

# Inclusive Communication Manual

A practical guideline on how to  
communicate inclusively with  
international youth

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**Authors:** Elisavet Rozaki, Vedrana Kovačić, Nefeli Charalampous, Ramón Lecuna González, Wim Gabriels

**Editors:** Elisavet Rozaki, Sabina Achim

**Contributor:** Thomas Pappas

**Proofreading:** Paulina Bednarek, Nadia Madoui-López, Sophie Marshall, Iona Murdoch, Nicholas Kolya, Nadine Schlehofer

**Design:** Teresa Marques

**Illustrations:** Sara Felgueiras

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# Introduction

As society is constantly evolving and adapting to different events, our communication must adjust too. In recent years, the importance of empathy has been awakened and more people are willing to put themselves into other people's shoes. Respecting our fellow human beings is of high significance, as this is the only way we can lay the foundations of a society where everyone feels safe to express themselves. To construct this safe space, however, we need to start by giving everyone the same chance at social inclusion.

## What is inclusive communication?

**Inclusive communication means sharing information in a way that everybody can understand.**

## Why we need inclusive communication

With a world striving for equality, we need to evaluate the most important aspect of human nature: communication.

In order to bring people closer together and educate the next Erasmus Generation to fight for a diverse and inclusive society, it is our duty to be inclusive in all aspects of our communication. Creating and maintaining an inclusive culture is everybody's responsibility.



## How to use this manual

This manual covers general principles of inclusive communication and specific examples, as well as guidelines for communicating internally and externally. It refers to written, spoken and visual communication, and also gives examples of behavioural communication that can sometimes be overlooked.

### The manual includes examples and advice related to:

- gender and sexuality
- cultural and linguistic diversity
- disability and accessibility
- delivering inclusive events
- inclusion in design

### You may wish to refer to this manual:

- when organising a local activity
- when creating documents or web forms
- when creating communication materials
- when designing a website
- as an opportunity for personal reflection

**The manual does not intend to override the individual preferences of the reader. Everybody expresses themselves in whatever way they prefer, and everybody has different ways in which they would like to be spoken to, or about.**



“The Erasmus Student Network is an international student organisation, with members volunteering in 42 countries, but belonging to borderless and countless different backgrounds. The network element represents the strength of our organisation, while **our interactions influence the way we think and behave, towards each other and with our audiences.** Communication requires a sender, who is in position to select the channel and the message, determining if the information is positive, clear and easy to understand for everyone. Just like a well-chosen word, a small click can make a big difference.

The Inclusive Communication Manual acts as both a **reminder and a celebration of diversity.**”

Sabina Achim, Communication Manager of the Erasmus Student Network AISBL

## Defining Inclusion & Identity

### Inclusion

Social inclusion is defined as the process of improving the terms of participation in society, particularly for people who are underrepresented, through enhancing opportunities, access to resources, voice and respect for rights. In simpler words, it is **the act of making all groups of people within a society feel valued and important.**

In practice, this “process” is made up of a wide variety of experiences and opportunities that can give an individual a sense of belonging, a sense of citizenship and a sense of identity. Of course, elements like having a good education, having a job, and a decent standard of living are important aspects of social inclusion, particularly for young people, but perhaps even more important is the breaking down of barriers to social opportunities caused by factors like low income, discrimination, fear of the unknown and a lack of access to relevant learning experiences.

### Inclusion in international exchanges and student activities

International student mobility creates opportunities for young people to overcome barriers, improves their global skills set and offers them opportunities for social mobility and better career prospects in the future.

The core objective of inclusion in mobility is to widen the participation of less advantaged and underrepresented groups through easier access to mobility, a better quality of mobility, and a higher participation rate. Inclusive mobility means creating and ensuring adequate learning, working, and volunteering conditions abroad for people with fewer opportunities by addressing their diverse support needs. It is a needs-based approach to what the individual beneficiary needs to ensure a safe and exciting mobility period abroad. It is important to not generalise needs; needs are specific and the individualised aspect of it is highly important (Inclusive Mobility Alliance, 2019).

Next to widening participation, it is also important to work for the social integration of international students in their host societies. Social integration is understood as a dynamic and principled process of promoting the values, relations and institutions that enable all people to participate in social, economic, cultural and political life on the basis of equality of rights, equity and dignity (United Nations, 2009). In order to achieve this for international students in their host communities, interaction between international students and local communities (specifically those from disadvantaged groups) is the key to increasing intercultural dialogue and the visibility of international student mobility.

As volunteers, student representatives and youth workers, it is important to embrace all different aspects of social inclusion and understand that making society more inclusive is a long-term process which includes a lot of different steps to make mobility more



inclusive. Increased frequency of mobility, improved quality of mobility, and enhanced accessibility to mobility are three intertwined concepts that are at the heart of every action of the Erasmus Student Network.

## Identity

A person's identity is shaped by their individual characteristics, feelings and beliefs that make people different from others (Oxford Dictionaries). They perceive themselves as individuals with unique characteristics, perceptions, dreams, hopes, and more. People also perceive themselves and others as members of social groups. Their membership of diverse social groups builds up their social identity. People have multiple social identities corresponding to widening circles of group memberships, such as gender, age, education, economic status, ethnicity, sexual orientation, etc. (Tajfel & Turner, 1986).

### Self-Identification

The focus of this manual is not to give definitions of different identities, but to ensure a correct understanding about how to communicate inclusively and successfully. In order to do this, it is important that a person is able to self-identify with the images, messages and language used in your communication. To accomplish that, it is essential that a person feels represented in the messages that you create, in order for them to connect with your organisation and create a sense of belonging.

**One characteristic only makes up a fraction of a person's identity. Make sure not to limit their identity to one feature.**

While there are many types of identities to keep in mind when preparing your communication, we are going to mention examples referring to the following:

- Nationality & ethnicity
- Gender & sexuality
- Religion

### Nationality & Ethnicity

Know the difference between nationality and ethnicity. Always keep in mind that someone's identity can lie anywhere within a broad spectrum of variables.

- **Nationality:** refers to the country that a person belongs to, either by birth or naturalisation.
- **Ethnicity:** a group of people who share a heritage based on race, language, or culture.

## Gender & Sexuality

Not all people identify as male or female. Gender expression is a spectrum and within it fall different identities. Know the difference between sex and gender.

- **Sex:** classifies biological characteristics that define humans as female, male or intersex. Sex is actually more than the external anatomy of a person: it includes the chromosomes, hormones, internal and external reproductive organs and secondary sex characteristics (such as pubic and facial hair, enlarged breast or hips, etc.).
- **Gender:** the behavioural, cultural, or psychological traits typically associated with one's sex; a social and historical construct.

## Religion

Religion is a personal or institutionalised system of religious attitudes, beliefs and practices. There are more than 4000 religions all over the world. Practicing religion is a fundamental human right according to the United Nations' "Declaration on the Elimination of All Forms of Intolerance and of Discrimination Based on Religion or Belief".





# PART I

# Communication

“Language is the most massive and inclusive art we know, a mountainous and anonymous work of unconscious generations.”

Edward Sapi, American anthropologist-linguist

Communication is a process that involves more than one person. It is therefore important to evaluate the way we interact with other people in our everyday conversations, both online and offline.

## Language

Language is critical to inclusion, and how we speak to and about one another influences how we treat one another.

### Examples of exclusive language

You drive like a woman!

#### Generalising

Consider this: Do you assume that all women are bad drivers? Do all men act like children? Are older people not comfortable with using technology just because of their age? Does the catchy phrase you are about to use carry too much bias?

Using stereotyping that could be considered “positive” but still places unfair expectation and limits on others.

Gay people are generally more creative and open-minded.

I’m so OCD!

Using words that are linked to mental illness to describe everyday behaviour.

Using these terms like this underplays the impact of mental illness on people and downplays their experiences.

Refer to sexual orientation as “lifestyle”.

Referring to sexual orientations as a lifestyle is both inaccurate and offensive because lifestyle implies a choice.

I love the gay lifestyle!

Merry Christmas!

Wishing “Merry Christmas”.

Use “Happy Holidays” instead, a greeting that is more open and inclusive of people who do not celebrate Christmas.

## Inclusive language is language that:

- is free of words, phrases or tones that reflect prejudiced, stereotyped or discriminatory views of particular people or groups;
- does not deliberately or inadvertently exclude people from being seen as part of a group.

## How to be more inclusive in your language

- **Context matters.** Remember your relationship to the person you are referring to. You would use different language when speaking to a friend than you would when speaking to a stranger at a coffee shop.
- **Be empathetic in your language.** Make sure that your message does not offend your audience or a fellow speaker.
- **Use people-first language.** People-first language avoids defining a person in terms of their disability. In most cases, this entails placing the reference to the disability after a reference to a person, as in “a person with a disability,” or “a person living with a disability,” rather than “the disabled person.”
- **If you’re unsure about how to refer to someone,** do not hesitate to ask them how they would prefer to be referred to in a respectful manner.
- Only refer to someone’s identity if it is relevant and necessary. **Do not define people based on their demographic characteristics or societal labels.**

## Gender-focused language

Since modern English is based on the masculine grammatical gender, it is important to include women and people who do not identify as male or female.

**Instead of** mankind      **Use** humanity    human beings    humankind    human race

**Instead of** manpower      **Use** workforce    staff    employees    personel    labour

**Instead of** brotherhood      **Use** fellowship    association    alliance    union    community

**Instead of** Dear Sir/Madam      **Use** To whom it may concern    Dear recipient

**Instead of** Ladies/Gentlemen  
Girls/Boys **Use** people folks people of the world everyone

**Instead of** wife/husband,  
girlfriend/boyfriend **Use** partner spouse

**Instead of** Latino/Latina **Use** Latinx

**Instead of** him/her **Use** they

## Disability

**Ableism** is the systematic exclusion and oppression of people with disabilities, often expressed and reinforced through language. Ableist language can be derogatory, abusive or negative about disability. People may not intend to be hurtful when they unknowingly use an ableist term, so educating ourselves is a powerful way to avoid this.

### When referring to people with disabilities:

**Do not use** The disabled This suggests that the disability defines the person. (“Person with a disability” is however acceptable since the person is being put before the disability).

**Do not use** Able-bodied person The term implies that all people with disabilities lack “able bodies” or the ability to use their bodies well.

**Do not use** Normal person Referring to someone who does not have a disability as a “normal person” implies that people with disabilities are abnormal.

**Do not use** Midget Today, “midget” is considered a derogatory slur. The dwarfism community has voiced that they prefer to be referred to as “dwarfs”, “little people”, “people of short stature”, “people with dwarfism”, or simply, and most preferably, by their given name.

**Do not use** Afflicted with/  
stricken with/  
suffers from/  
victim of These terms carry the assumption that a person with a disability undergoes pain or distress, or has a reduced quality of life. Not every person with a disability suffers, is a victim, or is stricken. It is preferable to use neutral language when describing a person who has a disability, simply stating the facts about the nature of the disability. For example: “He has muscular dystrophy.”

- Do not use** Handicapped This term is considered outdated and offensive.
- Do not use** Wheelchair or mobility scooter-bound/confined These terms describe a person only in relation to a piece of equipment. The terms are also misleading, as wheelchairs can liberate people, allowing them to move around, and they are inaccurate, as not all people who use wheelchairs are permanently confined in them, as some are transferred to sleep, sit in chairs, drive cars, etc.
- Do not use** People with special needs This term is the official term used by most European institutions and you might encounter it often. However, it is considered as controversial by many disability organisations because it gives the idea that the inclusion needs of people with disabilities are somehow “special”, whereas they are just needs, like any others; there is nothing special about them. What is special is that mainstream society is often not adapted and/or ready to accommodate them.

**Do use** Person with a certain condition or impairment

**Do use** Wheelchair User

**Do use** Person with intellectual disability

**Do use** Deaf people/People with hearing impairment

**Do use** Blind people/People with visual impairment

**Remember:** When referring to people with disabilities in your communication, acknowledge “invisible” disabilities, such as learning disabilities, mental conditions or chronic pain.

## Representation & images

When creating content, it is important to depict diverse profiles of people. When including underrepresented groups in pictures, videos or stories, it is key to avoid stereotypes and not limit someone’s identity to one characteristic.

Very often, mass media and communication represent a group that is considered the norm in society. In order to foster inclusive communication, you need to make sure that underrepresented groups feel addressed and represented in your communication. Beyond just mirroring reality, representation of underrepresented groups in media such

as in film, photography and print, normalises underrepresented groups and allows bias and stereotypes to be overcome. These stereotypes and prejudices don't reflect reality. They limit young people in their self-development and take away opportunities. Negative images create distance and ignorance between different groups in society, which is often at the root of discriminatory behaviour.

**Think of representation as a mirror.** When you showcase members of underrepresented groups, such as LGBTQ+ people or people with disabilities, you hold up a mirror for all people who are part of those groups. However, when you only mirror what is considered to be the norm in society, you exclude people from identifying themselves with you. You affect the perception of these people within society.

**Think of representation as a window.** When you portray the experiences of minority groups, you give them a voice and contribute to their fight for equality, thus opening a window to their realities. It also helps those not identifying themselves with their reality.

**“Minorities realize that media influence not only how others view them, but even how they view themselves.”**

Carlos Cortes, Author

Internationalisation and student exchanges exist to overcome prejudice and break through stereotypes within student communities and their home and host societies by creating intercultural dialogues. When organising activities that connect international students and locals, it is therefore important to use communication to create a safe space for interaction.

**The overall goal of exchanges and activities is to:**

- **fight implicit bias** by changing attitudes or stereotypes that affect our understanding of a different ethnicity, nationality, gender, orientation, or any other underrepresented group.
- **increase cultural sensitivity:** ensure that participants know differences exist between cultures, but not to assign values to the differences.



## Personal data

### When collecting personal data:

- **Only ask for information you really need.** Do you really need to know their gender? Do you really need to know their ethnicity?
- **Inform about the purpose of data collection.** What are you planning to do with the information you collect?
- **Treat personal data anonymously where needed/possible.** Make sure your collected data is securely stored and deleted when you no longer need it.
- **Allow for voluntary responses and allow for each individual to opt out of answering.** Consider that some of the people you are referring to might come from countries that impose certain legislations on what to say and what not to say. Make sure to include options to your questions such as “I prefer not to say” or “I am not allowed to answer this question due to my country’s legislation”.
- **Make sure that your questions are written in a respectful manner.** Consult members of different communities throughout the process if you are unsure about how to address a specific group.
- **Allow for diversity and complexity in answers.** Make sure that people have the right to choose various and intersecting options where possible. Some people have multiple nationalities/ethnicities/names/surnames, and others might not identify with a specific category.

#### Did you know?

**80%** of 13–20-year-olds, members of **Generation Z**, believe that gender should not define a person as much as it used to.  
(J. Walter Thompson Innovation Group, 2016).

### What to consider when requesting information about gender

- Give people a really good reason for asking and explain why you need to know their gender.
- Make it private, safe, and anonymous.
- Always make the question optional or add a “prefer not to say” option.

- Make sure to include people who do not identify as men or women. Include the option “other” and, if needed, ask them to specify.

## Personal pronouns

In English, whether we realise it or not, people frequently refer to us using pronouns when speaking about us. When speaking of a singular human in the third person, these pronouns often imply a gender - such as “he” to refer to a man/boy or “she” to refer to a woman/girl. These associations are not always accurate or helpful. For that reason, **allow people to indicate their preferred personal pronouns.**

The most widely-used are:

- He/him, for people who identify as male;
- She/her, for people who identify as female;
- They/them, for people who do not identify as male or female;

However, there are other ways to refer to someone. [More information on other types of pronouns.](#)

## Events and Conferences

- **Personal pronouns:** Give people the option to state their preferred pronouns. Leave space for them on the name-tags of the conference you are organising.
- **Interpreter:** Make sure to include an interpreter in your staff, in case participants have a hearing impairment. Always ask the participants what their preferred sign language is.
- **When presenting,** make sure to explain verbally everything that is in your presentation and avoid leaving graphs or images up to the interpretation of your audience, since there might be someone with a learning disability or a visual impairment.
- **Use speech recognition software** to add automatic captions during a live stream. That way, people who use captions will be able to watch the event online.
- **When organising a trip with students,** make arrangements with a hotel or hostel that offers gender-inclusive options for accommodation. Ask the participants to choose between gender-specific and gender-inclusive spaces.

- **Food preferences.** We should always consider that people attending events may have different eating habits:
  - allergies and intolerances, making them unable to eat certain foods;
  - cultures and religions restricting certain types of food (for example, there are Muslims who do not eat pork);
  - vegetarians and vegans, or any other food preference.

Always provide a form for the participants to mention their food preferences/restrictions and be careful when handling the food because cross-contamination can be dangerous.

- **Gender-based activities:** Promoting gender-based activities, such as parties with a heterosexual couples theme, can appear exclusionary to people who do not identify as women or men, or people with other sexual orientations.

For more practical advice on how to make your events as accessible as possible, check the [Accessible Events Guidelines](#).





# PART II

# Accessibility

“The power of the Web is in its universality. Access by everyone regardless of disability is an essential aspect.”

Tim Berners-Lee, Inventor of the World Wide Web

All individuals should have equal access and opportunities on the web, as it is treated as a basic human right. In this way, not only people with disabilities are supported but older people, individuals in rural areas and developing countries as well.

## Most common categories of impairments

<b>Motor Skills/ Physical Disabilities</b>	Users may have difficulty moving parts of their bodies, including making precise movements (such as when using a mouse).
<b>Photosensitive Seizures</b>	Conditions such as epilepsy can cause seizures that are often triggered by flashing lights.
<b>Cognitive Disabilities</b>	There are also many conditions that affect cognitive ability, such as dementia and dyslexia.
<b>Visual Impairment</b>	This includes a partial or total inability to see or to perceive colour contrasts.
<b>Hearing Impairment</b>	Some users have a reduced ability to hear.

## Graphics & Publications

### Text

When communicating online or through print, the text is your main tool to make sure that your audience receives the information effectively. However, different texts have different purposes and one must keep in mind that some formats are not always efficient in communicating our information.

- Fonts must be comfortable to read, visible and simple. When using a font, keep in mind that the simpler it is, the easier it will be for someone to read it. Serif, cursive and italicised fonts are harder to read, especially by people with cognitive disabilities, such as dyslexia. It is recommended to use Sans Serif fonts such as Arial, Calibri, Century Gothic, Helvetica, Tahoma and Verdana.
- Font sizes must be responsive, meaning that the user should be able to choose a font size that is more comfortable for them to read.
- Use left-aligned text instead of justified text, as justified text makes it more difficult for people with dyslexia to read.

- If you want to emphasise your text, use bold letters. Italics and underlining are hard to read for some people with cognitive disabilities.
- Include spaces between paragraphs to help people keep the pace and the general idea of the text.

## Images

Images can be used to convey a specific meaning or feeling. Other times they can be used to simplify complex ideas. Whichever the case for an image, a person who uses a screen reader needs to be told what the meaning of the image is. For that reason, all images should be accompanied by an **alternative text or alt-text**.

**Alt-text** is a written description that accompanies a picture. People with visual impairment use alt-text to “see” the content of a picture through text-to-speech tools.

**Example:** Young people marching behind a “We Are One” banner, with colourful country flags surrounding them.



## How to write alt-text

- Be accurate and equivalent in presenting the same content and function as presented by the image.

- Do not use the phrases “image of...” or “graphic of...” to describe the image. It’s usually apparent to the user that it is an image.
- In the case that the image is really complex, two alt-texts should be provided, one simple definition and a long description explaining the structured information. Check out the [Web Accessibility Initiative's Guide](#) on deciding the best format for your alt-text.

## Design

How can we ensure that our users’ needs are met in our design? To answer this question, it’s important to apply a critical analysis on the way we design things. **In order to make your design accessible:**

- **Use alternative text (see page 22 for definition)**  
Do not use it on decorative pictures. To put it simply, do not use this tool for items of your website that don’t really offer any information. It is confusing to screen readers and keyboard users.

Do not use it for pictures that are accompanied by a link. If both the picture and the link lead to the same website, then the screen reader will read the same text twice and this is inconvenient for the user. Our purpose is to remove obstacles, not add more of them.

Keep it short. Some screen readers have difficulty reading more than 125 characters, so try to keep the alt-text short but thorough.

- **Use image captioning**  
Text near an image can help provide more context. Image captioning is recognised by screen readers.

Do not use alt-text if there is an image caption. By using both alt-text and image captioning the content is repetitive to people who use a screen reader.

Do describe what you are captioning. This is important for people who don’t have access to the image itself. They must be able to understand what picture you are captioning. Be sure to be clear and elaborative on your caption.

- **Avoid text-as-image**  
Avoid text within an image if you want the text to be able to be identified by screen readers. Text-as-image is not ideal for people who use magnifiers, as magnifying text within an image could result in a pixelated result.

If you must use text-as-image, consider using alt-text or image captioning and SVG

(Scalable Vector Graphics).

- **Design with colourblind people in mind**

To avoid any complications, graphic designers should always use a non-colour identifier (such as icons of various shapes or text descriptions).

- **Maintain a high contrast between the background and foreground colours**

A minimum contrast ratio of 4.5:1 to the background colour is recommended by the World Wide Web Consortium (W3C).

The following is a useful tool to check the contrast between two colours: <https://webaim.org/resources/contrastchecker>.

- **Avoid stereotypes and use every opportunity you have to redefine and redesign them**

Is pink really a colour to define femininity? Is blue really a colour to define masculinity?

## PDF publications

A document or application is considered accessible if it meets certain technical criteria and can be used by people with disabilities. **It's always best to provide your documents in a plain text format because screen readers have no trouble recognising the format.**

However, if you have to create a PDF, use the following guide to make sure that it is accessible: <https://www.adobe.com/accessibility/pdf/pdf-accessibility-overview.html>.

## Websites

### Controls

Controls, also called UI Elements (User Interface Elements), include **any element that the user can interact with on your website**. The most common controls are buttons and links.

- Controls that are too small or too close together can be inconvenient to users of small touch screens, such as smartphones.
- Controls should have indicative text on them to signify their use.

### Layout

The structural layout of your website is of major importance to people who use their keyboard to navigate it.

- Make sure that your website has a simple and comprehensive layout.



- Avoid sudden changes to the layout of your website. Inform your audience before implementing a structural or visual change.

## Layout DOs

- Pictures should always come with a description and an alt text (see page 22 for definition) and videos should always have a transcript;
- Follow a linear logical layout;
- Build it in a way that people can navigate through it, using only their keyboard;
- Always write descriptive links and headings.

## Layout DON'Ts

- Do not spread the content all over the page without a logical continuation;
- Do not rely only on text size and placement for structure;
- Do not force mouse or screen use;
- Do not write uninformative links and headings (for example, "Click here");

## Ways to make your website accessible

- **Keyboard-friendly**  
The most common way of navigating using a keyboard is with the Tab key. This will jump between areas on a page that can have 'keyboard focus,' which includes links, buttons and forms. Therefore, your goal should be to ensure that all web content and navigation can be accessed using the Tab key.
- **Colours**  
You need to make sure the colours you select on your site contrast well to ensure that everyone can distinguish between various elements on the page. The most pressing issue is to make sure that the text stands out against the background. Ideally, you should set a dark colour against a light one, making sure that they don't bleed into each other.
- **Headers**  
Clear headers help screen readers to interpret your pages. This makes it much easier to provide in-page navigation. It's also easy to do as you only need to ensure that you use the correct heading levels in your content.

- **Web forms**  
What's the most important, is to ensure that each field is clearly labelled. You should also aim to place the labels adjacent to the respective fields. While a sighted user can easily match a label to the corresponding field or option, this may not be obvious for someone using a screen reader.
- **Automatic navigation**  
Figuring out how to pause an auto-play video can be difficult when using a screen reader, and some users could be confused or even frightened by the sudden noise. You should, therefore, avoid including elements that start without the user prompting them.
- **Text-to-speech**  
Consider adding a text-to-speech feature on your website for people to be able to listen to its content.
- **Text resize**  
Make it possible for people who might need it.
- **Comprehensible links**  
Use descriptive language on your hyperlinks.

When your website is ready for use, make sure to include visible text that states it is accessible to people with disabilities.

## How to measure the accessibility of your website

[Lighthouse](#) is a Google Chrome extension that audits any website and creates a report on its accessibility.

## Social media

Social media is a summation of a variety of websites and applications that allow users to express themselves while giving them the ability to share their content with the rest of the world. We believe that these social platforms and applications, if used correctly, can contribute to social inclusion.

## Images

Alt-text (see page 22 for definition) can be used for images on social media platforms such as Instagram ([more information](#)), Twitter ([more information](#)) and Facebook ([more information](#)).

## Video content

Using video content is a useful way to grab someone's attention and convey a message, as video content generates more organic reach. By 2022, online videos are expected to account for more than 82% of all consumer internet traffic. It is therefore a very important tool to engage with audiences, however, it is also important to make it more accessible.

- **Subtitles**

When creating a video for your social media page, always include readable subtitles for your audience. Make sure that the subtitles are visible on a smartphone, too. Also, note that 85% of video content used through social media is without audio, so in general it is better to provide subtitles and text in the content.

- **Trigger warnings**

If your content includes material which could be potentially distressing, make sure to include a statement at the beginning to alert your audience. For example: "This video contains images depicting violence".

- **Fast flashing effects**

Flashing more than three times a second or high-intensity effects and patterns can cause seizures, known as photosensitive epilepsy. Photosensitivity can also cause headaches, nausea and dizziness. Other effects, such as parallax or motion effects, can cause some users to feel dizzy or experience vertigo. Include a notice before your video begins.





**Conclusion**

## CHECKLIST

### Inclusive Language

Are you including people who do not identify as male or female? Are you using plain language? Are you avoiding acronyms?

Yes  No

### Collection Of Personal Data

Are your forms inclusive for all people, no matter their gender identity? Are your questions written in a respectful manner? Are you only asking for information you really need?

Yes  No

### Accessible Website

Are you using a plain font that is easy to read? Is the information organised in a logical manner? Are you using alt-text or image captioning as a means of accessibility for people using screen readers?

Yes  No

### Accessible Design

Are you using other identifiers apart from colour? Are the colours contrasted enough?

Yes  No

### Accessible Social Media

Does your section include subtitles when creating a video? Do you consider people with hearing impairments when you create an audio/recording of any kind?

Yes  No

### Events & Conferences

Are you considering participants who have disabilities? Are you caring for food preferences? Are you accommodating for people who do not identify as female or male?

Yes  No

## About Social Inclusion and Engagement in Mobility

This manual is established in light of the work ESN is doing in the field of inclusion in student mobility. ESN, as coordinator of the Social Inclusion and Engagement in Mobility (SIEM) project, believes it is important that the Erasmus+ programme should be as inclusive as possible, widening participation and reaching out to young people from underrepresented groups, and ensure interaction between international students and local communities with fewer opportunities in order to increase integration and intercultural exchange. The project is a collaborative cross-European partnership led by ESN International, joined by two European Networks; [European University Foundation](#) and [YES Forum](#), as well as [UUKi](#) (United Kingdom) [Vrije Universiteit Brussel](#) (Belgium), [University of Vigo](#) (Spain), [Masaryk University](#) (Czech Republic), [University of Latvia](#) (Latvia), [Erasmus Student Network Spain](#) and [Erasmus Student Network France](#).

More information can be found on [siem-project.eu](http://siem-project.eu)

## About ESN

The Erasmus Student Network (ESN) is the biggest European student organisation acting in the field of student mobility and internalisation of higher education. ESN is a non-profit organisation of more than 530 local sections in 42 countries in more than 1,000 Higher Education Institutions, gathering 15,000 volunteers. ESN provides support services to over 350,000 international students and works for their needs by facilitating their mobility period, ensuring social cohesion, reintegration and by enhancing intercultural awareness and active citizenship. ESN ensures student participation in education and training policy by providing training, seminars and non-formal education opportunities to its members. ESN contributes to the creation of a more mobile and flexible education environment by supporting student exchanges from different levels and providing the “internalisation at home”. ESN contributes to the further development of European mobility, active citizenship and volunteering.

More information can be found on [esn.org](http://esn.org)



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