

The Inclusion Manifesto was crowdsourced from contributions by participants in the Qualitative Research Methods Symposium, organised by the University of East Anglia's (UEA) Qualitative Research Forum and held online on September 3rd, 2020.

Inclusion Manifesto

Qualitative Research Methods Symposium 2020

1. Qualitative researchers' concern with **lived experience** is key to understanding the effects and mechanisms of exclusion and thus central to designing and implementing effective inclusion. Barriers to involving each other in interactions may be constructed and reproduced through a failure to share language, meanings, or practices. Qualitative research can help make these barriers visible and accessible.
2. Both quantitative and qualitative research have a constructive role in inclusive involvement – and yet both can be tokenistic and excluding. Some people and topics may be more difficult to **count** (and so, excluded from quantitative studies), or for people to **talk about or act on with others, including researchers** (and so, excluded from qualitative studies).
3. Qualitative research has an important contribution to make in engaging with complex/developed **moral and ethical dimensions**. Rights, obligations and trust are dynamically negotiated, set up and sustained through interactions. Qualitative research is well placed to help understand and engage with these social complexities.
4. Sharing and conceptualising **power** is at the heart of addressing inclusion. This defines the political dimension to inclusion and qualitative research helps to identify this. At the same time, formal and informal qualitative research training and mentoring can help to **empower** individuals and groups.
5. Inclusion exists through an **inclusion-exclusion dialectic**. This means that “doing inclusion” will also bring “doing exclusion” in related ways. People and ideas may be brought together but they will then define themselves and their ideas in relation to what they are **not** and in terms of what they may then seek to resist. Self-exclusion therefore will also constantly challenge the ability to connect inclusively and qualitative research can help conceptualise and foreground how this can happen and be counteracted.
6. There are **tensions** between academic and social needs, and between the demands of research and those of policy and practice. We recognise that the language accessible to relevant groups and settings, may not be universally or automatically understood. Qualitative research can help find, **respect** and understand such tensions.
7. **Respect and trust** are core values for working towards inclusion. However, this may sometimes mean having to draw lines to show what isn't respectful or trustworthy, and making it clear what hard choices may then follow.
8. Inclusion is both about **welcoming people into research** (topics, processes and products) and also about finding a **welcome for research in people's lives**. It can fit with and within our lived experience.

The many forms of qualitative research methods from e.g. focus groups to socially-embedded participative or action research designs, share concerns from the social sciences and humanities with social interactions, values and meanings. Hence, they can readily contribute to recognising, examining, engaging and working with the social construction of “inclusion”. While quantitative research methods will also strive to treat their “participants” with dignity and respect, their treatment of issues of inclusion and exclusion will be less relational. Therefore, to ensure inclusion they may need to be complemented by engaging with the directional, sensitising and action-illuminating information which only applying qualitative research methods can provide.

Manifesto signatories from those attending the UEA 2020 Qualitative Research Methods Symposium
“Inclusive Involvement in Qualitative Research Methods: Opportunities and Challenges”

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