

Inclusion Needs Through the Lens of Intersectionality: Evidence supporting The 8-Inclusion Needs of All People Framework

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Abstract

This paper makes a substantial contribution to the fields of inclusion and intersectionality. It addresses the recognized gap in applying intersectionality as a practical framework for creating inclusive environments for all identities and intersectionalities. Drawing upon existing consensus among researchers on the importance of intersectionality, the study conducted in 2023 employs a robust qualitative methodology involving narrative interviews with 22 participants living in the United States, Canada, Australia, and the United Kingdom and representing diverse identities and intersectionalities to understand their identities, lived-experience and inclusion needs to thrive in work and life. Thematic analysis of participant responses resulted in support of all inclusion needs proposed in Wilson's (2023) 8-Inclusion Needs of All People framework; *Access, Space, Opportunity, Allowance, Representation, Language, Respect, and Support*. Consequently, this research paper provides empirical evidence on the applicability of the 8-Inclusion Needs of All People framework, as proposed by Wilson (2023), in addressing multifaceted inclusion needs through the lens of intersectionality to prevent discrimination and promote equity and equal outcomes for all people. Further, as underscored by the participant's insights, it is essential to pivot from conventional approaches that endeavour to assimilate individual identities into pre-existing structures towards a more progressive stance that actively create inclusive organizations to embrace the diverse tapestry and inclusion needs of all people and their intersectionalities.

Keywords: Diversity, Inclusion, Intersectionality, Lived-Experience, Discrimination

1. Introduction

Promoting diversity, inclusion, and combatting discrimination has transformed into a vital business imperative for organizations. In addition to the mounting societal expectations for companies to showcase their commitment to inclusion (Chang et al., 2019; Stahl et al., 2020), the substantial costs associated with discrimination cases (Dugal et al., 2022; Unsal & Hassan, 2023) have underscored the urgency. Researchers in the organizational realm have documented the advantages of diversity and inclusion, including above-average profitability (Ferrary & D'ó, 2023), industry-leading performance in value creation (Hunt et al., 2018), enhanced market share growth (Kamarudin et al., 2022), and risk reduction (Dunn et al., 2023; Unsal, 2019). Despite the evident strides organizations have taken to enhance diversity, inclusion, and decrease discrimination (Dobbin & Kalev, 2018; Dover et al., 2020), significant disparities persist: women earn around 37 percent less than men in similar roles (World Economic Forum, 2021), 22 percent of LGBTQI+ Americans face unequal pay and promotion (HRC Foundation, 2021), the poverty rate for those with disabilities stands at 26 percent compared to 10 percent of those without (Erickson et al., 2022), the net worth of a typical white family is eight times greater than a Black family (Yun et al., 2022), and Native Americans experience double the unemployment rate of the overall US population (Bureau of Labor Statistics, 2021).

Furthermore, a substantial body of theory and empirical evidence documents the lived experiences and repercussions of discrimination and exclusion for specific identities, encompassing gender (Belingeri et al., 2021), race and ethnicity (Quillian & Lee, 2023), LGBTQI+ (Donaghy & Perales, 2022), and disability (Østerud, 2023). Critical diversity studies have extended this inquiry to investigate the impact of intersecting identities, presenting numerous potential combinations of these intersections. Examples of intersectional studies include gender and ethnicity (Parker et al., 2022), race and LGBTQI+ (Luiz & Terziev, 2022), and Indigenous identity coupled with disability (Puszka et al., 2022). While it is essential to research and gauge diversity and inclusion to comprehend individuals' experiences and the consequences of discrimination and exclusion, a discernible research gap on operationalizable ways to address

intersectionality in efforts to address discrimination persists. Organizations and individuals within them require practical solutions to proactively address the needs and inequalities experienced by all identities and potential intersectionalities.

The construction of the 8-Inclusion Needs of all People framework (*refer to image 1*) by Dr. Liz Wilson (2023) presents eight recurring themes in pursuit of establishing a pragmatic operationalizable framework for addressing the multifaceted needs of individuals across all actions and contexts.

Image 1. The 8-Inclusion Needs of all People (Wilson, 2023)

The 8-Inclusion Needs of All People framework:

1. **Access** - Ensuring all people can see and hear, or understand via alternatives, what is being communicated; and physically access or use what is being provided.
2. **Space** – Ensuring there is a space provided that allows all people to feel, and are, safe to do what they need to do.
3. **Opportunity** – Ensuring all people are provided opportunity to fulfil their potential.
4. **Representation** – Ensuring all people can contribute and are equally heard and valued.
5. **Allowance** – Ensuring allowances are made without judgement to accommodate the specific needs of all people.
6. **Language** – Ensuring the choice of words or language consider the specific needs of all people.
7. **Respect** – Ensuring the history, identity, and beliefs of all people are respectfully considered.
8. **Support** – Ensuring additional support is provided to enable all people to achieve desired outcomes.

Wilson (2023) proposes The 8-Inclusion Needs of All People framework as a practical and actionable approach to guide decision-making and evaluate choices and potential outcomes based on eight inclusion needs. This proposed approach overcomes the challenges of attempting to address diversity and inclusion one identity at a time, or by the extensive array of possible intersectional identities. This framework effectively closes the loop between knowledge and practice (Rodriguez et al., 2016) while accommodating the contextual intricacies of multiple inequalities and identities (Sheppard, 2011). Its applicability spans individual, structural, and institutional levels (Rodriguez et al., 2016), fostering proactive engagement (European Commission et al., 2016), and distinguishes itself as more than a derivative of gender mainstreaming (Verloo et al., 2012). Simultaneously remaining attuned to the distinct oppressions and lived experiences of specific identities (Warner et al., 2016), facilitating equitable transformation and inclusion for all identities (Thomas et al., 2021). Notably, it also has the potential to serve as a conduit for individual identities to connect and collaborate collectively in new ways for inclusive outcomes for everyone (Wilson, 2023)

2. Method

As the development of The 8-Inclusion Needs of All People framework (Wilson, 2023) was established by a review of existing secondary research, primary research and empirical testing of the conceptual framework is required to explore and address the framework's validity. It is the purpose of this research study to explore the inclusion needs of people first-hand through the lens of intersectionality and provide further insight into understanding The 8-Inclusion Needs of All People framework's applicability and practical effectiveness in addressing the inclusion needs of all people. It is hypothesized that inclusion needs will be different and individualized for all people, yet thematically consistent and in-line with those proposed by The 8-Inclusion Needs of all People framework (Wilson, 2023). The primary goal of this research study was to understand the lived experiences of participants in relation to inclusion needs in the context of their diverse identities, delving into their perspectives, emotions, and narratives. Consequently, a qualitative phenomenological approach was selected with narrative interviews determined as the most appropriate method of data collection. Narrative interviews provide a platform for participants to share their experiences in detail, and for the researcher to capture the complexity of their stories and gain insights into their thoughts, emotions, and subjective perceptions related to their lived-experience and inclusion needs (Dunwoodie et al., 2023). Further, using narrative interviews, researchers can uncover the context in which participants' experiences occur. This context can include workplace dynamics, social interactions, personal history, and cultural influences, all of which contribute to a comprehensive understanding of diversity and inclusion challenges. It was also deemed important to empower participants by giving them agency (Roest et al., 2023) to share their experiences in their own words. This method respects their voices and acknowledges the significance of their stories. Finally, the narrative data collected through interviews can be subjected to thematic analysis or other qualitative approaches, allowing researchers to identify patterns, themes, and connections across participants' stories.

2.1 Sampling Procedures

Purposeful sampling (Obilor, 2023) was applied with the aim to select participants who possess firsthand experience and rich narratives related to the research topic of interest. By purposefully identifying individuals who have diverse backgrounds, perspectives, and experiences relevant to the study's focus on diversity and inclusion, the sampling strategy strived to capture a wide range of narratives that reflect the complexity and depth of the phenomenon under investigation. A request for participants was posted in LinkedIn and Facebook public and private group forums related to diversity and inclusion. The request included the intent of the research and the desire to conduct interviews with diverse identities and intersectionalities. Interested participants were asked to provide their email and subsequently were sent a detailed overview of the research, including the consent form, and ability to schedule an interview time. All requests to participate were accepted.

2.2 Ethics

Conducting narrative interviews in social science research requires careful attention to ethical considerations to ensure the well-being and rights of participants (Baker, 2020). Participants provided informed consent by signing a document that outlined the purpose of the study, the interview process, and how the data would be used. Participants were also advised and reminded throughout the process that their participation was voluntary and that they could withdraw at any time without consequence. Participant identities and personal information has been protected in this paper by using pseudonyms to protect their identities in reporting.

2.3 Research Design

Each interview was scheduled at a time most suited to the participant. In advance of the interview, in addition to the research overview and consent form, participants were sent a general overview of what to expect and the types of topics that would be discussed; eg. their identities, lived-experience in the context of their identities, and what they need to be included and thrive at work and in life. However, these instructions specifically advised the participant that preparing responses in advance were not necessary as the interview format will be a structured conversation, rather than a series of interview questions. The general structure of the conversation followed: how the participant identifies, what barriers they have faced, what they need to thrive in career and life in general, and what they recommend others should do to better include people like them. Interviews were conducted via Zoom allowing participants to participate in private settings where they feel comfortable sharing their experiences without fear of being overheard. Further, the interviewer treated participants with respect and sensitivity acknowledging their experiences and emotions without judgment. It was also necessary for the interviewer to be mindful of power dynamics, cultural differences, and identity specific sensitivities when conducting the interviews to ensure all participants felt psychologically safe and respected. At the end of each interview, participants were offered the opportunity to informally discuss their experience. Support and resources were also offered at that time in any cases in which it appeared participants were experiencing potential emotional distress or discomfort when discussing sensitive topics.

Each interview was audio recorded and transcribed verbatim. Thematic analysis was used to analyze the transcriptions from the narrative interviews to identify recurring patterns, themes, and concepts within the data. Systemically, for each interview transcript, codes were assigned to meaningful segments of the data to capture key concepts, emotions, or actions in the context of The 8-Inclusion Needs of all People (Wilson, 2023) framework using a qualitative data analysis software program (Marvin). Any additional potential meaningful data segments were coded and grouped together to further test for meaning in the context of inclusion needs. To ensure rigor in the analysis of the narrative interview qualitative data and enhance the trustworthiness and credibility of the findings, two independent coders were assigned 25% of the data to establish intercoder reliability (using Marvin and Excel). Inter-rater Reliability (ICR) was then calculated using Cohen's kappa. The result was 0.79 indicating substantial agreement.

3. Results

22 individuals from the United States, Canada, Australia, and the United Kingdom participated in the research study representing 27 different identities (*refer to table 1*), including but not limited to; underrepresented gender, racial, cultural, religious, language, sexual, and disability identities. All participants reported identifying with more than a single identity. The minimum number of intersectional identities of a participant was 3, maximum was 10, and the average number of intersectional identities of a participant was 5.4 (*refer to table 2*). This rich intersectional representation in this research is invaluable as it ensures a comprehensive and nuanced understanding of the complex, multifaceted experiences of individuals from diverse backgrounds, helping to identify unique and/or similar challenges, opportunities, and inequalities (Sibbett, 2020).

Table 1. Identity representation of research participants

| Identity | Count | Identity | Count |
|--|--------------|---|--------------|
| Racial Minority | 13 | Autism | 3 |
| Female | 12 | Age - Youth | 2 |
| LGBTQI+ | 8 | Language Minority | 2 |
| Disability | 8 | Indigenous | 2 |
| Primary Carer | 8 | Veteran | 1 |
| Cultural Minority | 8 | Permanent Injury - Pain | 1 |
| Chronic Illness | 6 | Blind | 1 |
| Male | 6 | Permanent Injury - Amputee | 1 |
| Trauma | 5 | Deaf | 1 |
| Religious Minority | 5 | Gender Minority – Transgender Non-Binary | 1 |
| ADHD/ADD | 4 | Wheelchair user | 1 |
| Gender Minority - Transgender Male | 2 | Gender Minority - Two-Spirit | 1 |
| Mental Illness | 3 | Permanent Injury - Traumatic Brain Injury | 1 |
| Cognitive disability - Learning Difficulty | 3 | | |

Table 2. Self-reported intersectional profiles of research participants

| Participant | Identities | Intersectionalities |
|--------------------|---|----------------------------|
| 1 | Gender Minority - Transgender Male, LGBTQI+, Racial Minority | 3 |
| 2 | Female, Disability, Chronic Illness, Veteran | 4 |
| 3 | Female, LGBTQI+, Religious Minority, Trauma, Mental Illness, Primary Carer | 6 |
| 4 | Female, Mental Illness, Cognitive disability - Learning Difficulty, Age - Youth | 4 |
| 5 | Female, Racial Minority, Disability, Chronic Illness, Primary Carer, Permanent Injury - Pain | 6 |
| 6 | Male, ADHD/ADD, Disability, Chronic Illness, Blind | 5 |
| 7 | Male, Racial Minority, Cultural Minority, Disability, Trauma, Language Minority, Permanent Injury - Amputee | 7 |
| 8 | Female, Racial Minority, Disability, Deaf | 4 |
| 9 | Gender Minority – Transgender Nonbinary, LGBTQI+, Racial Minority, Disability, Chronic Illness | 6 |
| 10 | Male, Disability, Wheelchair user | 3 |
| 11 | Gender Minority - Transgender Male, LGBTQI+, Mental Illness | 3 |
| 12 | Gender Minority - Two Spirit, Racial Minority, Religious Minority, Cultural Minority, ADHD/ADD, Indigenous | 6 |
| 13 | Female, Autism, ADHD/ADD, Chronic Illness, Trauma, Mental Illness, Age - Youth | 7 |
| 14 | Male, LGBTQI+, Religious Minority, Trauma, Cognitive disability – Learning Difficulty | 5 |
| 15 | Female, Racial Minority, Religious Minority, Cultural Minority, Language Minority, Primary Carer | 6 |
| 16 | Female, LGBTQI+, Racial Minority, Religious Minority, Cultural Minority, Disability, Trauma, Primary Carer, Permanent Injury - Traumatic Brain Injury, Indigenous | 10 |
| 17 | Female, LGBTQI+, Racial Minority, Religious Minority, Cultural Minority, Primary Carer | 6 |
| 18 | Female, Racial Minority, Cultural Minority, Autism, Chronic Illness | 5 |
| 19 | Female, Racial Minority, Cultural Minority, Primary Carer | 4 |
| 20 | Male, Racial Minority, Religious Minority, Cultural Minority, Autism, Cognitive disability – Dyslexia, Primary Carer | 7 |
| 21 | Male, Racial Minority, Cultural Minority, ADHD/ADD | 4 |
| 22 | Female, LGBTQI+, Autism, Trauma, Mental Illness, Primary Carer | 6 |
| | Minimum number intersectional identities | 3 |
| | Maximum number of intersectional identities | 10 |
| | Average number of intersectional identities | 5.4 |

The inclusion need themes identified in the narrative interview data analysis significantly supported the 8-Inclusion Needs of All People (Wilson, 2023) framework; (i) Access, (ii) Space, (iii) Opportunity, (iv) Representation, (v) Allowances, (vi) Language, (vii) Respect, and (viii) Support (*refer to table 3*). Following, the findings are presented and discussed by each of the eight inclusion needs.

Table 3. Breakdown of count of references made to inclusion need by identity

| Identity | Access | Space | Opportunity | Representation | Allowance | Language | Respect | Support |
|---|---------------|--------------|--------------------|-----------------------|------------------|-----------------|----------------|----------------|
| Racial Minority | 40 | 35 | 36 | 29 | 32 | 27 | 35 | 46 |
| Female | 34 | 36 | 31 | 25 | 29 | 18 | 23 | 48 |
| LGBTQI+ | 19 | 26 | 7 | 23 | 6 | 12 | 16 | 29 |
| Disability | 51 | 15 | 19 | 12 | 32 | 12 | 6 | 29 |
| Primary Carer | 13 | 24 | 18 | 27 | 10 | 12 | 21 | 29 |
| Cultural Minority | 23 | 29 | 29 | 25 | 18 | 17 | 29 | 32 |
| Chronic Illness | 21 | 15 | 12 | 8 | 21 | 6 | 5 | 16 |
| Male | 28 | 18 | 12 | 15 | 14 | 6 | 11 | 15 |
| Trauma | 10 | 23 | 10 | 10 | 9 | 7 | 4 | 18 |
| Religious Minority | 13 | 27 | 10 | 19 | 10 | 12 | 20 | 18 |
| ADHD/ADD | 11 | 9 | 5 | 9 | 13 | 3 | 5 | 10 |
| Gender Minority - Transgender Male | 9 | 3 | 1 | 10 | 2 | 9 | 5 | 12 |
| Mental Illness | 6 | 16 | 3 | 15 | 10 | 7 | 4 | 21 |
| Cognitive Disability - Learning Difficulty | 1 | 10 | 2 | 9 | 9 | 1 | 7 | 7 |
| Autism | 5 | 18 | 5 | 8 | 8 | 4 | 11 | 15 |
| Age - Youth | 1 | 2 | 3 | 3 | 10 | 1 | 1 | 6 |
| Language Minority | 5 | 5 | 9 | 4 | 5 | 6 | 4 | 6 |
| Indigenous | 7 | 7 | 4 | 5 | 4 | 3 | 3 | 7 |
| Veteran | 2 | 1 | 3 | 3 | 6 | 0 | 0 | 4 |
| Permanent Injury - Pain | 1 | 1 | 3 | 1 | 2 | 0 | 0 | 3 |
| Blind | 7 | 1 | 1 | 3 | 6 | 0 | 0 | 4 |
| Permanent Injury - Amputee | 3 | 2 | 6 | 3 | 2 | 3 | 1 | 4 |
| Deaf | 13 | 2 | 3 | 0 | 10 | 4 | 1 | 4 |
| Gender Minority - Transgender Non-Binary | 1 | 1 | 0 | 1 | 3 | 3 | 2 | 1 |
| Wheelchair user | 15 | 4 | 3 | 0 | 2 | 2 | 1 | 2 |
| Gender Minority - Two-Spirit | 1 | 4 | 1 | 3 | 2 | 3 | 2 | 2 |
| Permanent Injury - Traumatic Brain Injury | 6 | 3 | 3 | 2 | 2 | 0 | 1 | 5 |
| Percentage of identities referring to inclusion need | 100% | 100% | 96% | 93% | 100% | 85% | 85% | 100% |
| Total count of references to inclusion need*¹ | 76 | 61 | 46 | 55 | 59 | 36 | 27 | 79 |

*¹ This is the total number of times the inclusion need was referenced by all participants. This is not the sum of the count in the table as each individual represented multiple identities, therefore references to a need are duplicated in the table for each represented identity.

3.1 Inclusion Need - Access

In the 8-Inclusion Needs of All People framework, Wilson (2023 p.301) outlines *Access* as “the necessity to ensure all people can see and hear (or understand via alternatives) what is being communicated, and they can physically access or use what is being provided. This includes meeting the vision, hearing and physical access needs of people, as well as access to property and facilities, resources, health care, credit and justice”. In the interviews in this research study participants made 76 references to access needs, including specific reference to vision needs (n=9), hearing needs (n=17), physical access needs (n=13), and access to resources (n=22). 100% of the 27 identities represented in this study indicated *Access* was an inclusion need for them providing insight into various aspects of accessibility and inclusion, and strongly supporting the definition of *Access*.

Participant responses collectively supported the definition of access by highlighting the diverse dimensions of access, including (but not limited to) educational materials, technology, social inclusion, and access to everyday products and services.

“My parents decided that they were going to try to homeschool me because they couldn't find accessible materials...grades 7 through 11 were just an absolute disaster trying to get me any kind of academic instruction. I clearly had the brain power to get through my undergrad but it took a lot of time...study skills are something that are still a work in progress because there was just a lot that wasn't accessible to me in those formative years.”

[Male, ADHD/ADD, Disability, Chronic Illness, Blind]

This participant illustrates the challenges faced with accessible materials for their education. The quote indirectly highlights how the lack of accessibility during the formative years can have a lasting impact on an individual's development. In this case, it affected the participant's study skills and possibly their overall educational journey. Consequently, reinforcing the necessity to ensure that all people, including those with disabilities, can access educational materials that meet their needs for learning (Beyene et al., 2023)

“I feel like people make it super harder than it needs to be...so on that, using your phone there are some apps that we can use that translate the spoken word into text. So, it's almost like live captioning.”

[Female, Racial Minority, Disability, Deaf]

Here the participant showcases how technology can be used to provide access to information for individuals with hearing impairments, underscoring the importance of finding solutions to ensure equitable access to information and communication. The participant's comment implies that people sometimes complicate the process of accessibility unnecessarily. By advocating for the use of readily available technology like captioning apps, they emphasize the importance of making communication accessible without unnecessary barriers (Tsatsou, 2021; Waight & Oldreive, 2023).

“We wouldn't accept segregation any longer, we wouldn't accept someone being left outside because of the color of their skin. So, if you apply that same principle, if you're ok with leaving someone in a wheelchair outside, then you're just as guilty as someone leaving someone with a different colored skin outside.”

[Male, Disability – Wheelchair User]

Here the participant draws parallels between physical accessibility and inclusion, highlighting that both are essential for ensuring that everyone is included and not left out based on their identities. This underscores the importance of access in all aspects of life, including access to property (Evans et al., 2019), facilities (Zallio & Clarkson, 2021), resources (Newman et al., 2023), and social settings (Pankaj, 2019). With the comparison made between disability access and racial segregation, the participant suggests that ensuring access is not only a matter of legal compliance, but also a matter of ethics and human rights (Kanter, 2019).

“...the ability to get access to hair products, to have access to hair salons that can do the same hair as you would be doing....like being able to buy the meat you want to buy and cut by the butcher in a certain way... you want the ability to just run out of your house and go and pick that up kind of thing...”

[Female, Racial Minority, Cultural Minority, Autism, Chronic Illness]

This interview participant's statement highlights that access encompasses not only physical access, but also the ability to obtain products and services, make choices, and have convenience in everyday life (Poole et al., 2021). Here the participant illustrates that *Access* extends to a wide range of needs and preferences, catering to the diverse requirements of individuals.

Overall, participant responses supported the necessity of ensuring that all people, regardless of their abilities or background, can see (n=9), hear (n=17), and physically access what is being provided, including access facilities (n=13), resources (n=7), products and services (n=3), healthcare (n=11), and credit (n=2). No participants in this study referred to 'justice' as an access need, which is part of the definition of *Access* proposed by Wilson (2023).

3.2 Inclusion Need - Space

Wilson (2023 p.301) defines *Space* as “making sure people feel safe, and are safe, in the workplace and in the community they live. This includes providing a psychologically safe workplace that is free from bullying and harassment where people can be their authentic selves, and their physical safety is protected with safe work practices. It also means providing a safe space for people to meet their own personal needs, such as to breastfeed, take time-out, pray, and/or administer medication”. In the interviews in this research study participants made 61 references to *Space* needs. 100% of the 27 identities represented in this study indicated *Space* was an inclusion need for them.

Responses from interview participants in the research study strongly support the definition of *Space* as making sure people feel safe and are safe in both the workplace and the community they live in.

"I know that when I walk into a restaurant, a bar wherever, I go in and I check what is this room about, you know, where are these people from...is this is this welcoming as a space to me."

[Female, Racial Minority, Cultural Minority, Autism, Chronic Illness]

Here the participant highlights the importance of creating environments where individuals feel physically safe and have a sense of belonging. This aligns with the concept of providing psychologically and physically safe workplaces and communities (Fu, 2022). The participant emphasizes the need for safe spaces that are welcoming to all, regardless of their background, and where people can feel comfortable and safe.

"I absolutely think that it's vital that organizations provide employees a safe space where they could lie down to rest their back, where they could go and take their diabetes medication, or just somewhere to collect themselves after being triggered by something in the workplace."

[Female, Racial Minority, Disability, Chronic Illness, Primary carer. Permanent Injury – Pain]

The participant's emphasis on providing a safe space for various needs, such as resting for back pain or taking diabetes medication, reflects the need for spaces to be provided in the workplace where people feel safe to do what they need to do (Fahim et al., 2023).

"I think that you have to authentically say to someone this is a safe space I want you to be whoever you want...people can say that this is a 'safe space' but like they don't actually mean it, I think it's your demeanour and your spirit and your intention. There's a very different energy when it's genuinely safe and you can feel it."

[Male, LGBTQI+, Religious Minority, Trauma, Cognitive disability - Learning Difficulty]

This participant emphasizes that creating a safe space goes beyond just the physical environment; it requires a commitment to fostering an environment where individuals can be their authentic selves, explore ideas, and feel a genuine sense of safety and belonging (Khan et al., 2020). This aligns with the concept of providing a psychologically safe workplace where people can be themselves.

"Just incorporate gender neutral bathrooms...I mean they have stalls that are for people with disabilities. I'm saying like create those type of spaces so then we can stop talking about it and we can move on."

[Gender Minority - Transgender Male, LGBTQI+, Racial Minority]

Here the importance of providing physical spaces that meet personal needs, including those related to gender identity and physical accessibility are referenced (Gilbride, 2022; Varshney, 2022). This aligns with the idea of providing spaces for individuals to meet their personal needs.

Participants in this study provided real-life examples of the importance of creating safe and inclusive spaces in both the workplace and the community demonstrating how individuals' feelings of inclusion and well-being are linked to the physical (n=18) and psychological (n=44) safety of the spaces they inhabit. No participants made direct reference to the need for *Space* for breastfeeding, nor was any reference made to safe work practices as specifically included in the definition of *Space* by Wilson (2023).

3.3 Inclusion Need - Opportunity

Wilson (2023 p.301) outlines *Opportunity* as providing all people "opportunities to fulfil their potential through participation, when applying for jobs and promotions, and in education, training, and development". In the interviews in this research study participants made 46 references to *Opportunity* needs. 96% (n=26) of the 27 identities represented in this study indicated *Opportunity* was an inclusion need for them.

Participants in this research study supported the need to provide all people with opportunities to fulfill their potential through participation, when applying for jobs and promotions, and in education, training, and development in several ways.

"...I had help from a military charity that helped me to get into employment. So, I was lucky in that respect. But yeah, like how do you convince somebody to employ you? The first challenge is like saying 'yeah I've got disability so I'm probably going to be off sick more than other employees, but I still want you to invest in me and employ me' and then the other side of that for me was...are they employing me on my skills? Or are they employing me because I've got a disability and they can go oh we've got a diverse workforce?"

[Female, Disability, Chronic Illness, Veteran]

This participant's response reflects the challenges and complexities that individuals, in this case related to Veterans with disabilities, may face when seeking opportunities in the workforce. This highlights the importance of organizations and

systems that facilitate opportunities for individuals facing barriers to employment, as well as the need to address biases and stereotypes that may hinder individuals from accessing equal opportunities (Mujtaba, 2023).

"I went to this organization that helped people with disabilities to find employment, so I went there as a client, and then they saw my experience and they offered me a job to work for them as a job developer. That opportunity turned my career into a different direction and now I'm applying all my lived experience."

[Male, Racial Minority, Cultural Minority, Disability, Trauma, Language Minority, Permanent Injury – Amputee]

Here the participant highlights the significance of providing opportunities for individuals that recognize and value their experiences and skills, in spite of or because of their identities (Davies & Butler, 2023). In this case, providing a job opportunity led to career development for the individual that they may not have achieved otherwise.

"Things are a whole lot different when you go to an international med school as opposed to American med school. There are definite differences and opportunities especially getting into residency. There are programs that are open to international medical graduates, but it takes a lot of money to apply to all these programs. So, we end up applying to programs that we are confident they will accept us – which are pretty much the programs that American medical graduates refuse to go to because of the bad working conditions."

[Female, Racial Minority, Religious Minority, Cultural Minority, Language Minority, Primary Carer]

This participant shared the differences and difficulties they encountered in accessing opportunities as an immigrant with an international education. This example reinforces the need for equitable opportunities to be provided based on capability and qualifications, regardless of one's background or origin, to fulfil one's potential and thrive in their career and life (Dolan et al., 2022).

"When I graduated from college I interviewed to be an assistant for a home builder, and he told me I was overqualified for the position. I was like, I just need to get my foot in the door, and I will pave the rest of the way. So, he offered me a sales position instead...and gave me an opportunity that I think was a very pivotal moment for me."

[Female, Racial Minority, Cultural Minority, Primary Carer]

The example shared by this participant demonstrates the positive impact of another person recognizing an individual's potential, and providing an employment opportunity, which can lead to personal and professional growth and better outcomes for both the individual and the business (Brown et al., 2022).

Participants in this research study collectively emphasized the significance of providing opportunities to individuals to realize their potential, whether through job opportunities (n=21), education and training (n=14), or career advancement opportunities (n=11). The importance of the need to provide equitable opportunities to individuals to participate, grow, and succeed in various aspects of their lives was emphasised throughout the data and all aspects of Wilson's (2023) definition of *Opportunity* were supported.

3.4 Inclusion Need - Representation

Wilson (2023 p.301) outlines *Representation* as "ensuring all people can contribute, are equally heard and valued, and can see themselves fairly and equally reflected in government and policy making, the organizational hierarchy, pay scales, occupations, communications and the media, and in decision making". In the interviews in this research study participants made 55 references to *Representation* needs. 100% of the 27 identities represented in this study indicated *Representation* was an inclusion need for them.

Participants in the research study strongly supported the need for representation and seeing themselves fairly and equally reflected at work and in society.

"I find it is so important to see, from a visual perspective, individuals in those roles because then it then gives the next person regardless of their identity that it is in fact possible."

[Female, Mental Illness, Cognitive disability - Learning Difficulty, Age – Youth]

Here the participant emphasizes the need for diverse representation across occupations, and that by seeing individuals from diverse backgrounds in various roles provides inspiration and demonstrates that it is possible for anyone, regardless of their identity, to achieve similar positions (Chapple, 2022; Trotman et al., 2023).

"...If the last person you saw who blind was stumbling around and walking into things and didn't know where their front door was, you might consciously be able to say that's TV, but subconsciously

that image is implanted in your mind. And I'm now dealing with that as a real blind person who does know how to find my front door.” [Male, ADHD/ADD, Disability, Chronic Illness, Blind]

This participant discusses the importance of individuals, in this case specifically related to disabilities, being accurately portrayed and represented in the media to counteract negative stereotypes. The need for fair and equal representation is reflected in the example provided, while also highlighting the impact the media have on people, by either reinforcing or breaking down negative stereotypes and bias (Martínez-Guillén, 2023; Snyder, 2023).

“In my department I see a lot of myself, at least in the middle of management. The issue that I have is that the top management they're still the very same people that are everywhere. Have you ever heard of when women finally get into positions of power, then they serve the same patriarchy, so decisions and outcomes never change. Even if the faces are there, you know there is no tolerance for being yourself.”

[Female, Racial Minority, Religious Minority, Cultural Minority, Language Minority, Primary Carer]

This participant reinforces the need for diversity to be represented at all hierarchical levels of an organization. In the example shared, it was indicated that having a diverse leadership team that demonstrate inclusive leadership behaviors would allow individuals to be themselves and contribute to more inclusive decision-making (Jiang et al., 2022; Wu et al., 2022).

“I was the first one to come out my high school and I set a trend, so they said, but for me it was very real...I also I wore shorts on the outside of my pants and had crazy hair in high school. I made it safe for people. I was representing gay identity when no one else was. When people see me now, they're like, oh yeah like thank you so much for being the first one to come out. And I'm like, oh it would have been so nice to have friends to come out with, but I did it by myself.”

[Male, LGBTQI+, Religious Minority, Trauma, Cognitive disability - Learning Difficulty]

The story shared by this participant touches on the importance and need for representation by trailblazers, so others like them can see themselves being seen and heard, showing that one person's actions can pave the way for others to have the confidence to be themselves too (Tremblay & Tremblay, 2022).

Participant responses collectively emphasized the significance of representation in various aspects of life, including media (n=5), government and policy making (n=7), organizational hierarchy and pay scales (n=8), decision making (n=20), and personal identity (n=15). Responses underscored the importance of ensuring that individuals from diverse backgrounds are equally heard and valued and that they can see themselves represented. All elements of Wilson's (2023) definition of Representation were reflected in participant responses.

3.5 Inclusion Need - Allowance

Wilson (2023 pp.301-302) outlines that *Allowances* “must be made without judgement to accommodate the specific needs of people so they can do what needs to be done. This means providing allowances for people must be the rule, rather than the exception, and can include accommodations such as (but not limited to); flexible working and job redesign, work scheduling and leave, learning and assessment adjustments, and work equipment”. In the interviews in this research study participants made 59 references to *Allowance* needs. 93% (n=25) of the 27 identities represented in this study indicated *Allowance* was an inclusion need for them.

Participants in the research study supported the need for *Allowances* and making accommodations without judgment to accommodate the specific inclusion needs of individuals.

“I use Dragon software because my hands are affected, so I don't have to type. But when I do type, I've got a molded keyboard that I can move into different positions, and an ergonomic mouse, and a desk that moves and chairs. I don't do a lot of walking about outdoors, and I can decide where I have my meetings so I can pick somewhere that's suitable for me.”

[Female, Disability, Chronic Illness, Veteran]

This participant described the various adaptive tools and equipment they need to accommodate their physical needs, highlighting the importance of providing accommodations such as specialized tools and equipment to enable individuals to perform tasks effectively (Iftimoaei & Achitei, 2023).

“I remember the student director at dental school, who I'm so very grateful to for being so accommodating and saying, ‘okay like how did this work?’ and ‘were you okay?’ all along the entire path. And that makes a difference.”

[Female, Mental Illness, Cognitive disability - Learning Difficulty, Age – Youth]

Here the participant emphasizes how accommodations like extra time can make a significant difference in an

individual's academic journey, consequently supporting the need to provide allowances for learning and assessment adjustments (DiBiase & Hoff, 2023).

"I just couldn't stand in the operating theatre for the hours I was used to. I guess I was lucky because the surgeons I was working with were also trying to help me with working out what was wrong with me, so they were trying to help me with only rostering me on parttime to be able to give my body a rest. We even tried me only working with them in the operating theatre when they had shorter surgeries. That helped a lot financially even if in the end I got too sick and disabled to work at all, I really appreciated it at the time."

[Female, Disability, Chronic Illness, Veteran]

This participant shared the impact the onset of her chronic illness had on her ability to work, and how the team she worked with tried to accommodate her physical needs by redesigning her job. This quote highlights the importance of making accommodations and adjustments, particularly in this chronic illness example, through job redesign to allow for the diverse needs of all people (Demerouti & Bakker, 2023).

"While I still fast, it can be really hard when people are eating at their desks instead of the break room. And because my days of celebration aren't the same as mostly everyone else, I end up not celebrating at all. It'd be good if we could pick our public holidays. And probably some flexibility around the shifts I have during Ramadan would make it easier for me to manage hunger and fatigue."

[Female, Racial Minority, Religious Minority, Cultural Minority, Language Minority, Primary Carer]

The example provided by this participant reflects the need to provide flexible working and accommodate the need for individuals to effectively manage their specific inclusion needs and work concurrently (Gümüşay et al., 2020; Kossek et al., 2023).

Participants in this study indicated the necessity to provide allowances and accommodations to meet the inclusion needs of individuals so that everyone, of all identities and intersectionalities, can perform tasks effectively and participate fully in all aspects of life. All aspects of the definition of *Allowance* (Wilson, 2023) were addressed by participants; flexible working and job redesign (n=11), work scheduling and leave (n=15), learning and assessment adjustments (n=21), and work equipment (n=7). There were also multiple references made regarding the process of requesting allowances (n=5), highlighting the importance of allowances being provided without undue effort on the part of the individual, and as the rule, rather than the exception.

3.6 Language

Wilson (2023 p.302) outlines *Language* as "choosing words or language that is suitable for the audience and does not reflect any exclusionary or discriminatory language. This means avoiding unnecessary complex language, gendered or racial or ableist language, offensive or discriminatory terms, and providing interpreters, translations or transcriptions when needed". In the interviews in this research study participants made 36 references to *Language* needs. 85% (n=23) of the 27 identities represented in this study indicated *Language* was an inclusion need for them.

There was significant support for language as an inclusion need, for using language that is not discriminatory, and language that is suitable for the audience.

"Be respectful of people and how they want to be addressed or identified and not dismissing them. You know, just use language that reinforces you accept others for who they really are instead of judging them. It's not always these obvious exclusion actions, it's often just those little things that are said that are what makes it clear that you're not accepted."

[Female, LGBTQI+, Religious Minority, Trauma]

This participant quote emphasizes the importance of using language that respects how individuals want to be addressed or identified, underscoring the need for inclusive language to demonstrate acceptance and respect for others (Sinclair-Palm & Chokly, 2023).

"Be super conscious how you speak. Like trying to talk to me but opening your mouth all wide and exaggerated. You actually make less sense because I'm relying on lip reading and it looks nothing like what it's meant to look like! Stop moving your mouth like you're an idiot, I cannot understand what you're saying, just talk normal because believe me when I tell you, you do look stupid."

[Female, Racial Minority, Disability, Deaf]

Here a participant highlights the need for clear and accessible language and communication, specifically in the example, for individuals who rely on lip-reading. This reinforces the role of language that meet the needs of all people in facilitating communication and understanding (Morales et al., 2023).

“If you were diagnosed with something or you've been sick for years and you've gone to all these different doctors and the doctors can't tell you what's wrong with you there's a frustration in not knowing what is wrong with you. You feel helpless and unseen. But the minute you know what it is, even if it's a devastating diagnosis, there's a relief and you've now got a word for it. Words are powerful. It's the same thing when it comes to the gender spectrum, we use all of these words because we are now figuring out that this is who we are.”

[Gender Minority – Transgender Nonbinary, LGBTQI+, Racial Minority, Disability, Chronic Illness]

This participant discussed the power of words, and the significance of using appropriate and affirming language to describe one's identity. This reinforces the importance of choosing words that are suitable and affirming for the individual's context for inclusion (Bury et al., 2023; Cho et al., 2023).

“As the time goes by and you become more comfortable with the language it becomes less of a problem. But there are times when you do feel that you may be perceived less intelligent than you are or not really quite well understood like you want to be.”

[Female, Racial Minority, Religious Minority, Cultural Minority, Language Minority, Primary Carer]

The experience shared by this participant explains how language impacts how individuals are perceived, specifically in this case related to immigrants with English as a second language. This highlights the importance of respecting language differences, and taking the time to accommodate people's needs and communicate in ways that are clear and suitable for the audience (Elitok & Nawyn, 2023).

Participants in this research study collectively emphasized the importance of using inclusive language that respects individuals' identities (n=14), promotes effective communication (n=6), and avoids discriminatory or exclusionary terms (n=16). Responses underscore that language is a powerful tool in meeting inclusion needs that can either support or hinder an individual to thrive. There were no specific references to the need for translations, transcriptions, or unnecessary complex language as specified in Wilson's (2023) definition of *Language*.

3.7 Inclusion Need - Respect

Wilson (2023 p.302) outlines *Respect* as the need to “ensure the history, identity, beliefs, and value of all people are respectfully considered. This includes respecting the histories of exclusion and oppression and appreciating the impact that has on individuals and identity groups, respecting how people self-identify and how they choose to reflect and express their identity, respecting an individual's belief system and traditions, and recognizing and valuing the capability and contribution of all people”. In the interviews in this research study participants made 46 references to *Respect* needs. 85% (n=23) of the 27 identities represented in this study indicated *Respect* was an inclusion need for them.

Participants in the research study support *Respect* as an inclusion need, and the importance of ensuring the history, identity, beliefs, and value of people are respectfully considered and addressed.

“I think especially within healthcare, being a young blonde female, I would get these random comments at times, ‘oh when's the doctor coming in?’ and for a while too, especially when I first graduated there was always the comment of ‘oh you're so young’. I would interpret that as this patient not trusting me. That always took a piece of me away, because then I was just like, how am I supposed to provide adequate care to this individual if they don't trust me?”

[Female, Mental Illness, Cognitive disability - Learning Difficulty, Age – Youth]

The experience shared by this participant illustrates how disrespectful comments about one's age or appearance can erode trust and affect the ability of someone to do their job effectively. The need to respect an individuals' qualifications, abilities, and their value, regardless of their age or appearance, is reflected in this example (Lämsäet al., 2023; Miguel et al., 2023).

“I think starting with a land acknowledgment is a very good way to acknowledge that there might be indigenous people in the room and if they're not then it is still a good way to remind people that hey, let's think about this land and respect it. I also think demonstrating sustainable practices can show that you have the same values, or are at least supporting the values, of indigenous people.”

[Gender Minority - Two Spirit, Racial Minority, Religious Minority, Cultural Minority, ADHD/ADD, Indigenous]

This participant emphasized the significance of starting an event with a land acknowledgment as a way to respect indigenous people and their connection to the land. This reflects the importance of acknowledging and respecting the history and identity of identities (Jordan, 2023), and specifically indigenous communities as reflected in the example provided by this participant.

“This Uber driver talked to me like in a very belittling way as we entered into our neighborhood. She was like ‘oh you live in a nice neighborhood’ and then she made it a point to rub it in my face that you know like how ‘you guys come from third world country, and I can't even imagine of being that’”.

[Female, Racial Minority, Religious Minority, Cultural Minority, Language Minority, Primary Carer]

Here the participant shares an encounter that underscores the personal impact of discriminatory and disrespectful treatment that is based on assumptions. This highlights the need to demonstrate respect of others, their achievements, and their identity without bias or assumption (Entwistle et al., Forthcoming).

“If people have a faith that excludes others, they still have an expectation that those around them will include them and respect their beliefs. That's not fair. That's what I struggle with. I'm respectful of other people and their religion, but because your belief and your core morals are that some people are ‘bad’ or ‘wrong’ for who they are, and you believe this stuff – you can't respect me?! If I can respect you, why can't you respect me? We all want the same thing, to belong, to be loved and respected and there's actually room for all of us.” [Male, Racial Minority, Religious Minority, Cultural Minority, Autism, Cognitive disability – Dyslexia, Primary Carer]

In addressing the challenge of respecting individuals whose belief systems exclude others, this participant emphasized the importance of mutual respect, even when beliefs differ, and the need to recognize and value the beliefs and identities of all people (Seidel, 2023).

In summary, participants collectively emphasized the importance of respecting individuals' qualifications and capabilities (n=13), identities (n=16), histories (n=4), beliefs (n=9), and values (n=4). The need for respectful consideration of diverse backgrounds and experiences, as well as the impact of exclusion and discrimination on individuals and identity groups was highlighted as necessary for inclusion. All aspects of the definition of Respect as proposed by Wilson (2023) were represented in participant responses.

3.8 Inclusion Need - Support

Wilson (2023 p.302) defines *Support* as “providing additional support to people so they can achieve desired outcomes and fulfil their potential. That support may include, but not limited to; social services, policy and legal support, community and peer support, education and training support, support following an harassment claim, and organizational and leader support”. In the interviews in this research study participants made 79 references to *Support* needs. 100% of the 27 identities represented in this study indicated *Support* was an inclusion need for them.

Participants in the research study strongly supported the need for *Support* and providing additional support to people so they can achieve desired outcomes and fulfill their potential.

“...if I'm out and about and I have to ask somebody to open a bottle of water for me or like things I can't do it's awkward because they don't understand why I need their help. I remember being in the hospital once and I was struggling to get dressed after an x-ray and an old lady came over and was like dressing me like I was a grandchild. In that moment I was just like so ashamed, but looking back at it I'm like oh that was so sweet of her and why is it always the people that are having a hard time themselves to help the others. I guess because they can see themselves in you and they would want your help in the same situation.”

[Female, Disability, Chronic Illness, Veteran]

The experience shared by this participant highlights the importance of assistance and support from others, especially when individuals face challenges due to their disabilities. The act of a kind stranger helping with a task reflects a form of community and peer support (Corradi-Webster et al., 2023; Davis et al., 2023; Holanda et al., 2015).

“To get anywhere when you're disabled, especially by an accident or something, you know, you're on Social Security and so you know you don't have much money. So, you're limited in what you're able to do. I just I wish that there were more grants for disabled people who want to be an entrepreneur, or if there are, that they were more readily available. And more support groups for people who are disabled – but not focused on the disability.”

[Female, Racial Minority, Disability, Chronic Illness, Primary Carer, Permanent Injury – Pain]

Here the participant calls for more grants and support for disabled entrepreneurs, emphasizing the need for social services and policy support to assist in economic empowerment for those that need it. (Erum Saif & Ashok Kumar, 2023; Malhotra et al., 2023; Philbin et al., 2023)

"I went to the doctor and the lady just said to me 'I don't know what to do' and so they threw me to a counselor, who then threw me to a psychologist. All of them don't know what to do. The last therapist told me come back in two years and tell me how you feel then. I'm thinking, I'm 19, I don't feel comfortable in my own skin to leave the house and I want to just die. I couldn't see past day two, so for me to leave a doctor's and then not help me was devastating."

[Gender Minority - Transgender Male, LGBTQI+, Mental Illness]

This research participant's response serves as a real-life example of how inadequate support can have a devastating impact on an individual's well-being and their ability to achieve desired outcomes and fulfill their potential (Carey, 2023; Murray et al., 2023).

"They then started talking about I was smart enough to go to college right and so it was through their mechanisms that I was able to get a scholarship and begin to make that new trajectory. But I want to point out it was not a straight line. Like, I married my dealer which seemed like a really good idea at the time. I mean all of those kinds of things were still in my life, so it's not like it was like poof I was 'cured'. It was this jaggedy trail, but somebody lit me right. Somebody said 'you can' and gave me some of the support I needed to get started."

[Female, LGBTQI+, Racial Minority, Religious Minority, Cultural Minority, Disability, Trauma, Primary Carer, Permanent Injury - Traumatic Brain Injury, Indigenous]

The lived-experience of this participant describes how the support of others, who believe in their potential, has a significant positive impact in helping individuals achieve their goals and change their life trajectories (Frizzell et al., 2023; Stanford, 2023).

In summary, the importance of providing various forms of support, including family, community, and peer support (n=22), policy (n=3) and financial support (n=4), mental health support (n=9), educational and training support (n=24), and support at work (n=17) was emphasized by all identities in this research study. Participants highlighted the significance of providing support to individuals to help them overcome challenges and achieve their desired outcomes, while supporting all elements of Wilson's (2023) definition of *Support*.

4. Discussion

There is consensus among researchers regarding the indispensability of intersectionality as a framework for addressing discrimination (Armstrong & Jovanovic, 2015; Atewologun, 2018; Chun et al., 2013; Rodriguez et al., 2016; Steinfield et al., 2019; Verloo et al., 2012). There has also been consensus among researchers that there is a glaring gap in the literature concerning the practical and meaningful application of an intersectional lens (Al-Faham et al., 2019; Carastathis, 2008; Dennissen et al., 2020; Simien, 2007; Thomas et al., 2021) to foster inclusive environments that address the inclusion needs of all people. This deficiency prompted the research of Wilson (2023) and the development of The 8-Inclusion Needs of all People framework as a valuable complement to the strides made by diversity, inclusion, and intersectional researchers.

The objective of the research presented in this paper, was to delve into the lived experiences of diverse individuals with diverse identities and intersectionalities to uncover their inclusion needs through the lens of intersectionality, while also seeking to test The 8-Inclusion Needs of all People framework proposed by Wilson (2023). Narrative interviews were conducted with 22 people who represented 27 different identities with an average of 5.4 intersectional identities. This rich intersectional representation of the participants ensured a comprehensive and nuanced understanding of the complex, multifaceted experiences of individuals from diverse backgrounds, helping to identify unique and/or similar challenges, opportunities, and inequalities. Thematic analysis of the participant interviews resulted in evidence supporting each of the eight needs proposed in the 8-Inclusion Needs of All People (Wilson, 2023) framework.

There were, however, some elements of the definitions of the inclusion needs from Wilson's (2023) framework that were not reflected in participant responses, namely (i) *Access* to justice, (ii) *Space* for breastfeeding or safe work practices for a physically safe workplace, (iii) *Language* translations, transcriptions, or use of unnecessary complex language. This may be because the 22 individuals in the research sample did not represent people that have these inclusion needs, or the narrative interview process simply did not elicit stories from participants that related to these needs (despite those elements potentially being a need for them), or these may not in fact be relevant to inclusion needs.

It is acknowledged potential bias of the researcher of this study may have influenced the outcome of the research, consequently there is the need for other researchers to duplicate this study to test for repeatability. The same research should also be done in non-English speaking countries. Further, while the original proposed framework was developed

based on secondary meta-analysis and the study presented in this paper using qualitative research methods, there is value in additional studies being undertaken to test the validity of the 8-Inclusion Needs of All People (Wilson, L.A., 2023) framework using quantitative methods. Finally, research testing the impact and benefit of the 8-Inclusion Needs as method of addressing inclusion in the organizational context, and reducing discrimination, is warranted.

This paper is a significant contribution to the body of knowledge and research on inclusion and intersectionality. The findings are also significant in providing evidence that supports Wilson's (2023) proposed innovative, practical, and intersectional approach to addressing inclusion in efforts to eliminate discrimination and create equitable outcomes for all identities. Building upon the significance of this paper's findings and their alignment with Wilson's (2023) forward-thinking approach to inclusion, it becomes evident that the imperative to create an inclusive workplace environment that caters comprehensively to the inclusion needs of all identities and intersectionalities is paramount.

One participant spoke of the need to create an inclusive environment that centers on the most vulnerable individuals and suggested a shift in perspective from trying to fit individuals into an existing (non-inclusive) environment, to creating an environment to meet the inclusion needs of all people.

"I used to think about inclusion as 'how to make me fit', instead of centering folks needs first. We can help a lot more people that way, instead of the other way around by being focussed on the dominant identity in here and then build something added on or different for the 'others'. I think that's a big thing, we need to look at the needs of everyone and especially our most vulnerable, the folks who are missing. They are ones we need to include first. By meeting their needs we'll meet everyone's needs."

[Gender Minority – Transgender Non-Binary, LGBTQI+, Racial Minority, Disability, Chronic Illness]

This participant's response reinforces the point that if an environment or experience is created to meet the inclusion needs of all people, it is less likely that individuals will have to face barriers and will be more likely have an equitable experience, resulting in equal outcomes for all people regardless of identity or intersectionality. Further, as underscored by the participant's insights, it is increasingly essential to pivot from conventional approaches that endeavour to assimilate individual identities into pre-existing structures towards a more progressive stance that actively create inclusive organizations to not just 'accommodate' but embrace the diverse tapestry and needs of identities and intersectionalities. This paradigm shift, exemplifying Wilson's (2023) innovative and intersectional approach to inclusion, reflects a pivotal step toward the overarching goals of eradicating discrimination and fostering equitable outcomes for all people, thereby reinforcing the paramount importance of cultivating an inclusive organizational environment that holistically meets the multifaceted inclusion needs of all people.

5. Conclusion

The 8-Inclusion Needs of All People (Wilson, L.A., 2023) framework responded to the pressing need for a pragmatic and operationalizable approach that individuals, organizations, and institutions can utilize to ensure decision-making processes and interventions are tailored to the needs of all individuals, thereby averting discrimination. By investigating the lived-experiences of people with diverse identities and intersectionalities, this research paper provides evidence that the 8-Inclusion Needs of All People framework does in fact address the inclusion needs of all people to be included and thrive.

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