



GLOBAL INCLUSION
REGIONAL SUMMIT



**LONDON
METROPOLITAN
UNIVERSITY**

What does diversity and inclusion look like for university collaborative partners in three diverse collaborative contexts?

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diversityabroad



Dr. Wendy Bloisi



Moyra Throssell



Ass. Prof. Dr. Hazel Messenger

- 1. Identify the nature of diversity and inclusion in three different collaborative contexts.**
- 2. Understand the sensitivities of working across cultures from a UK university perspective.**
- 3. Develop a framework to support the development of social justice education and inclusion for diverse collaborative contexts**

London Metropolitan University as Global Operators

18 Countries

23 partners

10,000+ students

TNE expertise

- Research
- Consultancy





How do we measure diversity at our home campus?



Gender

Dis/ability

Ethnicity

Why is it important?

- **Diversity and inclusion in our educational partnerships are important to the university.**
- **As a university we believe that every person deserves a chance to transform their own life and the lives of others through higher education and the university believes that education can provide a catalyst for social equality. (London Metropolitan University Strategic Plan 2019/20 – 2024-25)**
- **Students study for London Metropolitan University degrees when they recognise that they are not prepared to settle for the life and opportunities that were determined for them at birth. The education we offer has changed the lives of so many of our students and, in doing so, we are helping to drive real social change and transformation around the world.**
- **However, as a university we need to understand what diversity and inclusion means in context and while we support the decolonising of the curriculum, we also need to be careful that we don't inadvertently "recolonise" and alienate our partners.**

Nepal Population 28,107,592 Female 50.4%	Sri Lanka Population 4,364,746 Female 32%	UAE UAE population 4,364,746 of these 88% are migrant workers (3,840,976) Female 32%
Degree of Gender Discrimination (based on The Social Institutions and Gender Index (SIGI) quintile) Medium/High.	Degree of Gender Discrimination (based on The Social Institutions and Gender Index (SIGI) quintile) High.	Degree of Gender Discrimination (based on The Social Institutions and Gender Index (SIGI) quintile) High.

The SIGI measures important inputs to such outcome inequalities in 102 non-OECD countries. Social institutions are conceived as long-lasting codes of conduct, norms, traditions and informal and formal laws that impact gender equality. (The Social Institutions and Gender Index (SIGI), OECD).

Where discrimination is high female literacy levels are also seen as low. Early marriage and the expectation for women to have children may also limit access to education. Studies on gender differences in education have shown that this can have a negative impact of a country's economic growth. (Ambreen & Moyhuddin, 2012))

Nepal Population 28,107,592	Sri Lanka Population 4,364,746	UAE UAE population 4,364,746 of these 88% are migrant workers (3,840,976)
<p>Zone 1 countries, sexual acts between people of the same sex are legal and clear national employment protections exist on grounds of sexual orientation. .</p>	<p>Stonewall class Sri Lanka as a Zone 3 countries, which means sexual acts between people of the same sex are illegal. The laws are blamed on laws imposed during colonial times. Gay couples can be arrested and send for psychiatric evaluation. Transgender people may also be targeted and arrested as “cheating by personation”</p>	<p>Stonewall classify UAE as a Zone 3 country which means sexual acts between people of the same sex are illegal. UAE is governed by Sharia law and in theory this makes same sex relationships an offence. In theory this is only applied to rape cases. (Carroll, 2017)</p>

Stonewall’s Global Workplace Equality Index, broad legal zoning is used to group the differing challenges faced by organisations across their global operations.

Zone 1 countries, sexual acts between people of the same sex are legal and clear national employment protections exist on grounds of sexual orientation.

Zone 2 countries, sexual acts between people of the same sex are legal but no clear national employment protections exist on grounds of sexual orientation

Zone 3 countries, which means sexual acts between people of the same sex are illegal. <https://www.stonewall.org.uk/>

- **Inclusion is anchored on the fundamental human right to education for all promulgated in the 1948 Universal Declaration of Human Rights.** (United Nations, Universal Declaration of Human Rights, 1948)
- **The United Nations Convention on the Rights of Persons with Disabilities (CRPD), specifically Article 24, strengthened the global shift towards inclusion by mandating States parties to improve education systems and undertake measures to fulfil the rights of persons with disabilities to quality inclusive education.** (United Nations, Convention on the Rights of Persons with Disabilities and Optional Protocol, 2006)
- **Despite overall progress in education attainment globally, children with disabilities remain one of the most marginalized groups. They are less likely to participate in and complete their education compared to their peers without disabilities.** (World Health Organization and The World Bank, World Report on Disability, World Health Organization, Geneva, 2011)

Nepal
Population 28,107,592

The right to education of children with disabilities is enshrined in the constitution of Nepal and the Rights of Persons with Disabilities Act 2017. Attitudes and practices on the inclusion of children with disabilities are evolving in Nepal.

Sri Lanka
Population 4,364,746

Although the 1978 Constitution (amended in 2015)¹³ promotes education for all citizens and prohibits discrimination based on race, religion, language, caste, sex, political opinion and place of birth (Article 12.2), it does not explicitly articulate non-discrimination in education on the grounds of disability.

UAE
UAE population 4,364,746 of these 88% are migrant workers (3,840,976)

The government of the UAE recognizes the need to support students with special needs. In November 2006, the UAE signed the optional Protocol to the United Nations (UN) Convention on the Rights of Persons with Disabilities and Federal Law 29/2006 guarantees rights for people with special needs.

In groups discuss:

When working with partners

- **How can we create a safe environment, where people from all cultures and backgrounds feel empowered to contribute their unique perspectives and talents without risk of discrimination and persecution.**
- **What are the enablers and what are the barriers?**

In groups:

- **What can we include in a framework to enable social justice education and inclusion to be at the forefront of the curriculum for our partners, with the view to create a more fair and just society.**

Recap, Ideas and Questions



- Carroll, A., (2017) State Sponsored Homophobia: A world survey of sexual orientation laws: criminalisation, protection and recognition (Geneva; ILGA, May 2017)
- London Metropolitan University Strategic Plan 2019/20 – 2024-25 [London Metropolitan University's Strategy 2019/20 – 2024/25](#)
- The Social Institutions and Gender Index (SIGI), OECD [Summary | Social Institutions and Gender Index | SIGI 2023 Global Report: Gender equality in times of crisis \(oecd.org\)](#)
- Mohyuddin, A. & Ambreen, M. (2012). Contribution of Women in Economic Activities in Rural Balochistan: World System Analysis at Micro Level in Anthropological Perspective. Academic Research International. 3(2): 548- 556
- Global Workplace Equality Index <https://www.stonewall.org.uk/>
- United Nations, Universal Declaration of Human Rights, 1948
- United Nations, Convention on the Rights of Persons with Disabilities and Optional Protocol, 2006
- World Health Organization and The World Bank, World Report on Disability, World Health Organization, Geneva, 2011

- Dr Wendy Bloisi – w.bloisi@londonmet.ac.uk
- Moyra Throssell – m.throssell@londonmet.ac.uk
- Ass. Professor Dr Hazel Messenger
h.messenger@londonmet.ac.uk

Thank you

