



DISABILITY INCLUSION

1. PURPOSE AND SCOPE

This Policy seeks to ensure that persons with disability are given equal access and opportunity to engage with and benefit from ADRA and its initiatives, and that ADRA responds appropriately and effectively to the expressed needs of persons with disability. The Disability Inclusion policy sets out expectations for the behaviour and standards of professional and personal conduct of ADRA New Zealand's employees, volunteers, contractors and Board of Trustees hereinafter referred to as ADRA New Zealand stakeholders in their engagement with ADRA New Zealand.

2. INFORMATION

It is estimated that 15% or about a billion of the world's population is living with some form of disability (World Report on Disability 2011). Furthermore 1 in 5 (20%) of the World's poorest people live with a disability (Ibid). And there is a strong correlation between disability and poverty with an estimated 426 million people with disability in developing world living below poverty line. Children with a disability are much less likely to attend school than children without a disability and malnutrition is estimated to cause 20% of impairments worldwide (CBM, Inclusion Made Easy- Complete Guide, 2013).

The Sustainable Development Goals (SDG) therefore reference disability in various parts of the goals and specifically in parts related to education, growth and employment, inequality, accessibility of human settlements, as well as data collection and monitoring of the SDGs. It should be noted that SDG goals will not be met without addressing disability.

3. DEFINITIONS

- Impairment: A physical, intellectual, mental or sensory characteristic or condition, which places limitations on an individual's personal or social functioning in comparison with someone who does not have that characteristic or condition (Volunteer Service Overseas (VSO), Handbook on mainstreaming disability, '06).
- Disability: The disadvantage and exclusion which arise as an outcome of the interactions between people who have impairments and the social and environmental barriers they face due to the failure of society to take account of their rights and needs (VSO, A handbook on mainstreaming disability, 2006).
- Barriers: Are factors in a person's environment that, through their absence or presence, limit functioning and create disability (World Health Organization Mar 17, 2016).
- Inclusion: Is the process whereby every person (irrespective of for instance age, disability, gender, sexual preference, religion, ethnicity or nationality) who wishes to can access and participate fully in all aspects of an activity or service in the same way as any other member of the community (CBM, 2013).

4. VALUES

ADRA New Zealand believes that:

- All people are created in God's image.



- Providing equal access to resources, opportunities and services to people with disabilities is integral to the goal of reducing poverty, illiteracy and disease and is an important development goal in itself
- Disability inclusive practices are key in contributing to equality of opportunity and equitable outcomes for all people around the world.
- Engaging with the rights and needs of people with disability should be sensitive and relevant to the local context.

5. POLICY STATEMENT

ADRA supports and encourages the equal participation of people with disability in the process of development and strive for equal access to resources, opportunities and services. To achieve this, ADRA utilises an approach which:

- Mainstreams disability awareness and inclusion across all programmes and activities.
- Is based on a social model of inclusion which emphasises the empowerment of persons with disabilities and requires society itself to adapt rather than the reverse.
- Reflects an approach to sustainable development which recognises that people with disabilities have the right to the same opportunities as other citizens and to an equal share in the improvements in living conditions resulting from economic and social development.
- Recognises the potential of people with a disability in their active contribution to projects at all stages.

6. PRACTICAL GUIDELINES

A. Human resource management and development

- Refrain from any discriminatory recruitment and employment practices and ensure that management practices minimise access barriers for people with disabilities.
- Ensure that staff and relevant partners are able to access quality information regarding disability issues. This includes ensuring that staff are aware of and recognise rights of persons with a disability as set out in the UN Convention on the Rights of Persons with Disabilities and the Universal Declaration of Human Rights.

B. Project planning and implementation

- Actively encourage and support partner organisations and governments to consider disability issues when planning programmes and implementing projects.
- When planning project activities, prioritise initiatives and services that will have a positive impact on the quality of life of people with disabilities and their families.
- Make every effort to ensure that the projects supported by ADRA New Zealand are accessible to all stakeholders including persons with disability, by:
 - working with partners to address the barriers which prevent people accessing services, including poverty, age, gender, lack of knowledge, geographic location and social stigma.
 - where possible, include design features that promote or prioritise access to and mobility within physical buildings for people with disabilities.



- developing sustainable systems which enable appropriate intervention, education and referrals to facilitate access to affordable, quality care for people in isolated or rural areas.
- Seeking the participation of all persons without unlawful discrimination.
- Ensure that all work is undertaken with respect for the values, needs, rights and dignity of all program beneficiaries

C. Project monitoring and evaluation

- All projects should report with disaggregated data.
- Ensure that development projects are implemented with the highest standards of quality and effectiveness.
- Assess, analyse, share and make appropriate use of:
 - the results of well conducted research
 - lessons learned from pilot or model projects
 - lessons learned from partnerships and communities to build on and improve the quality and effectiveness of projects in order to improve the quality of life for persons with disabilities.

D. Internal and external/public communication

- Ensure that, in all of our activities and particularly in our communications with the public, ADRA New Zealand accords due respect to the dignity, values, history, religion, and culture of the people with whom we work.
- Use material, such as appropriate language and images, which uphold the value, rights and dignity of persons with a disability, and which do not suggest or portray that a person who has a disability is a 'victim of' or 'suffering from' the disability.
- When possible, emphasise and prioritise the individual above and before the disability, by:
 - Naming individual(s) when appropriate.
 - Using empowering language (for example, speaking of 'people with disabilities' rather than 'disabled people' or 'a person who is blind' rather than 'a blind person').

E. Relevant Declarations and Reports

- World Health Organization (WHO) Mar 17, 2016
- 2011 World Report on Disability
- 2006 United Nations Convention on the Rights of Persons with Disabilities
- 1986 Declaration on the Right to Development
- UN Universal Declaration of Human Rights