Inclusion and Equity, Dr Kevin Murfitt

2018 Faculty of Health HDR Conference
Definitions

• Diversity: the presence of people of different identities such as race, gender, age, disability, sexual orientation

• Inclusion: more about a person’s or persons’ sense of belonging in a certain context

• And Equity is focused more on ensuring all have the full range of available opportunities in that context to achieve their potential

• Inclusion is like receiving a personal invite to a party,

• and equity is Like being asked to dance! (anon)
Inclusion V Equity

• From ‘Feel Like You Belong’ a website focusing on cultural inclusion in the U.S..

• http://feellikeyoubelong.com/blog/2016/7/3/inclusion accessed October 11 2018
‘In the conversation around the diversity of our organizations, we are often confused by the terms **Inclusion** and **Equity**. Chris Macon likes to illustrate the difference with the metaphor of bleachers at a sporting event.

If the fans in the bleachers represent the people in your organization, we can take a snapshot of everyone in their seats. As you study the photo, do you see everyone represented? Is there a representative number of females (51% of the U.S. population)? What about people of color (38%)? If the headcount of those two categories (race and gender) matches national statistics, then your organization is **Inclusive**. That is, people are included in numbers representing the population.
• However, if most of the best seats—the ones in the front—are filled with whites and with males, then your organization is not **Equitable**. The seats down in the front are the most expensive and represent the highest-paid workers. Seat position represents power and seniority.

• The seats at the top of the bleachers represent the lowest paid workers.

• They also represent the last hired and the first to be fired in a downturn.

• Take note of who is seated there.
• Within your organization, who has access to the better seats and, therefore, has access to decision making?

• If your snapshot is inclusive but not equitable, it’s time to ask what obstacles are in place that limit everyone’s access to the good seats.

• Is your company, your school, or your nonprofit ready for the hard questions?

• *Note: There are several elements of diversity not discussed here: age/generation, physical ability, sexual orientation, etc. Some of these are visible in photographs, and some are not. These categories will add to your inclusion and equity conversation!*
The Author

• Alan Headbloom is an interculturalist and applied linguist building international bridges across a variety of industries.
• He gives workshops and presentations on global communication as well as domestic HR issues
• such as unconscious bias and microaggressions in the workplace.
Full Inclusion

• Inclusion with Equity
• So when evaluating claims about inclusion or inclusive practices
• That often are meant by the claimants to be full inclusion
• We need to assess the level of equity in ‘inclusion’ or ‘inclusive practice’
Reasons for Diversity and Full Inclusion

• Demographic, Ethical, and Business reasons for fully inclusive workplaces and by extension fully inclusive communities.
• As Mor Barak (2017) states: Diversity and the need to build full inclusion is:
  • ‘a reality here to stay’,
  • ‘It is the right thing to do’,
  • and
  • ‘It makes good business sense’.
In terms of ‘asking the hard questions’

- **Professor Brendan Crotty**
- Executive Dean, Faculty of Health, in an email to staff on 17/10/2018

- Dear Faculty of Health staff,

- Deakin’s Equity and Diversity team have recently completed the 2018 Diversity and Inclusion Staff Survey. Could I encourage you all to read the report which can be found at [https://goo.gl/e2nzVG](https://goo.gl/e2nzVG)?

- The key adverse findings of the survey were:

- Members of the LGBTIQ+ community and staff with a disability felt less accepted than non-LGBTIQ+ staff or those who didn’t disclose a disability.
- The majority of staff who submitted a complaint about unfair treatment stated that their concerns had not been effectively resolved.
- Equity and Diversity are working to investigate and address both of these issues.
On an International Level

- Barak Obama Nobel Peace Prize ‘Just Peace’,
- JFK’s ‘Evolution of Institutions’
- 1948 United Nations Declaration on Human Rights and subsequent treaties, covenants, and conventions, the latest of which is the Convention on the Rights of People with disability (CRPD), ratified by Australia in 2008.
The How of Full Inclusion

• A Human Rights Approach
• Addresses the issues behind a need not just the need like food, shelter, safety, discrimination etc..
• Works in a participatory way where those being excluded are empowered to claim their rights
• Principle tool or strategy is advocacy
Examples for Researchers/Academics

• Voices of Pacific Children with disability: Inclusive Practice for Research

ADRAS (cat 2) DFAT grant

• Three Questions for children:
  • What is most important to you in your life?
  • What are your hopes and dreams for the future?
  • What could be better in your life?
• Answer: Full inclusion, they want to go to school, get a job, and contribute to their community just like everybody else
The Human Rights/Participatory Approach or Method

• Talked directly to children

• Used the articles in the CRPD to help develop research tools and guide the thematic analysis

• Trained and employed in-country researchers
  • Including people with disability

• Partnered with local DPO and other orgs such as Save the Children

• Many publications and an international award for research excellence

• Training manuals and short films
  • www.voicesofchildrenwithdisability.com
Accessible and Inclusive Geelong project

• Funded by the Victorian Government

• Accessible and Inclusive Geelong will be led by Deakin research hub HOME, which includes 30 researchers from across all four of the University’s faculties, from Arts and Education, Business and Law, Health, and Science, Engineering and Built Environment.

• The ultimate aim is a city designed to be accessed and used to its full potential by all people, regardless of age, and ability or disability.
• The holistic research project will include evaluation and recommendations for inclusive design approaches to:
  • Public transport, roads and footpaths
  • Built form, planning and building regulations
  • Community infrastructure
  • Employment and economic participation
  • Education
  • Tourism and entertainment

• “We understand that social attitudes underpin design outcomes, which is why we need to consider the end result from the perspective of all, including those who have been marginalised due to low income, poor or unaffordable housing or access to work and facilities. This is why community engagement is central to our project.”
From a draft media release on the project

• “Ultimately we all want to live in a world where we can send the kids off to school safely, catch public transport to work easily, get safely to school or university, and whatever else we have to or want to participate in to reach our potential. Our project seeks to create a pathway to that reality for all of us.”
Inclusion study is funded

THE State Government is providing $750,000 for a new feasibility study into making Geelong a more accessible and inclusive city.

Geelong Labor MP Christine Gunz, representing Disability Minister Martin Foley, said the funding would enable Deakin University to explore ways to build social and economic inclusion in Geelong.

‘There will be a particular focus on universal design, the built environment and employment,’ Ms Gunz said.

‘The Accessible and Inclusive Geelong study project will be led by Deakin’s research hub HOME, which includes 30 researchers from across all four of the university’s Faculties: Arts and Education, Business and Law, Health and science, Engineering and Built Environment.

‘The hub works with local communities to deliver well-designed, sustainable and connected communities.

‘A steering committee with representatives from City of Greater Geelong, the State Government, Deakin, and local disability organisations and businesses including...’
Professional Practice Example

• The National Disability Insurance Scheme (NDIS)
• Created through legislation enacted by the Australian Government
• The NDIS has two components:
  1. The scheme will provide app. 480,000 people with disability with a annual budget giving them more choice and control over what support services they purchase and who provides that service.
  2. The scheme will provide resources to assist mainstream organisations and the community to become more inclusive of people with disability

• This is a significant paradigm shift from a welfare or charitable approach to a more human rights based approach to enabling full inclusion of people with disability in all areas of life.

• Many professional career opportunities (e.g. policy, management, health promotion, OT, IT, etc.).
Finally

• As Mor Barak, cited earlier, said:
  ‘Diversity is a reality here to stay’

To continue to build our prosperity and fairness as a society
Every profession and every community whether a workplace or a leisure facility etc.
Will have to accommodate and capitalise on that diversity
Through asking the hard questions and building full inclusion.
Voices film

http://www.voicesofchildrenwithdisability.com/films/