations to create disability leadership within the education sector.

### Replace deficit language

For every child to have what they require to access education and have good outcomes from their education, the LTIB should drive needed change. For example, the urgent need for a genuine change in language so that any thinking or policy development does not immediately move into a deficit space.

We need to move away from a deficit focus and how that views and values disabled people. A step towards this is the use of ‘reasonable accommodations’ rather than ‘supports’ which implies disabled people cannot live without being dependent on others. Words such as “special” and “need” should be replaced with mana-enhancing language.

**Recommendation 13:** DPA recommends that the Ministry of Education reviews and replaces deficit language in all communications and documents of the New Zealand education system.

## Stage 2: Preparing to find and secure employment

### Careers Guidance

Careers Guidance support in schools needs an overhaul. In particular for disabled people, these staff need training and support in several areas relating to preparing young disabled people for satisfying and rewarding working lives. This includes having the additional time needed to work with disabled students, knowledge and understanding of the barriers facing disabled people looking to enter the workforce, assisting disabled students to use the disability-related skills they have in marketing themselves to employers (such skills include working with support staff, organisational skills and skills around adaptability, flexibility and problem solving), and raising the aspirations of young disabled people.

**Recommendation 14:** DPA recommends an overhaul of the careers guidance system in schools and tertiary education: in conjunction with Disabled People’s Organisations and the National Disabled Students’ Association[[31]](#footnote-32), careers guidance staff need to be trained and supported in disability and employment issues.

### Work experience

DPA is aware of schools that have work experience programmes for all students apart from disabled students. Aspirations of disabled people are so low that the feeling seems to be that they won’t be able to work, or no one will give them work experience. DPA is aware of situations where disabled students have had to be accompanied by a fulltime ‘minder’ before being allowed to go on work experience.

### Disabled-developed and Disabled-led Employment Programmes

DPA contends that there is little evidence to demonstrate much success from most traditional programmes designed to get disabled people into work. We strongly believe that a new approach is needed.

DPA believes that disabled-developed and disabled-led initiatives are key to the success of any employment programme. DPA’s Mahi Tika – Equity in Employment programme offers an example of a different way of thinking about disabled people and employment.

Mahi Tika – Equity in Employment[[32]](#footnote-33) was launched by DPA in 2020 and is currently being piloted across Waikato thanks to funding from Kānoa Regional Economic Development & Investment and Trust Waikato – Te Puna o Waikato. Research and Development of Mahi Tika – Equity in Employment is also being carried out thanks to funding from Ministry of Social Development.

The programme is designed and led by disabled people, for disabled people who seek meaningful employment. It is specifically designed to reach an underutilized disabled workforce, focusing on empowering disabled people to be working or training in the industry of their choice and supporting them to become mentors to other disabled people.

Participants on the programme come together with other disabled job seekers to participate in workshops that build employment skills and confidence. They receive mentoring from Kaitiaki/Enhancers who build trust through individual mentoring sessions and support participants on their employment journeys.

**Recommendation 15:** DPA recommends that government prioritise disabled-developed and disabled-led employment programmes.

## Stage 3: Building resilient connections to the workplace

### Equitable Access to the workplace

In order to have healthy connections to the workplace, disabled employees need to have equitable access not only to the workplace itself but also to professional development, training, staff events, and disabled people’s networks. These are enabled through workplace policies and practice, including unions, as well as access to Job and Training Support Funds.

### Support Funds

Access to Job and Training Support Funds is critical for some disabled people to have equitable access to the workplace. However, the scheme is currently fraught with many difficulties. The fund is not widely known about either by disabled people or employers. Administration of the fund operates with inequitable eligibility criteria and results in many variances, including partial funding of equipment and not funding equipment for some that is funded for others. For those who do manage to access the fund, it is often difficult to maintain and manage.

The maximum annual amount of funding is $16,900 for Job Support funds. This has not gone up in over 20 years despite rising inflation and cost of living, as well as a larger population drawing from the fund. Likewise, the Training Support maximum allowance is over a person’s lifetime and has not increased either, creating further barriers for those with high training costs, such as those requiring NZSL interpreters, and those who need to retrain later in life.

**Recommendation 16:** DPA recommends a complete overhaul of the Support Funds system and its replacement by a more equitable, transparent, and fairer system of Job and Training support funding.

### Deaf and disabled Members Trade Union Networks

The Public Service Association (PSA) is at present the only trade union in New Zealand to have a Deaf and disabled Members Network. The Network currently has over one thousand members. This Network enables Deaf and disabled workers to come together across different employment sectors to raise issues relating to disabled workers, but also acts as a peer support for disabled workers.

**Recommendation 17:** DPA recommends that trade unions and the Congress of Trade Unions (CTU) establish Deaf and disabled members structures.

# Summary of Recommendations

In summary, DPA recommends:

1. Government and Disabled Peoples Organisations (DPOs) co-design initiatives to overcome the multiple barriers to employment faced by disabled people.
2. As a matter of urgency, Government disband the Minimum Wage Exemption Permit Scheme and replace it with a scheme that pays disabled people the market rate for the job.
3. Whaikaha – Ministry of Disabled People be a party to all LTIBs for all Ministries.
4. The four Ministries involved in this LTIB engage more fully with Māori bodies to ensure that a Te Tiriti o Waitangi informed approach is taken.
5. Government introduces an enforceable right to inclusive education in accordance with its obligations under Article 24 of the UNCRPD, and that reasonable accommodation is introduced as a key element of the legislative and policy framework.
6. The Education and Training Act, 2020 is amended to include a substantive right to inclusive education and reasonable accommodation and a clear definition of inclusive education and reasonable accommodation.
7. Government review and replace the current policy and resourcing framework so that it responds to the accommodations, specialist support services and accessible learning environments required by disabled students.
8. All recommendations from the Education Review Office’s September 2022 reports *Thriving at school? Education for disabled learners in schools* and *A Great Start? Education for Disabled Children in Early Childhood* are adopted.
9. Ministry of Education recognises, values, and promotes the role of a disability inclusive education system in promoting social cohesion.
10. An independent education tribunal or arbitration mechanism is established to review decisions by Boards of Trustees, Schools, and the Ministry of Education in respect of disabled student’s rights to inclusive education, reasonable accommodation, and accessible learning environments.
11. Ministry of Education, in partnership with Disabled People’s Organisations, and the National Disabled Students’ Association, commission a programme to support all learners and staff in the education sector to promote celebrate, nurture, respect and preserve the identities of disabled children and young people.
12. Ministry of Education work with disability organisations, education trade unions and wider education sector organisations to create disability leadership within the education sector.
13. Ministry of Education reviews and replaces deficit language in all communications and documents of the New Zealand education system.
14. An overhaul of the careers guidance system in schools and tertiary education: in conjunction with disabled people’s organisations careers guidance staff need to be trained and supported in disability and employment issues.
15. Government prioritise disabled-developed and disabled-led employment programmes.
16. A complete overhaul of the Job and Training Support Funds system, to be replaced with a more equitable, transparent, and fairer system of job support funding.
17. Trade unions and the Congress of Trade Unions (CTU) establish Deaf and disabled members structures.

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