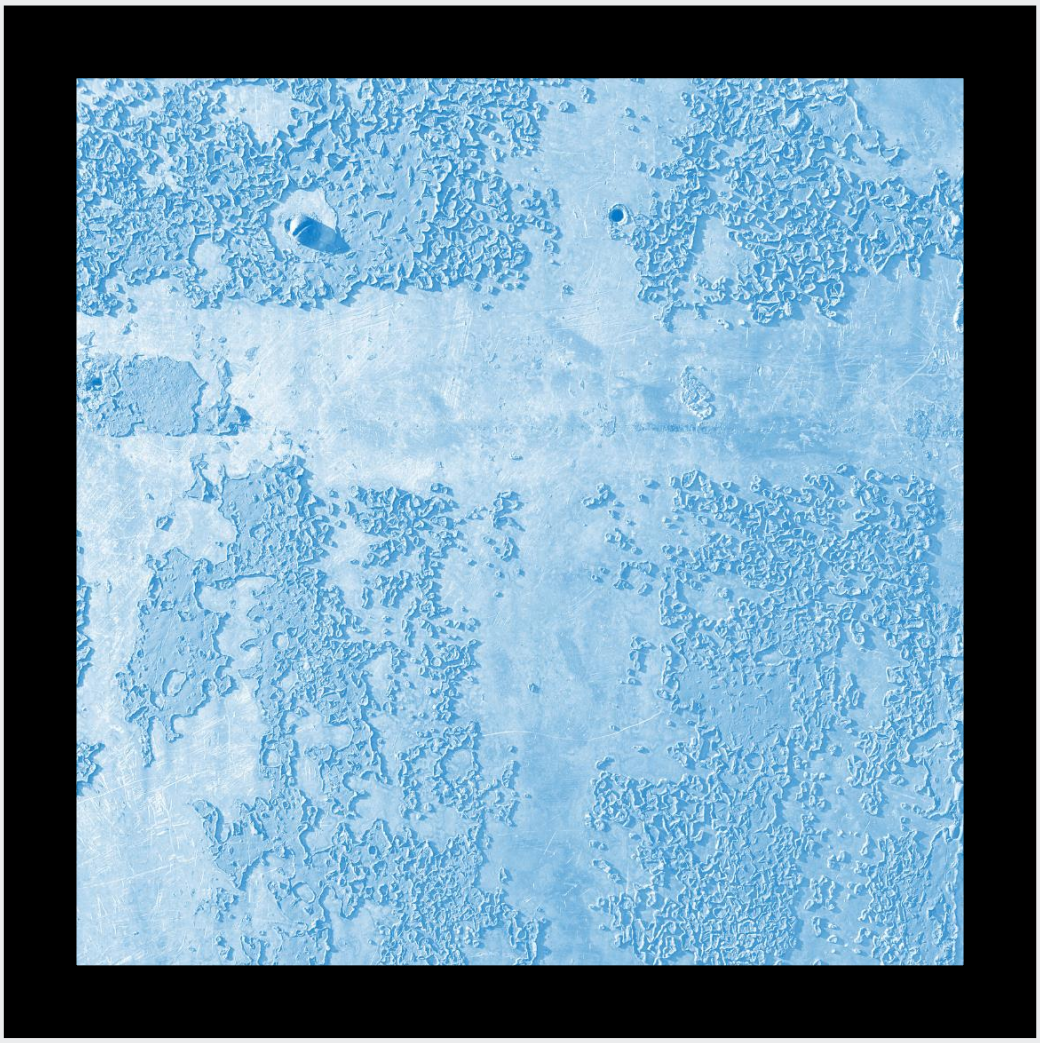
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Universal Inclusivity Guidelines





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1/ Purpose

The **Inclusivity Guidelines** have been developed to ensure inclusivity is embedded throughout the **CYANOTYPES project**. These guidelines serve as a foundational tool for integrating inclusivity into our internal working processes and the **Train-the-Trainer Toolkit (TTT Toolkit)**.

They are designed to be clear, practical and aligned with the values and needs of the Cultural and Creative Industries (CCI) sector.

2/ Guidelines Overview

The inclusivity guidelines provide practical advice on fostering an inclusive, diverse, and accessible environment across all project activities, both online and offline. They are grounded in the principles outlined in **ELIA's Equity, Diversity and Inclusivity (EDI) Policy**, which apply to all characteristics, backgrounds, and preferences that may marginalise individuals, including but not limited to age, sex, sexual orientation, gender identity and expression, disability, medical history, race, ethnicity, religion, caste, marital status, pregnancy, parental status, political affiliations, community, economic or social status (ELIA's Equity, Diversity and Inclusivity (EDI) Policy:2024:4). Furthermore, these guidelines emphasise the importance of cognitive diversity within the CCI, recognising varied creative approaches, learning styles, and ways of thinking and being. A special thank you to the **MOSAIC project**, supporting inclusive centres of vocational excellence, for the knowledge and principles that have been integrated into these guidelines.

3/ Key Elements

a. Methodology for Inclusion

Internal Inclusivity within the CYANOTYPES consortium:

- The CYANOTYPES project seeks diverse perspectives, authentic representation, and cultural sensitivity by consulting colleagues from different backgrounds.
- A culture of care should be established, considering the needs and outside obligations of each team member and supporting their participation.

External Inclusivity: Stakeholder Engagement, Communications, and Deliverables

- **Inclusion in Your Network:**
  - Proactively invite individuals from outside your immediate network to enhance diversity and inclusion.
  - Ensure diverse representation at events and facilitate meaningful engagement opportunities.
  - Continuously ask: "Who is not in the room? Why?". At events and meetings, actively acknowledge and address any lack of representation, recognising that full diversity may not always be achievable but should remain a guiding objective.

- **Communication**
  - **Content**: Identify key themes aligned with the project's EDI approach. Represent equity, diversity and inclusivity through all communications, using storytelling to convey positive and meaningful messages.
  - **Language and Terminology**
    - Use clear, **accessible language**, in all communications materials, avoiding unnecessary jargon, technical terms and overly academic wording.

- **Plain Language Principles**: Write in short, direct sentences, avoiding unnecessary jargon, acronyms, or complex terms. Define technical terms in a simple and accessible manner.
- **Cultural Sensitivity and Awareness**: Ensure language choices are culturally sensitive and do not exclude or offend any groups. Avoid idioms, slang, or expressions that may not translate well across different languages and cultures.
- **Translation Guidelines**: Each CYANOTYPES partner should consider the languages spoken by their target audience and the accessibility needs within their region. Key materials, especially those intended for public consumption or engagement with diverse communities, should be translated into relevant languages to ensure accessibility and inclusivity. This also pertains to event-related information and core project documents. Consider both written and spoken translations, as well as sign language interpretation when necessary.

- **Imagery:** Ensure EDI is consistently valued and represented in a myriad of ways through imagery. Avoid tokenism, where individuals from underrepresented groups are included merely as a superficial or symbolic gesture. Consult with individuals from underrepresented communities to gain their insights and perspectives on how they wish to be represented.
- **Accessibility**: Use graphics instead of text to make content more accessible. Include descriptive alt text for all images shared on social media to provide context for users with visual impairments using screen readers.
- **Feedback**: Establish a feedback mechanism for your audience to provide input on the inclusivity of your content and actively listen to their feedback.
- **Communication Channels:** Use diverse communication channels to reach a broad audience and ensure information is accessible.

b. Train-the-Trainer Toolkit (TTT Toolkit)

- **Inclusive Learning Spaces**
  - **Trainers should create inclusive environments where all participants feel safe, heard, and valued.**
  - **Emphasize the importance of creating a space where everyone can come as their authentic selves, without having to pretend to be someone else to fit in.**
  - **Trainers should be aware of and mitigate unconscious bias in their teaching practices**. Trainers should explore resources and methodologies aimed at recognising and understanding their own biases in relation to creating inclusive learning environments, drawing on frameworks such as those explored within the MOSAIC project.

- **Accessibility in Learning Materials**
  - **Guidelines on making learning materials accessible in various formats**: Trainers should create inclusive environments where all participants feel safe, heard, and valued. Emphasize the importance of creating a space where everyone can come as their authentic selves, without having to pretend to be someone else to fit in. Trainers should be aware of and mitigate unconscious bias in their teaching practices. Trainers should explore resources and methodologies aimed at recognising and understanding their own biases in relation to creating inclusive learning environments, drawing on frameworks such as those explored within the MOSAIC project.
  - **Addressing inclusivity for people with different needs:** Materials should be designed to be inclusive of people with a range of cognitive, sensory, and mobility needs. For cognitive needs, use **plain language principles**, and ensure information is presented in a clear and simple manner. For sensory needs, offer both **visual** and **auditory** materials, providing transcripts of audio content and descriptions of visual content. Additionally, utilize good **colour contrast**, provide options for **adjustable font sizes**, and ensure text is easily readable. Consider that some may prefer **identity-first language**, such as "an autistic person," while others may prefer **person-first language**, such as "a person with autism". For mobility needs, ensure that digital materials are compatible with assistive technologies, and physical materials are accessible by people using wheelchairs. Trainers should be mindful of **the multiplicity of**

cognitive and motor disabilities that can create barriers to accessing digital resources and seek strategies to mitigate these barriers in their material design.
    - Ensure films, videos, slideshows, illustrations, animations, and other digital materials are captioned and use audio descriptions.
- **Different forms of communication when planning and facilitating group activities:** When facilitating activities, use varied ways to keep the group motivated, and consider the different communication needs of participants. This can include using both **verbal and nonverbal cues**, such as gestures and facial expressions, offering materials in multiple formats, such as in print and online, providing options for **text-based communication**, using **sign language interpreters**, or **enabling live captionin**g. Ensure everyone can understand and express themselves in the language being used and that native speakers are aware of language barriers. Also, ensure there is enough time and opportunity to engage in and complete tasks.

- **Creating inclusive environments in workshops and events:** Trainers should foster a space where participants feel **safe, heard, and valued**. This involves creating a psychologically safe environment where everyone can come as their authentic selves without having to pretend to be someone else to fit in. To achieve this, establish clear principles for inclusive behaviour, make it clear everyone has the right to ask for what they need, and promote a culture where it’s acceptable to make mistakes. Additionally, use inclusive language, ensure accessibility of venues and materials, be sensitive to potential barriers, and demonstrate respect for the diverse identities and experiences of all participants.

- **Trainers' mindfulness of leadership values and mitigation of unconscious bias:** Trainers need to be aware of their own biases and how these may affect their teaching practices. This involves being **mindful of their leadership values** and working to identify and mitigate **unconscious bias**. It's important for trainers to recognise their own knowledge and skill limits and be open to input from those with relevant lived experience, as well as to actively listen to and learn from others. This can include recognising the bias mechanisms and how they could influence different aspects of the learning environment such as opportunities of expression, participation of all learners, assessment and evaluation. Creating opportunities for open communication, being flexible in their approach, and acknowledging their own mistakes will help build trust and understanding in their learning environments.

Trainers are encouraged to develop mindful self-compassion as a practice to foster more positive learning experiences for all learners.

- **Universal Design for Learning (UDL):** Ensuring that learning materials and activities are accessible to all participants, with varied needs and abilities, emphasizing practical tools, awareness, and theory to a trainer using CYANOTYPES material to create a more inclusive environment.

  To effectively implement Universal Design for Learning (UDL) principles, trainers should:

  - Recognize and understand their own biases and reflect on diversity (gender, ability/disability, ethnicity, race) through a UDL lens.
  - Acquire practical tools and strategies for creating inclusive and equitable learning environments based on UDL principles.
  - Explore resources such as the Social Inclusion course for teachers for further guidance on UDL implementation.
  - Emphasize positive teaching methods to foster equality, diversity, and inclusion.
  - Experiment with new UDL-aligned methods and practices both in the classroom and in everyday life to enhance self-awareness and manage potential biases.
  - Focus on the desired learning outcomes of increased awareness of bias, practical tools to overcome it, and the ability to implement Universal Learning Design principles to create a more positive and inclusive learning environment for all learners.

c. Inclusive events

- Apply the **ELIA EDI Event Guidelines, ELIA Event Anti-Harassment Policy**, and **ELIA Policy on the Management of Reports of Discrimination / Harassment at Events** to ensure onsite events are inclusive.
- Ensure that the event EDI statement is on the event website and in communications before and during the event. Event hosts are encouraged to share the statement at the beginning of the gathering.
- Provide a commitment to EDI and accessibility, an event accessibility description and contact information for accommodations or to report discrimination.

- When planning and delivering events, consider:

  * **Diverse Representation**: Ensure diverse representation among speakers, panellists, and presenters, considering factors such as age, disability, economic status, gender, and race**.**

  * **Accessibility**: Ensure the physical and digital accessibility of event venues and materials for participants with different needs.

    - Provide clear information on how to make accessibility requests and offer different contact options.
    - Make sure that the venue is accessible for people with disabilities, including entrances, lifts, and toilets.

  * **Inclusive Language**: Use inclusive language in all event communications, avoiding discriminatory or exclusionary terms.

  * **Feedback**: Collect and act on feedback to improve the inclusivity of future events.

  * **Offer a range of food options** that cater to various dietary restrictions.

4/ General Principles

- **"Nothing about us without us"**: Involve marginalised communities in all stages of the project, ideally in a leading role.

- **Be Flexible**: Inclusion is an ongoing learning process, with no one-size-fits-all approach. Be flexible in your approach, as there may be a need to connect with individuals from marginalised groups as individuals with their feelings, needs, and opinions.

- **Continuous Improvement**: Gather information from all attendees and stakeholders to improve inclusivity and put recommendations in place for future events.



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