

# Developing Policy with an Intersectional Disability-Inclusive Lens

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25 February 2015



# Outline

- **BACKGROUND:** What is Disability?
- **BACKGROUND:** Types of Disabilities
- **TIPS:** Framing Policy Questions
- **EXERCISE:** Considering Disability and Intersectionality
- **TIPS:** Consulting with Intersecting Communities
- **TIPS:** Analyzing Information with an Intersectional Lens
- **Q & A:** Knowledge into Action



# *What is Disability?*

- **No common definition of disability in Canada; largely defined by different programs**
- **Canadian Survey on Disability (2012)**: “[An] activity limitation or a participation restriction associated with a physical or mental condition or health problem”
- **Disability – A Complex Issue** (HRSDC, 2003)



# ***What is Disability?***

***Disability is not a brave struggle or 'courage in the face of adversity.'***

***Disability is an art.***

***It's an ingenious way to live.***

- Neil Marcus



# *Types of Disabilities*

- **Physical**
- **Hearing**
- **Intellectual / Learning**
- **Neurological**
- **Mental / Psychiatric**
- **Environmental**
- **Visual**

Adapted from:

National Education Association of Disabled Students (n.d.). Making Extra-Curricular Activities Inclusive, n. pag.

[http://www.neads.ca/en/about/projects/inclusion/guide/pwd\\_01.php](http://www.neads.ca/en/about/projects/inclusion/guide/pwd_01.php)



**Remember, many  
people have **more**  
**than one** disability.**



# *Framing Policy Questions*

- **Ask, “What is the DRIVER for a specific policy question?”**
  - **What is the impetus for REVIEW or CHANGE?**
- **Break down complex questions into components – “What ASSUMPTIONS are at play here?”**
- **Consider your stakeholders – “Who will be IMPACTED by decisions made?”**
- **Consult with community members and subject matter experts – “Is the question RELEVANT to stakeholders?”**



# *Framing Policy Questions*

Does the policy attempt to address a specific component of disability – or achieve the same thing for all citizens?

Does it seek to achieve:

- **OUTCOME EQUALITY** for both persons with disabilities and those without
- **VERTICAL EQUALITY**, whereby the focus is on equal opportunity for persons with disabilities
- **HORIZONTAL EQUALITY**, whereby everyone receives equal treatment

Adapted from:

McColl, M.A. (2013) The Disability Lens. Canadian Disability Policy Alliance.

<http://www.disabilitypolicyalliance.ca/wp-content/uploads/2013/10/disability-lens-300913.pdf>







**LIMITED  
ACCESS  
&  
RELEVANCE  
for people with  
disabilities**



# ***EXERCISE***

## ***Disability and Intersectionality***

### **PART 1**

**Consider ONE or MORE of these GROUPS or CONTEXTS**

- **Women**
- **Racialized**
- **Sexual minorities**
- **Rural**
- **Poverty**



# ***EXERICISE***

## ***Disability and Intersectionality***

### **PART 2**

Consider a particular **GOOD** or **SERVICE** the public might access. For example:

- **Health care**
- **Employment**
- **Housing**
- **Transportation**



# ***EXERICISE***

## ***Disability and Intersectionality***

### **PART 3**

***What are some barriers people in this GROUP(S) or CONTEXT(S) may face in accessing a good or service?***

***Consider access, attitudinal barriers, common portrayals in the media, and the like.***



# ***EXERICISE***

## ***Disability and Intersectionality***

### **PART 4**

***What are some barriers people with different types of disabilities may face in accessing a good or service?***

- Physical
- Intellectual / Learning
- Mental / Psychiatric
- Visual
- Hearing
- Neurological
- Environmental



# ***EXERICISE***

## ***Disability and Intersectionality***

### **PART 5 – REPORT BACK**

- What are some **KEY LEARNINGS** from your group?
- What are some **SIMILARITIES** and **DIFFERENCES** between groups?



# *Consulting with Intersecting Communities*

- **Reach out to community organizations – “snowball” other contacts and reach out to others people know**
- **Consider assumptions and language in consultation – provide people with the option of offering follow-up information and commentary**
- **Be transparent about the scope of your question or project – do not set up hopes**
- **Follow up with those consulted → provide progress reports where possible**



# *Consulting with Intersecting Communities*

- **Employment and Social Development Canada**

[\*Guide to Planning Inclusive Meetings \(ESDC\)\*](#)

- **Ontario Municipal Social Services Association**

[\*Guide to Conducting Accessible Meetings\*](#)





# *Analyzing Information with an Intersectional Lens*

- Remember, one person offers his/her lived experience – look for **COMMONALITIES** among interviews
- **VALIDATE** findings from third parties and research – but understand that needs are constantly changing; listen to “best advice” in terms of offering policy options
- **EVALUATE** findings with those consulted
- **BUILD RELATIONSHIPS** and trust



# *Knowledge into Action*

## **QUESTION 1**

***How can you apply an  
intersectional lens into  
your work?***



# *Knowledge into Action*

## **QUESTION 2**

***Who/what are some  
community-based partners  
and resources to consult  
with?***



# *Knowledge into Action*

## **QUESTION 3**

***How can you collaborate internally to use an intersectional lens?***



# ***Closing Comments & Questions***



***Thank You!***

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*Research Services with an Inclusive Approach*

