

AIB Research Centre on Inclusive and Equitable Cultures



RINCE Newsletter, October 2022- May 2023



1 - Dr. Noirin Mac Namara - Data Analyst in Equality, Diversity, and Inclusion

Dear colleagues, affiliates, and friends of RINCE, the AIB Research Centre on Inclusive and Equitable Cultures,

We have all been very busy!

In this issue of our newsletter, team members working on RESISTIRÉ - Responding to Outbreaks through Co-Creative Inclusive Equality Strategies and Collaboration – report on their work across the third cycle of the study in Dublin, Prague, Budapest and Gothenburg.

Work on EDIRE continues. EDIRE is a Horizon Europe project aiming to build relationships and collaboration between the University Sarajevo School of Science and Technology (SSST) and four research institutions in France, Italy, Ireland and Spain. This issue contains an update on the focus groups conducted with SSST staff on their perspectives of gendered inequalities in the institution. It also has recommendations for future research and actions arising from the national consultation meeting on the 27th March in Bosnia Herzegovina (BiH).

Begüm Üstün, a PhD student in Gender Studies at Kadir Has University, Istanbul, Turkey reports on her exchange visit to TU Dublin in March as part of the GenderEx project.

We report on a co-hosted international workshop with the Allied Irish Bank diversity team and Oxford Brookes RESISTIRÉ team in February. The workshop focused on ‘The future of work and hybrid workplaces in the post pandemic world’. This workshop provided companies and organisations across Europe with the opportunity to reflect on the Equality, Diversity and Inclusion (EDI) impacts of a hybrid-working model, and good practices for promoting a culture of inclusion in the workplace.

We provide an overview of the TU Dublin EDI Research & Practice Showcase 4th Annual Conference, February 2023.

We also report on the TU Dublin Symposium ‘Working, Learning, and Caring’ to mark International Women’s Day in March. Speakers included Orla O’Connor, National Women’s Council of Ireland (NWC), Professor Helen Russell, Economic and Social Research Institution (ESRI), Joy-Tendai Kangere, Rooted in Africa-Ireland, Sue O’Grady, Family Carer’s Ireland, Cleo McCormack, Version One, along with students and staff in TU Dublin. Speakers and participants considered how the distribution of care work in society plays a central role in the continuation of gendered inequalities and they emphasized the importance of valuing caring work for our individual and collective wellbeing.

In other news we have two new blog posts on our website. ‘Conducting research on cultural inclusion as a migrant researcher’ is by Ana Fernandes and ‘Dyslexia – a mother’s experience of stigma and support’ is by Caitríona Delaney. The RINCE seminar series also continued with talks on ‘Age discrimination in higher education & academic professions’ (Dr Trudy Corrigan, DCU); ‘Creating inclusive universities for different abilities (Dr Keith Murphy, TU Dublin)’; and ‘Respect for gender identity, what is it and why it matters’ (Dr Stephanie Kapusta, Dalhousie University).

Finally this issue features three great articles from RINCE affiliates in TU Dublin:

- How Irish employers could benefit from hiring people with disabilities - By Catherine Kelly
- Dispelling the myths around dyslexia - By Dr. Keith Murphy

· Challenging the Status Quo: The experiences of Black Minority Ethnic social care students in Ireland- By Margaret Fingleton

A packed issue, well done to all involved!

Dr Nóirín Mac Namara, Data Analyst, EDI, TU Dublin

Research Projects

RESISTIRÉ



[The RESISTIRÉ \(Responding to outbreaks through co-creative inclusive equality strategies and collaboration\)](#) project at RINCE, together with its partners across Europe, is now finalising the third cycle of the study. The main focus of this phase is to identify possible lessons learnt from the COVID-19 crisis and to provide recommendations for more resilient gender+ responses to current and future crises.

In February, members of our RESISTIRÉ TU Dublin team took part in four [‘Open Studios’](#) to co-design practical policy solutions that can really make a difference. In this cycle, two Open Studios were organised in-person and focused on solutions for older people and on healing urban ecologies. The other two Open Studios took place online and examined creative responses to crisis and inclusive digitalisation.



2 - Open Studio in Prague, Czech Republic

The first in-person ‘Open Studio’ during this cycle was entitled **‘Better is Possible: Solutions for Older People in a Post-pandemic World’** and was hosted by our TU Dublin team in Grangegorman campus. This Open Studio involved a number of consortium members, as well experts and stakeholders from

Ireland and from around Europe. Key issues discussed during the event concerned age discrimination and the invisibility of ageism, access to and provision of care, the increasing isolation of older people impacting them beyond the spread of the virus, and the intersectional perspective needed to gain an in-depth perception on older people issues.

Our team member, Alicja Bobek, also attended the in-person Open Studio in Prague, Czech Republic. This Open studio, entitled **'Ecosystems of Care: Inclusive and Healing Urban Ecologies'**, built on the two [Pilot Projects](#) initiated in the first cycle of the RESISTIRÉ project : [Parc de l'Espanya Industrial: aquí \(Spain\)](#) and [Triester Neighbourhood: Transition Graz \(Austria\)](#). Among other issues, the participants explored the ways in which these projects, as well as other similar 'better stories', can be scaled up or multiplied in different contexts.



3 - consortium meeting and a workshop organised in Gothenburg, Sweden

The RESISTIRÉ TU Dublin Principal Investigator, Dr Sara Clavero, also attended the consortium meeting and a workshop organised in Gothenburg, Sweden in March. At the meeting, consortium members discussed the final deliverables of the project as well as the final RESISTIRÉ conference which will take place in Brussels, 20-21st of June, 2023. For more details about the conference, and for the link to the registration page, please check [the conference section on our RESISTIRÉ website](#).

In March, two members of our TU Dublin RESISTIRÉ team, Alicja Bobek and Caitriona Delaney visited the ['Inclusive Schools: Toolbox to engage ALL parents and guardians in dialogue'](#) Pilot Project in Hungary.

RESISTIRÉ funds a selection of pilot projects that seek to reduce the impact of the pandemic on vulnerable groups. [This pilot project led by the Romedia Foundation](#) aims to co-design a Toolbox to engage with all hard-to-reach parents/guardians in schools. While the project is designed and delivered within the Hungarian context, with a focus on disadvantaged Roma families, engaging with parents from other ethnic minorities is also part of the project. During the onsite visit, members of the TU Dublin team met with the project implementing team and attended two Toolbox testing workshops. The project implementing team discussed the issue of deep poverty experienced by Roma families and emphasised that this is a major barrier to this project, and to other similar projects concerning the Roma community. The need to understand where education comes on a scale of priority for parents when they are experiencing deep poverty was identified as an important factor to enable engaging hard-to-reach parents.

Participants at the workshops agreed that they benefited from having the opportunity to share their experiences of working with hard-to-reach parents and to discuss opportunities and potential ways forward. This Toolbox can be used beyond the Romani community, particularly with other groups who experience similar barriers such as poverty (for example, migrants, lower socio-economic families). Overall, this was a very successful trip. This pilot project has run smoothly and potentially will have positive impacts.

RESISTIRÉ is an EU-funded project with ten European partners and a network of researchers to analyse the impact of COVID-19 policies on gendered inequalities. Informed by a gender+ approach, the intersections of gender with age, race/ethnicity, class, disability and sexuality are recognised as significant in analysing the impact of policy responses to COVID-19 on inequalities. More information about the project can be found on the RESISTIRÉ [website](#)

EDIRE



Focus Groups SSST Sarajevo

Caitriona Delaney, as part of the TU Dublin EDIRE Team, went to Sarajevo to the School of Science and Technology (SSST) to conduct focus groups on the 6th and 7th of March. EDIRE is a Horizon Europe project aiming to create a networking collaboration between SSST and four research institutions in France, Italy, Ireland and Spain, with the aim of increasing the SSST research profile and boosting its research capacity especially in the field of Equality, Diversity and Inclusion (EDI).

Before the focus groups took place, a survey was conducted at SSST which was administered to the staff to explore their experience of working in SSST, particularly regarding their experiences of gender differences/gender-based discrimination. The findings from the survey influenced the enquiry topics for the focus groups. Some of the main EDI related issues emerging from the focus groups and survey include:

- Experiences of **support** from more senior colleagues on issues such as career advancement and caring-related needs are **more satisfactory among male** than female respondents.
- Experiences of **unfair treatment/discrimination** are **more prevalent among women** and **women also feel far less comfortable** reporting instances of **unfair treatment**.
- Women have less access to informal networks, which points to the existence of an **“old boys” networking culture**.
- Experiences of **discrimination** regarding **task allocation** as well as job interviews and evaluations were only reported by women respondents.
- **Gender pay gaps** may be an issue that will require further investigation, as there are **significant gender differences** with regards to feelings of **discrimination** regarding **salaries**.



4 - Caitriona Delaney and EDiRE Partners in Bosnia for national consultation meeting

EDI National Consultation

This national consultation meeting took place on the 27th March 2023 in Bosnia Herzegovina (BiH) and was attended by academics, researchers, research office staff (including project managers and officers) from universities across Bosnia Herzegovina (BiH). Two main issues discussed in the national consultation were: 1) the lack of access to research funding in SSST and in BiH more generally to advance researchers' careers and, 2) the lack of disaggregated data (in general) and, more specifically, in relation to the research funding application and selection processes. Drawing from this national consultation the TU Dublin team put forward recommendations for future research and for future actions. Some of the key **recommendations for future research** include:

- Identify and analyse gender pay gaps at SSST (e.g. launching a gender pay audit).
- Create gender disaggregated data on the types of employment contracts at SSST (e.g., temporary/permanent, part-time/full-time).
- In depth exploration of the intersections between gender and ethnicity in relation to unfair treatment and discrimination in the areas covered by the survey: career advancement, work-life balance and EDI in organisational culture.
- Explore gender bias and discrimination in relation to career advancement in SSST and within the wider BiH context considering the multiplicity of factors involved (e.g., selection and promotion processes, access to research funding, networking opportunities and publications).



5 - EDiRE Partners in training workshop

Some of the suggestions for **future actions** include:

- Setting up awareness-raising programmes on EDI issues in academia and research and targeted training programmes on gender-based bias.
- Promoting gender mainstreaming in research funding through a variety of tools, including the introduction of Gender Equality Plans (GEPs) in research funding organisations, as well as learned academies in BiH.

TU Dublin, along with partners from EDIRE, will provide training in some of the areas outlined above in the upcoming months.

Gender Ex



As part of the Gender Ex project staff exchanges, Begüm Üstün and Asli Carkoglu came to TU Dublin from Kadir Has University Istanbul. During their exchange visits, they participated in a variety of university events and worked alongside our team and other departments in the University.

Here is Begüm Üstün's account of her time in TUDublin:

I am Begüm Üstün, a PhD student in Gender Studies at Kadir Has University, Istanbul, Turkey. I had the chance to be in Dublin for one week as part of the GenderEx project. A huge thank you to Yvonne and Noirin, with whom I was in constant contact while I was in Dublin. We attended a conference on Race Equality at the University of Galway and had the opportunity to see once again how important the concepts of intersectionality, diversity and inclusion are. I continued my studies and readings at the desk given to me at TU Dublin, Park House and the office environment was very warm. I also attended a symposium on carework. It was very valuable to listen to TU Dublin's policies and people's own care experiences. It was also a great experience exploring Dublin, getting lost in its alleys and meeting new people. I am very happy to have this opportunity. Thank you GenderEx and TU Dublin!

EDI Research & Practice Showcase 2023



On 26th January 2023, RINCE and the EDI Directorate hosted its 4th annual Research & Practice showcase event. This was the first showcase to be held in-person since the outbreak of the Covid-19 pandemic. The showcase was an opportunity for researchers and practitioners at TU Dublin to present

and discuss their work progressing equity and inclusion. Many stimulating discussions were held on a range of topics, including:

- *Mind the Gap: Education as a barrier to inclusion* (Elaine Chapman)
- *Neurodiversity, Dyslexia, Higher Education, Difference, Inclusion* (Keith Murphy)
- *Development of a new TU Dublin programme for people with intellectual disabilities* (Sylvia Healy and Deidre Bonar)
- *Can teaching practice address gender inequality in STEM, as explored through self-efficacy?* (Gintarė Lübeck)
- *How I used counter storytelling from Critical Race Theory as a research practitioner* (Fionnuala Darby)
- *Developing an Antiracism Placement Resource – the Community Development and Youth Work experience* (Brid Ni Chonaill)
- *Online Interactive Design Workshop for Female Students in Technology Programmes in TU Dublin* (Michelle Looby , Marie Armstrong ,Susan Lynott and Katherine Looby)

More information about this event can be found here: [News | TU Dublin EDI Research & Practice Showcase 4th Annual Conference | TU Dublin](#)



6 - WITU Event Presentation

AIB-RINCE Event-The future of work and hybrid workplaces in the post pandemic world



7 - Dr. Sara Clavero, Denis Doolan, Prof. Yvonne Galligan and Caoimhe Scolard at the AIB - RINCE Event

TU Dublin's AIB Research Centre for Inclusive and Equitable Cultures (RINCE) and the research team from Oxford Brookes University (representing the RESISTIRÉ Project) together with our partners at Allied Irish Bank, organised an international workshop on 22nd February, providing a forum for private organisations in Europe to reflect on the EDI impacts of the new hybrid-working model and promote a culture of inclusion in the workplace. This event aimed at presenting current knowledge on the topic of hybrid work, EDI in the workplace, as well as the future of caring workspaces which provide inclusive environments for all employees. It also aimed at raising awareness about the opportunities and challenges of hybrid models of work in relation to EDI and employee engagement and sharing examples of good practice and engaging in a dialogue to discuss their replicability in a variety of organisational contexts.



8 - RINCE Team with AIB, RESITIRE Team and guest speaker Dr.Sally Wright

After an introduction by Prof Yvonne Galligan (RINCE Director) and Caoimhe Scolard (AIB Group Inclusion and Diversity Lead) and a presentation providing an overview of main results from the RESISTIRÉ project (Dr Alicja Bobek, TU Dublin and Dr Charoula Tzanakou, OBU), Dr Sally Wright

(Warwick University) provided an inspiring and thought-provoking keynote address entitled “*The promise and perils of hybrid workplaces in the post-pandemic world: Insights for building a more inclusive future of work*”. This keynote engaged participants in a lively Q&A session with interesting questions and follow-up discussion. During the second session, the main results of the Caring Workspaces pilot project (funded by RESISTIRÉ) were presented by Mesadet Maria Sozdem (Postane, Istanbul). The Caring Workspaces project aims to make our workspaces more inclusive, diverse, caring and safe by prioritizing a gender+ perspective and to lead the way in ensuring that caring responsibilities are addressed from a perspective of EDI and employee wellbeing. Mesadet's presentation was followed by a discussion in small groups on a selection of “better stories” of caring workspaces gathered in the context of the RESISTIRÉ project and a reflection on their replicability in different organisational contexts. The event ended with a plenary session where the main points emerging from each of the small groups were shared and further discussed with a wrap-up and conclusions provided by the workshop Chair, Dr. Sara Clavero (TU Dublin).

Symposium: Working, Learning, and Caring ;To mark International Women’s Day we hosted a Symposium on ‘Working, Learning, and Caring.’



On Friday 24th March, we co-hosted a Symposium on ‘**Working, Learning, and Caring.**’ This event, marking International Women’s Day (8th March), was jointly organised by Equality, Diversity and Inclusion, Employee Engagement, the Parents and Carers Staff Network, and other interested TU Dublin community members.

The Symposium

- explored the policy and legislative context of care work in Ireland;
- featured the lived experiences of members of the TU Dublin community in combining care work or care responsibilities, paid work, and/or study; and
- included breakout sessions where participants reflect on their own experiences and consider organisations’ good practice initiatives on supporting carers in the workplace.



This symposium considered the impacts of combining care responsibilities with paid work and/or study. We all give and receive care. In Ireland, women currently provide the majority of child, elder, and other forms of care. The distribution of care work in a society plays a central role in the continuation of gendered inequalities. At some stage we will all likely have caring responsibilities, be they for children, elderly parents, friends or family members with disabilities/chronic illness. Speakers and participants all emphasised the importance of valuing caring work for our individual and collective wellbeing.

Click on the [link](#) to view event recordings

RINCE Seminars & Blogs



9 - RINCE Team and Affiliates at Dr. Keith Murphy's seminar

Seminars:

- 3 November 2022 - Exploring age discrimination in higher education & academic professions (Dr Trudy Corrigan, Dublin City University, DCU)
- 1 December 2022 - Creating inclusive universities for different abilities (Dr Keith Murphy, Lecturer in Applied Social Care, School of Social Science, Law and Education, TU Dublin, Tallaght Campus) Please click [link](#) to view recording and to view Keith's [Poem](#)
- 30 March 2023 - 'Respect for Gender Identity : What is it and why it matters' (Dr Stephanie Kapusta, Assistant Professor, Department of Philosophy, Dalhousie University)

Blogs:

- [Issue 16 : December 2022](#) -Dyslexia – a mother’s experience of stigma and support
- [Issue 17: March 14 2023](#) - Conducting research on cultural inclusion as a migrant researcher

RINCE Affiliates

How Irish employers could benefit from hiring people with disabilities - By Catherine Kelly



The [latest figures](#) from ManpowerGroup Employment Outlook Survey highlights that 81% of Irish employers are currently struggling to recruit employees. This survey [reveals](#) that there is currently a massive talent shortage for recruiters in Ireland with unprecedented increases in salary being offered to attract the right candidates.

But employers that continue to invest in the same old recruitment tactics fail to capitalise on the biggest source of untapped talent, that of people with disabilities. Indeed, a report from the Economic and Social Research Institute (ESRI) [highlights](#) that a mere 36% of disabled people of working age are actually employed in Ireland. This figure differs considerably in the percentages in employment by disability types: people who reported having 'deafness or a serious hearing impairment' are on the higher end of the employment scale at 45.7%, with people with an intellectual disability at the bottom end of the employment ladder at only 14.75%.

[From RTÉ Radio 1's Today With Claire Byrne, Brian O'Connell reports on work experience for young people with intellectual disabilities](#)

Ireland has a dismal employment track record for hiring disabled people of working age, having [the fourth lowest employment rates](#) in comparison with other EU countries. These statistics are stark given that [people with disabilities seek employment at more or less the same rate as the non-disabled workforce](#).

The current employment crisis in Ireland could act as a catalyst for change with progressive and forward-thinking employers recognising the potential in the recruitment and retention of disabled people, as a stabilising factor in the sustainability of many businesses. The lack of information on the

benefits of hiring people with disabilities is surprising at a time when equality, diversity and inclusion are so high on the corporate, civil, and public service agenda. Indeed, there are many benefits to businesses of hiring people with disabilities.

Turnover and retention

Employers know that employee turnover is costly and can also negatively impact an organisation's productivity, profitability, sustainability and competitiveness. Interestingly, studies [show](#) that people with disabilities tend to seek stable and reliable work when job seeking, and therefore are more likely to have higher rates of job retention.

[From RTÉ Radio 1's Ray D'Arcy Show, interview with Paddy Smyth about disability pride in the workplace](#)

Costly investment in implementing proactive human resource strategies to increase employee satisfaction to retain and motivate workforces are widescale across organisations, with varying levels of outcomes. In contrast a broad body of research exists which [suggests](#) that people with disabilities intrinsically experience higher job satisfaction levels than non-disabled people, which generally leads to lower employee turnover and higher return on an employer's investments in terms of training and development. In addition, employees with disabilities are reported to work harder, be more productive, and have lower levels of absenteeism.

Inclusive work environment

Employers are increasingly recognising the value of promoting and delivering equitable, diverse and inclusive work cultures as an essential aspect of good people management. While this practice is recognised, people with experience of disability are often absent from these important conversations.

Promoting an inclusive work environment for people with disabilities doesn't stop at recruitment and companies that invest in developing internal pathways to leadership can improve the company's top-down culture. Harnessing the talent of disabled people at all levels within the workforce ensures that the right people are driving and leading equity, diversity, and inclusion discussions.

Inclusion can also have a significant impact on how employees feel about their workplace. A study by Deloitte [highlights](#) that employees who worked in companies with high levels of inclusion and diversity were 80% more likely to equate this with working for high-performing organisations.

Indeed, global companies such as [Microsoft](#), have [recognised](#) that having a diverse workforce that includes people with disabilities is paramount to their mission, citing benefits such as helping to decrease current staffing gaps and powering innovation as key outcomes.

Motivation

While paid work is unequivocally an important source of income, it is not considered the major motivational driver for why people with disabilities continue working. In fact, access to social networks, being able to contribute to society and feeling part of a team are far more valuable. Research also [indicates](#) that the motivational levels of employees with disabilities are significantly higher-than-average. High levels of motivation result in better customer services, increased loyalty to the employer and higher performance.

Market expansion

According to the [2016 Census](#), 13.5% of people living in Ireland have a disability. This is a significantly large, often untapped consumer market. One of the best ways for companies interested in market expansion to understand and access this market segment is often through genuine representation of people with disabilities in the workplace. This can be advantageous as it can improve the perception of the company from the consumer point of view. Employing people with disabilities communicates a strong sense of social responsibility, demonstrating that the company is person orientated and interested in broader social justice issues that impact our local communities and the people that live in them.

Dispelling the myths around dyslexia-By Dr. Keith Murphy



Opinion: dyslexia affects one in 10 people but there are a lot of misconceptions about what it really means

We have all heard the word dyslexia and we also have our own ideas of what it is and how it can affect someone. These are often built through personal experiences of knowing people with it from our families and school and cultural perceptions developed within our environments. Often misconceptions are built around dyslexia, and this article will help to dispel some of these myths, such as: is it related to intelligence, or inherited, is it just laziness, can you catch it and does it actually exist.

[Dyslexia](#) affects [one in 10 people](#) and is a specific learning difficulty. This can then label a person with dyslexia as being disabled and vulnerable. It can cause difficulties with learning and in the workplace. It does not affect everyone who has it in the same way, as it occurs on a spectrum from mild to very severe. Research has proven that the earlier dyslexia is diagnosed, the earlier specific interventions and supports can be put place and people with dyslexia can achieve success in education, the workplace, and their lives.

Although it occurs on a spectrum with a variety of impacts there are common difficulties associated with dyslexia such as: reading, spelling, writing, articulating information and other related cognitive processing abilities. These are very often exposed within an educational or workplace environment, particularly when one is put under pressure to perform in front of people.

[From RTÉ Jr's Someone Like Me, find out how Dyslexia can be a superpower](#)

Dyslexia is often viewed through an ableist lens, which is the discrimination of and social prejudice against people with disabilities based on the belief that typical abilities are superior. Some of the

common myths associated with dyslexia concern the brain of a person with dyslexia and if they are less intelligent.

However, dyslexia is not related to intelligence at all, as a person with dyslexia just has a different brain processing system, whereby they approach and complete tasks in a different way. It may take longer, it may look different than you, however, it is not less. Perhaps some of these myths have evolved over time as dyslexia is not a new phenomenon.

The word 'Dyslexia' originates from the Greek word (δυσ'λεξια), meaning difficulty with words. Dyslexia's appearance in society is by no means recent and was identified as early as the 19th century by [Kussmaul](#), who worked with adults who had reading difficulties. He termed it as word blindness and others such as [Berlin](#) and [Hinshelwood](#) agreed with this theory. In 1896, Pringle-Morgan first published on developmental dyslexia and his ideas were developed further by Orton, Strauss, and Heinz. This has led onto today's use of the word dyslexia and helped to build our knowledge of it and the fact it is not related to being more or less intelligent, it is just having a different processing system.

[From RTÉ Radio 1's The Ryan Tubridy Show, Gordon talks about growing up with dyslexia](#)

Dyslexia is not an illness or disease that can be treated medically, nor is it something that comes and goes; it can be a cognitive difference and can be inherited through genes and DNA. Research has proven that a child with an affected parent or sibling has a 40 to 60% risk of developing dyslexia.

In 1887, Berlin was the first to identify this familial clustering in dyslexia. When someone has dyslexia, they also have a greater chance of having another [neurodiverse difference](#) such as: autism, ADHD, or dyspraxia. It can also be further hindered by environmental factors, insufficient teaching, or opportunities to learn, and is separate from difficulties caused from hearing or vision processes. Dyslexia results from a cognitive processing difference and is diagnosed through a series of tests on memory, spelling and reading skills by an educational psychologist, which is a costly process and limits some people's ability to get diagnosed.

Dyslexia presents in many ways and can be heightened in different circumstances, the workplace, in education, when presenting information, public speaking, in meetings or having to articulate our knowledge in front of our peers. The next time we receive an email with a mis-spelt word or a slightly confusing sentence, or we witness someone trying to articulate information to us, which may not seem 'typical'.

Be patient, avoid comments which may cause harm, do not judge, or do not let any pre-conceived cultural or other prejudices or notions creep in. This person is not lazy or any less intelligent, they just process differently. People everywhere admire honour, and encourage diversity in animals, nature, and our biosphere. Therefore, all cultural diversities and differences such as dyslexia should receive the [same recognition](#).

Richard Branson has fought for a long time to have dyslexia recognised as difference and has embedded the belief in the workplace that 'dyslexic thinking' is a unique skill. [LinkedIn](#), the world's largest professional network, encourages people with dyslexia to add dyslexic thinking to their profile as a skill and it is now entered in the dictionary as a valuable and vital [skill set](#).

Given the substantial rise in people with dyslexia now disclosing, and probably more importantly, the number of people who are undiagnosed, small changes that we make in ourselves and our environments can have a significant effect on the experiences of people with dyslexia. It is also imperative to work alongside disability advocates, disability academics and disability activists to maintain and raise awareness of dyslexia and its impacts and to embrace the belief that there are many people who have impairments, and it is society, a lack of awareness, culture and inflexibility that is disabling.

Please click on this [link](#) to view another article by Dr. Keith Murphy

Challenging the Status Quo: The experiences of Black Minority Ethnic social care students in Ireland- By Margaret Fingleton



I adopted a participatory research approach to the study and worked with an advisory group of Black Minority Ethnic social care students and graduates over a 6 year period. Alongside the academic output of the thesis, the participatory advisory group and I committed to some practical outputs. We conducted a number of workshops for social care students on racism, discrimination and exclusion in social care education in colleges around Ireland. The participants at these workshops contributed to the discussion by creating visual images. These contributions are in the Zine and highlight the research findings in relation to racism and social care education.

The front page is created by award winning illustrator Anne Kiernan and is self explanatory. The back page is a picture by artist Penny Stuart (previously a social care worker) titled 'My Beckett', which depicts a Black Woman on Beckett bridge.

Please click on the link to view the [Zine](#)