Guide to Inclusive Communication in Mobilities

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KEY WORDS: Inclusive communication, Inclusive Language, Anti-Discrimination, Inclusive Mobilites, Protocols

INTRODUCTION

This guide to inclusive communication is created with the intention of serving as a comprehensive handbook for how to communicate in a more inclusive way when planning and executing mobilities, educational activities, and youth work. Using inclusive language and ways of communicating helps reach more people, helps everyone feel included and comfortable, and fights against discrimination and hatespeech. This guide is one of the results of the ID-Protocols project, funded by the Erasmus+ programme, which has the intention of facilitating the creation of more inclusive mobilities within Erasmus+ but also within any other international mobility programmes. The project partnership is: Asociacion Mundus (Spain), LEAP Sports Scotland (UK), Centrs MARTA (Latvia), and CESIE (Italy).

The Guide to Inclusive Communication in Mobilities includes explanations of what inclusive communication is, principles for using inclusive language, practical information for being inclusive in your communication and how to adjust your communication materials to be more inclusive. The guide also includes a table of non-inclusive words and their inclusive substitutes, and a checklist for inclusive communication. The guide can be referred to whenever creating communication materials for mobilities or other projects.

In addition to this guide to inclusive communication, the partnership created a **Guidebook for Making Mobilities More Inclusive,** subsequently referred to as the "ID Pro Guidebook" (see separate document). This guidebook helps organisations create protocols for inclusion in mobilities and includes useful materials about concepts of discrimination, the key actors and moments in mobilities, and practical advice on how to deal with violence and bullying in mobilities.

A) INTRODUCTION TO INCLUSIVE COMMUNICATION

1. What is it?

Inclusion involves creating an environment where all people are given the same opportunity to make an impact and can feel respected and valued. Communication is a key part in welcoming diversity and ensuring inclusion. Inclusive communication takes into account the differences in people's identities, abilities, perspectives, and communication styles. It ranges from which words to use and which to avoid, to what imagery to include and how information is presented.

2. Why does it matter?

Inclusion in international mobilities is essential to widen the participation of less advantaged and underrepresented groups through easier access to activities, better quality of the mobilites and a higher participation rate. Using inclusive communication helps reach a wider range of people without excluding or alienating them.

In order to bring people closer together and educate people to create a diverse and inclusive society, international mobilities providers must be inclusive in all aspects of their communication. **Creating and maintaining an inclusive culture is everybody's responsibility.**

B) GUIDING PRINCIPLES FOR USING INCLUSIVE LANGUAGE

- Make sure your messages **do not exclude** (or appear to exclude) any groups.
- Use **respectful language** that acknowledges people's humanity.

- When talking about an individual, **use the language they use to refer to themself.**
- **If you aren't sure, look it up or ask politely.** There are many resources to help you find inclusive language.

- If you make a mistake, apologise promptly and move on. Don't dwell on it, and don't give up – **keep trying to get it right.**

- Like our society, **language is always evolving.** Seek continual learning about the meaning of words and how groups self-identify
- There may not be universal consensus around terminology. **Learn how distinct groups in your circles prefer to self-identify.**

- Don't assume the people in your target audience are white, speak English, are not disabled, are heterosexual, are cisgender, are not mentally ill, are similar to you, etc. **Unless you know your audience very well, assume that it is very diverse.** You can never know everything about your audience, so it is better to make your language as inclusive as possible to capture people's diversity and be accessible to many kinds of people.

C) BEING INCLUSIVE IN YOUR COMMUNICATION

Inclusion is a human right, so it is important to make communication inclusive in reference to different specific groups. The EU Charter of Fundamental Rights prohibits discrimination based on sexual orientation, sex, race, colour, ethnic or social origin, nationality, language, or disability, among other characteristics (for more information about discrimination and EU law, see the ID Pro Guidebook). Part of preventing this discrimination is adjusting language and communication to be more inclusive. People in mobilities learn how to treat others based on the language they hear, and are at risk of being harmed by communication that excludes them. This section will highlight how to adjust your communication to be inclusive of specific characteristics, including sex, gender, LGBTIQ+ identities, race, ethnicity, national origin, disability, and other characteristics.

1. Sex and Gender

Sex refers to physical differences between people, including chromosomes, genitalia, and internal sex organs. People are assigned a sex at birth based on appearances and hormones, which usually include female, male, and sometimes intersex. **Intersex** means being born with reproductive or sexual anatomy that does not neatly fit into a female or male category.

Gender refers to how a person feels based on socially constructed characteristics of 'women and men', including roles, relationships, and norms. If a person's gender and sex assigned at birth align, they are **cisgender**. If a person's gender and sex assigned at birth are different, they are **transgender (trans)**. If a person does not exclusively identify as either a woman or a man, they are **non-binary**, which may include being genderfluid, agender, genderqueer, or other ways of identifying.

All people have the right to be included regardless of their gender, transgender status, and sex characteristics. By paying attention to gender and sex in our communication, we can increase gender equality and better include people of marginalised genders and intersex people in mobilities. Here are some recommendations to achieve this in your mobilities:

- Do not refer to people by gender (e.g. "hey girls", "come on boys/guys"). Instead remove the word (just say "hey") or replace it with a gender neutral option that will depend on the formality of the greeting ("come on folks", "greetings guests", etc.). This applies to talking about people without them hearing (e.g. say "that person in the red shirt" rather than assuming their gender by saying "that woman over there").

- Do not separate people by gender or by sex as this excludes non-binary people or intersex people, and forces trans people into groups they might not be comfortable in. Do not assume trans people want to go into a group of their identified gender either.

• Be inclusive to non-binary people by using phrases like “regardless of gender”, “all/different genders” and referring to people as “people/children/guests/etc.” instead of “men and women”, “boys and girls”, “both/opposite genders”.

• Be inclusive to intersex people by saying “all/different sexes” instead of “both/opposite sexes”.

• If you need to talk about people based on their sex, say “assigned female/male/intersex at birth” or “raised as a girl/boy”, rather than just saying “female/male”, “born female/male”, “female/male-bodied”, or “biological female/male”.

• Be gender neutral whenever you are not speaking about a specific individual. Use “they” instead of the universal “he”.

• Refer to specific people using gender neutral pronouns until you know what pronouns they prefer. Specifically, say “they” instead of “he/she” and “them” instead of “him/her”.

• Learn how to use they/them pronouns and other gender neutral neo-pronouns, such as ze/hir, xe/xem, and ey/em. There is guidance here. If your language has different gender neutral pronouns, make sure to learn to use them.

• When introducing yourself, include your pronouns and encourage others to do the same. Include your pronouns in your email signature and written introductions too.

• Don’t refer to pronouns as masculine or feminine. Pronouns don’t have gender and people of any gender can use she/her, he/him, they/them, or other pronouns.

• Do not assume people’s gender or their pronouns based on how they look, act, or sound, or based on their name.

• If addressing people in letters or emails, use a gender-neutral address such as “To whom it may concern” or “Dear participant/colleague” instead of “Dear sir/madam”.

• If you are providing examples during your mobilities, include women and non-binary people and other transgender people. Do not perpetuate male-dominated roles by speaking about doctors as being men, but refer to them as women. Similarly, make roles gender neutral (e.g. “chairperson” instead of “chairman”).

• Avoid using language that promotes damaging gender stereotypes, like saying “man up” or referring to a woman as emotional or weak.

• If you are the author of a text that is going to be translated to a language that has necessarily gendered words (such as Arabic, French, Russian, and Spanish), and your text is referring to a specific person, please let translators know what the person’s gender is so they can use appropriate language in their translations. If referring to a non-binary person in

a language with only gendered pronouns, ask how the person prefers to be referred to, refer to them only by name and not pronouns, or use your discretion and make a disclaimer about it being the wrong pronoun for them.

2. LGBTIQ+

LGBTIQ+ is an abbreviation for Lesbian, Gay, Bisexual, Transgender (including non-binary identities), Intersex, Queer, and other identities, such as pansexual, asexual, and aromantic.

Mobilities should aim to include LGBTIQ+ people through communication. People with gender and sexual identities that differ from the norm are especially in need of inclusive and validating communication to promote mental health and participation. Here are some things to think about when you are trying to communicate in an LGBTIQ+ inclusive way in mobilities:

- When speaking about topics relevant to identity or relationships, make sure to acknowledge LGBTIQ+ identities and relationships. Do not forget about bisexual, pansexual, transgender, intersex, asexual, and aromantic people. Check that your communication materials are not assuming people are in heterosexual relationships, are cisgender (not transgender), have a binary gender experience, or are romantically or sexually attracted to others.

- Use the acronym “LGBTIQ+” or “LGBTQIA+” etc. when referring to the whole community, but refer to individual identities when speaking about them as the experiences of different identities are very different. Do not say “LGBTIQ” when you only talk about sexual orientation, or only about gender identity, or only about intersex people. If you wish to have an acronym for sexual orientation, you can use “LGB” or “LGBPQ+” etc. If you wish to include a more diverse group of gender variance, you can say “gender diverse”, “gender variant”, etc. or in some cases “gender non-conforming” instead of just trans or non-binary.

- Remember lesbian, gay, bisexual, pansexual, non-binary, queer, intersex, etc. are all adjectives, so never put an “a” in front unless adding “person” afterwards (say “non-binary” or “a non-binary person” instead of “a non-binary”).

- It is preferable to to use identity-first language when speaking about LGBTIQ+ people (say “a lesbian trainer” instead of “a trainer who is a lesbian”).

- Do not refer to gender identity or sexual orientation as ‘preferences’.

- Do not disclose a person’s LGBTIQ+ identity to others unless you know they are okay with it. Even if someone tells you they identify as LGBTIQ+, do not assume that is public knowledge. Ask whether the person would like you to keep it to yourself or if they do not mind other people knowing. However, do not gossip about them even if they do not mind others knowing.

3. Race, Ethnicity, and National Origin

People of all races, ethnicities, and nationalities should be included in mobilities. To better include them, it is important to consider assumptions about different groups and remove biases from language. Here are some things to consider to communicate inclusively towards people of different races, ethnicities, and national origins in your mobilities:

- Remember that the group in your mobility is likely diverse in race and ethnicity, regardless of their nationality, so respect that diversity when creating communication materials in your mobility.

- Consider the necessity of using race within your text. Ask yourself: "Would I mention 'white student' or 'white faculty member' when discussing others?" If you think it is important to mention people's races, make sure to mention if someone is white too, to not make it seem like white is the default or 'raceless' race.

- Say "Asian people" or "Black students", rather than "Asians" or "Blacks".

- Say Native American instead of Indian. However, if the person/people prefer a different term, use that instead. The term "Indian" is used only when referring to people from India, not for Native Americans.

- Try to be specific when speaking about nationality. For example, if you are referring to individuals from Japan, instead of saying "Asian", use "Japanese".

- Unless you mean all people of colour, do not generalise to say "POC" or "BIPOC" - refer to the specific group(s) instead. It is always better to be as exact as possible. Do not say "Asian" if you only mean South Asian people or Indian people.

- Do not hyphenate national origins even if they are used as adjectives (say "Irish American" instead of "Irish-American")

- Make sure your communication reaches people of different races and ethnicities by considering where your communication materials are displayed and distributed.

4. Social Inclusion

Everyone should have opportunities to take part in mobilities. In European non-formal education, social inclusion refers to ensuring that people with fewer opportunities than their peers have equal access to the structures and programmes offered, including mobilities. What language is used, and how and where communication happens, impacts how well people with fewer opportunities are included in mobilities. Here are some suggestions on how to include typically excluded groups in your mobility's communication:

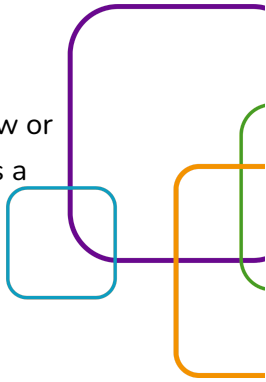
• Be respectful of everyone in your communication. Consider who your audience is and question whether that audience could be more diverse than what you think. Then adjust your language to be inclusive to that audience.

• Make sure your communication reaches people who are usually socially excluded. Think about how your target audience is accessing your information and where. Distribute communication materials widely, including offline.

• Do not assume everyone is or has been in school or formal education in your communication or forms. This also applies to recruiting - do not only recruit through schools even if your target audience is school or university aged.

• Consider your requirements for participant selection. Can you remove requirements for formal education, employment, experience, etc. which people who face fewer opportunities might not have.

• Make sure to clearly communicate the financial commitments (ideally none) in your mobility, including any travel, accommodation, and activities. Communicate whether low or no income people can get sponsorship to sign-up in the case that participation requires a fee.



• Consider how you can make the mobility safe and comfortable for people who have experienced abuse, who have issues with drugs or alcohol, who are grieving, etc.

5. Disability

People with disabilities have the right to equality in education and participation under the UN Convention on the Rights of Persons with Disabilities, meaning disabled people have the right to participate in international mobilities. People with disabilities and mental health conditions can be included in mobilities by adjusting communication, including the words used and the way language is used. This is especially important because disabled people represent 15% of the global population, but are often excluded from participation, partially due to discriminatory language. Here is some advice for communicating in a disability-inclusive way in your mobility:

• Avoid euphemisms for disability, such as “differently abled” or “special needs”.

• Some people prefer person-first language (“person with a disability”), but most disabled people prefer identity-first language (“disabled” - it’s not a bad word). Consider what works best in your situation and what the people you interact with prefer. It may also depend on the word - you may want to say “autistic people” but still say “person with a mental illness” instead of “mentally ill person” due to ongoing societal stigma.

- Avoid phrases that suggest victimhood when speaking about disability (“afflicted by”, “victim of”, “suffers from”). Instead, say “person with [condition]”. E.g. “person with depression” rather than “person suffering from depression”. Generally, when speaking about disabilities, do not phrase it in a way that makes it seem like the person is miserable, less-than, or incapable because of their disability.

- Do not use phrases or terms that make light of disabilities like “blind/deaf to [something]”, “lame”, or “crazy”. Mental health diagnoses like bipolar, ADD, or OCD are conditions with serious impacts so do not use them to describe everyday behaviours.

- You can use words used to describe daily living because most disabled people are comfortable with these. For example, people who use wheelchairs ‘go for walks’, blind people may be very pleased ‘to see you’ and you can ask deaf people if they have ‘heard the news’.

- Avoid patronising descriptions of disabled people as “courageous”, “special”, or “brave”. Do not refer to disabilities as something to be overcome or recovered from.

- Do not ask about a person’s disability unless necessary or appropriate. Definitely do not ask what is “wrong with” a disabled person. If you need to know about how their disability may impact their participation in your mobility, ask instead about their ‘access needs’ so you can accommodate them.

- Avoid focusing unnecessarily on a person’s disability. If it is not necessary to acknowledge that a person has a disability, then do not mention it. However, do not ignore the fact that a disabled person’s experience will be different from non-disabled people’s.

- If you speak about mental illness, do not speak about it in a judgmental way and make sure you have the correct facts.

- Say “characteristics”, “features”, or “traits”, rather than “symptoms”.

- You can describe someone as being neurodivergent or neurotypical (they are opposites). You can say that someone is on the autism spectrum when speaking about an autistic person.

- In digital and online content, add captions to videos with audio, and include image descriptions for pictures and videos.

- At events, have a sign-language interpreter if possible, and/or provide all spoken material in writing. Make sure to leave space at the front for those who need to be there to be able to better hear or see. Make sure to speak loud and slow enough.

- In writing and speech, avoid jargon and keep your language simple.

- Speak directly to disabled people, even if they have an interpreter, carer, or companion with them. Use your normal tone of voice when speaking to disabled people, do not speak down to them - assume they can understand you as well as anyone else. Do not attempt to speak for, speak on top of, or finish the sentence of a disabled person, even if their communication is different to yours.

Accessibility information

When providing information about a mobility, or a specific event, mention accessibility information in as much detail as possible. This will ensure that disabled people and anyone else with concerns about the event have the information they need to determine if they can come to the event or mobility. Give people the option to tell you their access requirements or to ask further questions, but you should be the one to provide information rather than waiting for people to tell you what they need. When creating accessibility information, find out what the venue and the event will be like. Here are some considerations:

Is the space physically accessible?

Can the building be accessed by wheelchair (e.g. is the road uneven)?
Is the doorway flat enough for a wheelchair or does it have a ramp?
Are the hallways wide enough for a wheelchair?
Is there a lift to the space if it is not on the ground floor?
Is there an accessible and/or gender neutral toilet?
Will there be a prayer room?

Are the activities accessible?

What abilities do people need to have to take part (lik physical capabilities or concentration)?
Can people take breaks?
Do people have to be still the whole time?
Will there be a sign-language interpreter or a translator?
Will there be alcohol?

What is the situation like?

Is the environment calm?
Do people have to interact with others the whole time?
Will there be flashing lights, loud music or sounds?
Is there a quiet space for people to be alone if they need to?
Is there someone people can talk to if they feel bad?
Is the language easy to understand?
Is it an explicitly LGBQ+ or transgender friendly space?
Is it an explicitly friendly space for people of colour?

Do not just consider these and tell people the event is accessible. Instead, include detailed information about each of the above factors and any others that are relevant. Be transparent - this way people who are able to come along will know that they can and what to expect, and having to ask questions about accessibility will not act as a barrier for someone attending.

D) ADJUST YOUR COMMUNICATION MATERIALS

Inclusive communication means sharing information in a way that everybody can understand and see themselves in. For international mobility providers, it means recognising that people understand and express themselves in different ways. It also means adjusting communication materials in a way that any participant and receiver of the information feels represented in the images, messages, and language in order to connect with the organisation and create a sense of belonging.

Inclusive communication relates to all forms of communication:

- Written information
- Images
- Online information
- Telephone
- Spoken communication

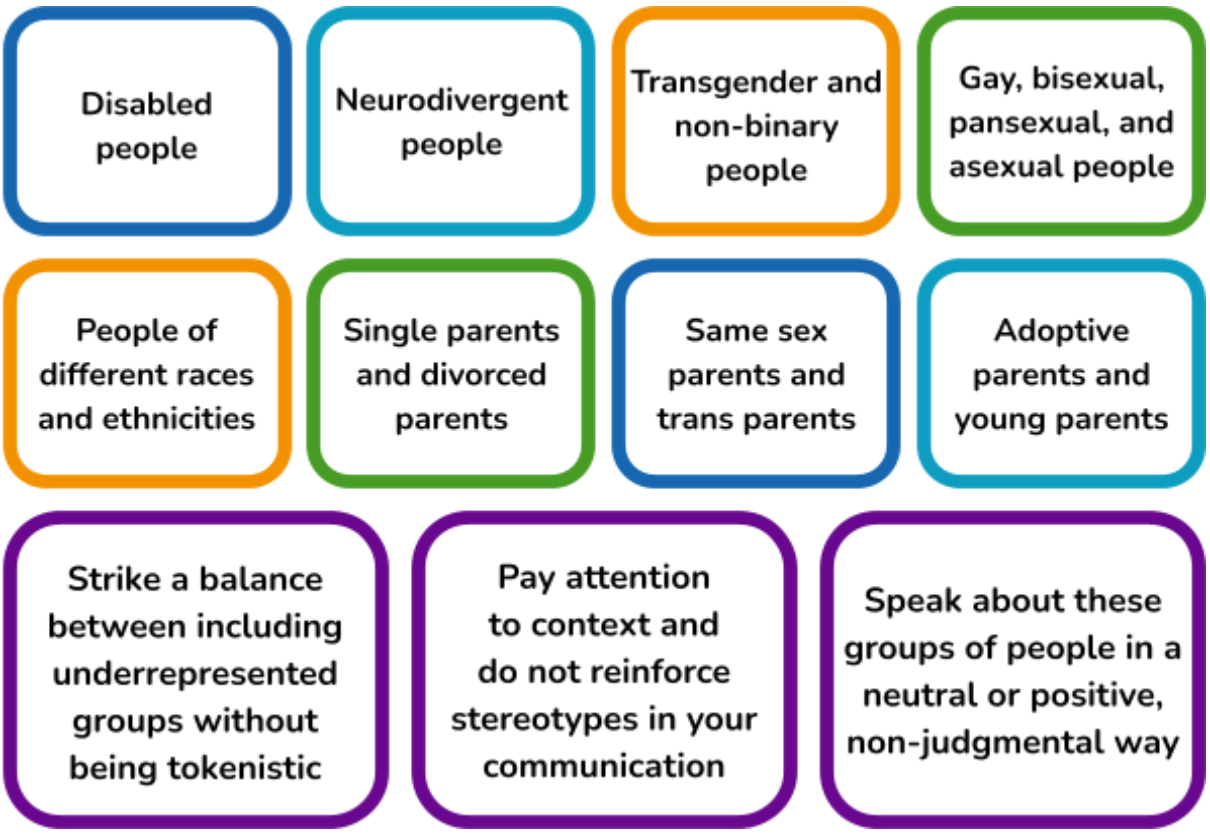
Inclusive communication and its materials should be considered at all times, whether providing information or planning an event, mobility, or any type of activity. Communication materials should address all people in the target audience in all of their diversity. Everyone should be welcome to apply and take part in any activity. It is always the responsibility of project leaders and staff to adapt the program and environment to make them inclusive and accessible.

Regardless of the terms used, it is important to acknowledge that:

1. Representing different groups in your communication

Try to represent different kinds of people in your communication. You can do this with the language and the images you use. This helps make your communication more inclusive, signalling that all kinds of people are valued.

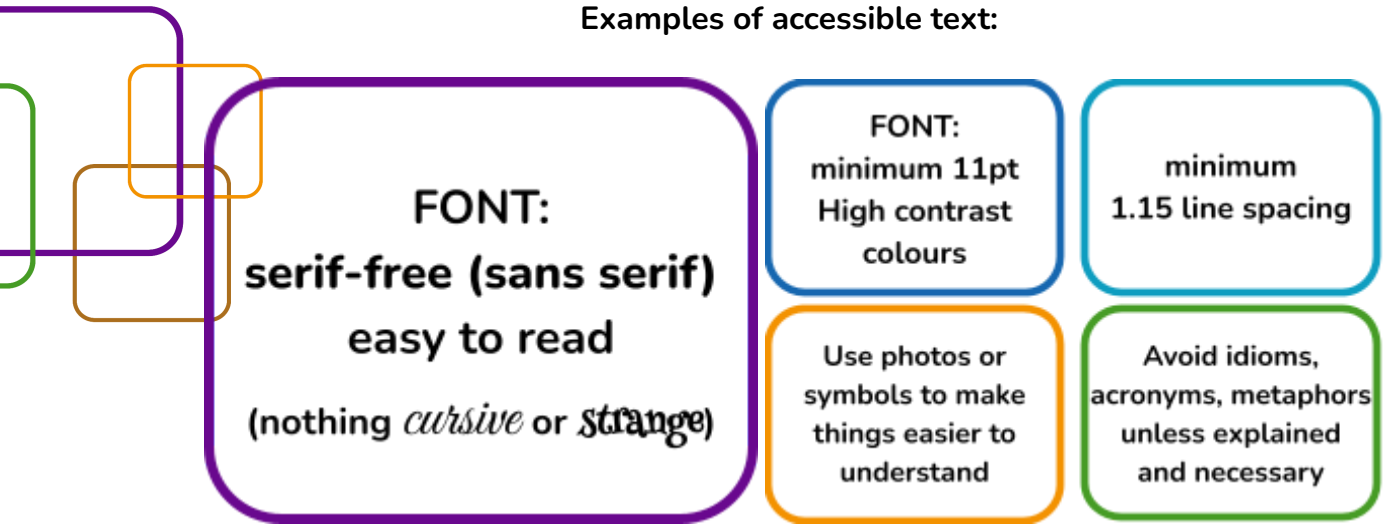
Try to represent the following in your communication:

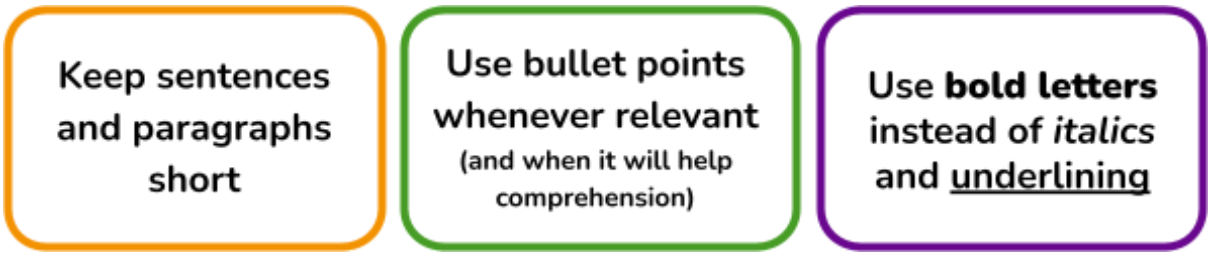


2. Accessible Writing

When communicating online or through print, the text is the main tool to be sure that all recipients feel included and receive the information effectively. The graphic below helps make your written communication to be more inclusive.

Examples of accessible text:



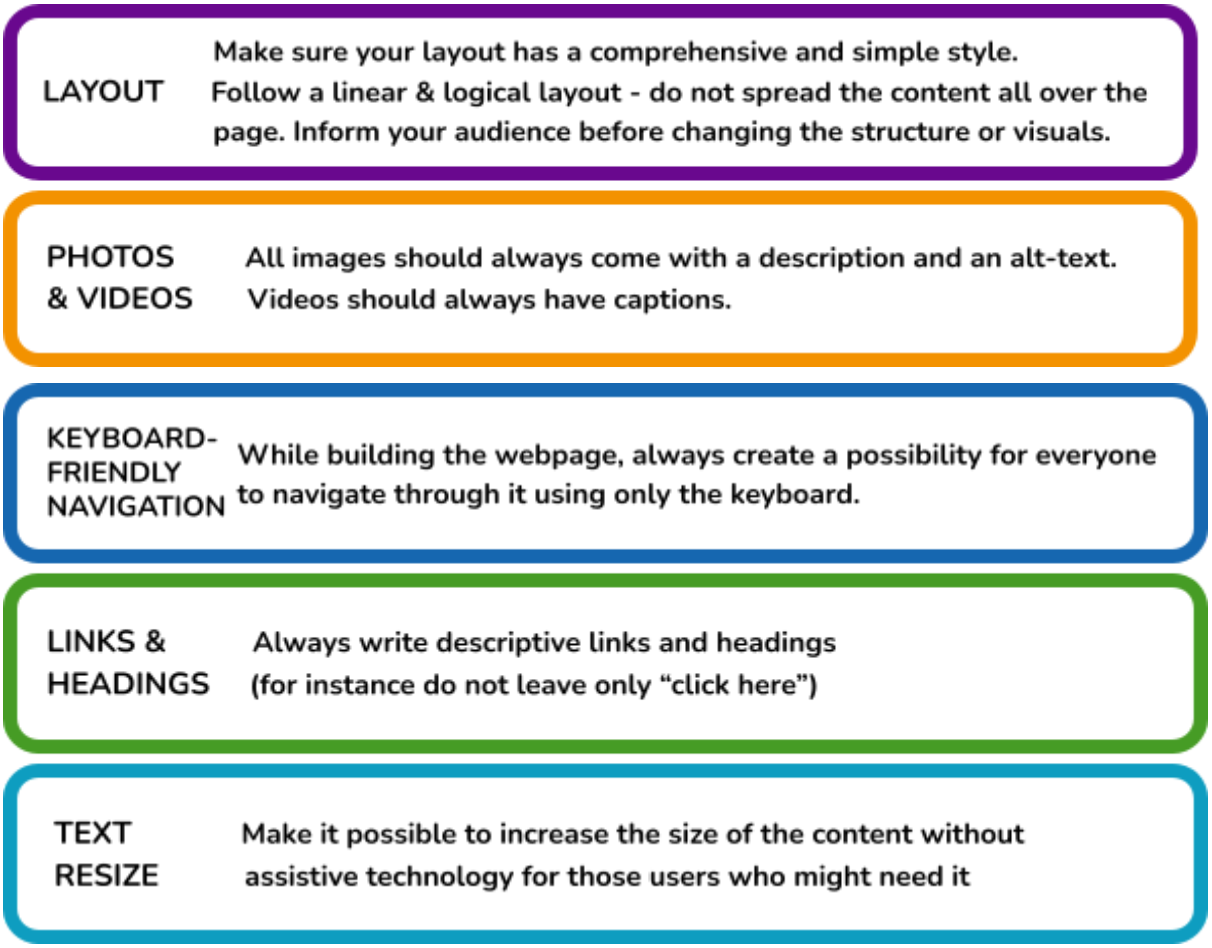


3. Images and Visual Representation

When creating content, it is very important to include underrepresented groups in photos, videos, or stories. It is a key point to avoid stereotypes and not reduce someone's identity to one characteristic. In order to foster inclusive communication, it is essential that underrepresented groups feel addressed in the entire communication strategy (on the website, documents, posters, presentations etc.).

All images should be accompanied by an alternative text or alt-text (written image description that accompanies the photo) or explained in speech, for those who are visually impaired.

4. Websites and Social Media



TEXT-TO -SPEECH	Consider adding (if possible) a text-to-speech feature on your website for everyone to be able to listen its content.

SOCIAL MEDIA CONTENT	Make sure all the photos and videos uploaded on your website and social media channels are visible on a smartphone and the page is compatible with them. Videos have to include readable subtitles for every user (remember that a lot of content on social media is consumed without audio).

5. Documents

Sign-up forms - General recommendations:

- If you need to ask for a **person's legal name** on a form, **make sure to also ask if they have a different name** they use. Some trans people have changed their names socially, but not legally.
  - If you do not need the person's legal name, always ask only for the name they use (but do not call this their 'preferred' name). Do not disclose someone's legal name if it is different from the name they use. Use only the name they have put as the name they use.

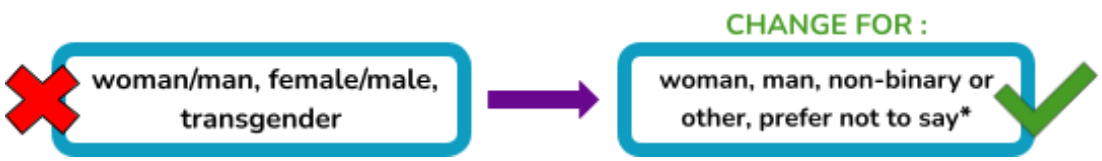
- **Only ask for race, ethnicity, and national origin if you need it** for a legitimate reason. If you need to collect information about someone's race or ethnicity, **make sure to give as many options as possible** or let them describe it in a text box to avoid people having to choose "other", making them feel unseen and like the other.

Person's title:

TIPS:

- Avoid asking for the person's title, but if you have to, make sure to include a gender neutral version.

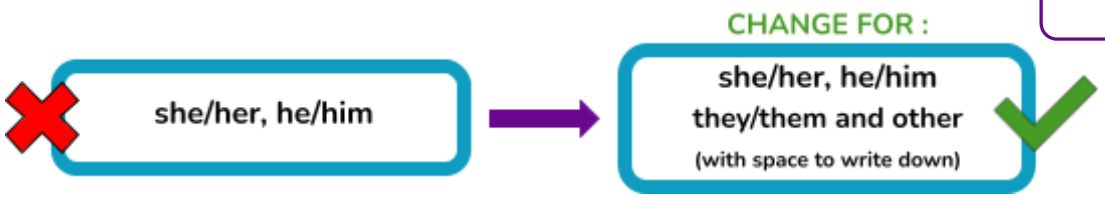
Gender of the person:



TIPS:

- **Consider not asking for the gender** on your forms. If you do, include more options (examples above).
- **You can also keep the answer open** without a need to choose options.
- **Do not put "transgender" as a gender option.** It is not a gender, it is a characteristic of someone's gender experience. If you need to know whether the person is transgender, include this as a separate question.
- **Do not put "female" and "male"** as options because they are sexes, not genders.
- **There is almost never a need to ask for someone's sex assigned at birth in mobility projects. Do not assume someone's pronouns based on a question about gender.**

Person's pronouns:



TIPS:

- Ask for the person's pronouns (instead of or in addition to asking for gender, and/or transgender status). It is best to let the person write down the answer to this.
- It is best to let people choose more than one option. **If you want to provide more options in English, include "ze/hir", "xe/xem", and "ey/em" in addition to the ones above.**

Relationship status:

TIPS:

- You can also let the person write down their relationships. It is good to allow for a person to indicate more than one relationship in a form in case someone is non-monogamous.
- Do not require an emergency contact to be a biological relation or romantic relation to the person.

Family situation:

TIPS:

- Do not require two parents/carers/guardians to fill forms or to be included in a form as not everyone has two parents/carers/guardians.
- Instead of asking for “next of kin”, ask for “emergency contact”.
- Do not require forms to have either a “mother” or a “father”, include an option for “parent” too in case of non-binary parents.
- Do not require forms to have both a “mother” and a “father”, as some families have same-sex parents or only one parent.

Disabilities:

TIPS:

- Always include a section for people to tell you about their needs, or provide a way for them to contact you if they have requirements they need to tell you or want to ask more about the accessibility of an event.
- Only get the details you need about someone’s disability, do not ask unnecessary or invasive questions and be confidential.

Surveys - General recommendations:

- **DATA COLLECTION**
Inform about the purpose of data collection. What are the plans to do with the collected information. Do a double check to see that you are asking for relevant information only.

- **PERSONAL DATA**
Make sure the personal data is securely collected and deleted when it is no longer necessary to use it.

- **INCLUSIVE COMMUNICATION**
Make sure all questions are written using inclusive language and in a respectful way.

- **DIVERSITY IN ANSWERS**
Make sure that participants can choose various options where possible. Some of them might have multiple nationalities / names etc. others might not identify themselves with a specific answer.

- **ANSWERS OUT OF THE OPTIONS**
Allow the participants of the surveys to opt out of answering. Include options like: “I prefer not to say” or “I am not allowed to answer due to my country’s legislation”.

E) INCLUSIVE LANGUAGE

Language is a key point to inclusion

How people speak to and about one another influences how they treat one another. Language can exclude people from participating in projects such as mobilities. As a general rule, **avoid using terms** that **exclude**, **depersonalise**, or **stigmatise**.

1. Table of non-inclusive words and their inclusive substitutes*

Avoid	Consider using
Gender, sex, and sexuality	
the common man	the average person
man-made	synthetic; artificial; machine-made; human-made
manpower	workers; workforce; staffing
mankind	humankind; humanity; humans
guys (to refer to a group of not only men)	everyone; folks; people; all; friends
females; ladies; gals; girl/girls for over 18-year-olds	woman/women
ladies and gentlemen (when used as an announcement)	(esteemed/honoured/dear) guests; one and all; friends; colleagues; everyone
transman; transwoman	trans man; trans woman
transsexual; transgendered	transgender; trans
decided to be a man or woman; changed gender; sex change	is transgender; transitioned; is transitioning
preferred pronouns	(your) pronouns
wife/husband; girlfriend/boyfriend	spouse; partner; significant other
hermaphrodite	intersex
sexuality; sexual preference	sexual orientation
homos; homosexual	gay people; gay, lesbian, bisexual, pansexual
Disability and mental illness	
confined to a wheelchair; wheelchair-bound	wheelchair user
Handicapped; differently abled; invalid; cripple; special needs	disabled/disability

able-bodied	non-disabled
deaf and dumb; deaf mute	deaf; person with a hearing impairment; hard of hearing; sign-language user (include which one)
(the) blind	blind people; people with visual impairments; people who are blind and partially sighted
disabled toilet/parking space	accessible toilet/parking space
help	assistance; support
mentally handicapped; mentally defective; retarded; idiot; slow; moron	person with a learning/ intellectual/ cognitive/ developmental disability
mental patient; insane; mad; crazy; lunatic; maniac; psycho; schizo; nuts	person with a mental health condition (use specific one when relevant)
person with autism	autistic person
Race, ethnicity, and national origin	
African American (when referring to all Black people, not necessarily from Africa or in America)	Black
coloured people	people of colour (unless talking about a specific race, then just use that, e.g. South Asian, Black, Latina/o/x,...)
Oriental (when referring to a person)	East-Asian
Social inclusion	
drug/alcohol addict; alcoholic; addict	person with drug/alcohol addiction; person addicted to drugs/alcohol; person recovering from drug/alcohol addiction
class	socioeconomic status
the poor; low-class people	people with low incomes
the undocumented; illegal aliens; illegal immigrants	undocumented people; people who are undocumented
normal; usual; default	typical; a term that describes the group you are referring to (e.g. non-disabled, people without disabilities, cisgender, heterosexual people)

minorities	marginalised group; underrepresented group

*See Annex 1 for translations of this table into Spanish, Italian, and Latvian.

2. Naming your project

As the saying goes “There’s a lot in a name”. The names given to projects very often have strong social imagery attached. For example, sports projects for people with disabilities have been given names like “Dolphins” or “Penguins”, which gives a childlike impression and can be patronising. Something like “Sport Unity Project” is preferable.

Many organisations have changed their names or the names of projects because of the importance of social imagery. Social imagery should not be underestimated. It can be belittled and minimised by reference to the term “political correctness”. However, generally people using this term are not devalued people who are affected by social imagery and oppression more generally. If in doubt about the connotations of your project name, ask the people in your target groups what they think about the suggested names.

F) CHECKLIST FOR INCLUSIVE COMMUNICATION

- ❑ Does your use of this word/phrase label people in a negative way?
- ❑ Does your use of language undermine people's strengths?
- ❑ Does your use of language depersonalise others or stereotype them?
- ❑ Does your use of language devalue the individual/group?
- ❑ Does your use of language patronise someone?

- ❑ What language do you use in your materials? Is it only in English or also in local languages?
- ❑ Are you making our materials available in minority languages? If you use English, are you using simple, easy-to-understand language and short sentences and paragraphs?

- ❑ Are your materials and online presence accessible for people with disabilities?
- ❑ Are your events/mobilities accessible for people with disabilities?
- ❑ Have you thought about disability widely, including physical disabilities (visible and invisible), cognitive disabilities, mental illness, and neurodivergence.
- ❑ Are you challenging our assumptions when it comes to disability?

- ❑ Are your materials reaching those without internet?
- ❑ Are your materials reaching those who do not currently engage in youth groups, other hobbies, or formal education?

- ❑ Are your materials reaching people from different races, nationalities, abilities, ages, and socioeconomic situations? Keep in mind your target audience and make sure a wide array of people within that audience has access to your information.

- ❑ Who do you represent in your communication material?
- ❑ Do people with fewer opportunities see themselves in your language and images? Does it help them feel confident to apply?

- ❑ In the application form, are you asking questions that might make people feel uncomfortable or exclude them?
- ❑ Are the questions and the answers you offer inclusive? For example, are you providing enough options and the right options for people to respond accurately?

- ❑ Have you provided detailed information about the accessibility of an event?
- ❑ Have you thought about and included accessibility information regarding disability, mental illness, neurodivergence, race and ethnicity, language barriers, marginalised genders, marginalised sexual orientations, addictions, and financial situations?

- ❑ Have you used words that are preferred by the groups you are talking to/about?
- ❑ Have you checked the words you use are not male-centred, heteronormative, cisnormative, Euro-centric, white supremacist, ableist, ageist, or otherwise discriminatory and harmful?

Inclusive communication (like inclusion) has no finish line. It is a continuous journey and it is only possible to take this journey with small steps.

Here are a few thoughts to help you along the way:

1. **Learn.** Actively and continuously challenge yourself to widen your own views.
2. **Recognise progress.** Recognise and celebrate incremental progress you have made as you work towards improvements with your team and communication strategy.
3. **Start a conversation.** Ask for feedback from employees/volunteers/participants on how inclusive your communication actually is. Listen, believe their experiences, and take the feedback to heart to make improvements.

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Annex 1

Translations of the table of non-inclusive words and their inclusive substitutes

SPANISH

Avoid	Consider using
Gender, sex, and sexuality	
Los padres, padres y madres	Las familias
Los abuelos y abuelas	Las personas mayores
Madre soltera	Madre
Los alumnos	alumnado
Los jóvenes	La juventud
Los niños	La infancia / La niñez
Los ciudadanos	La ciudadanía
Los trabajadores	la plantilla
Hermafrodita	Personal intersexual Persona con DSD (diferencias en el desarrollo sexual)
Cambio de sexo	Operaciones de afirmación de género
"¡Lloras como una niña!"	"¡Grita y llora tanto como quieras!"
Disability	
Discapacitado/a Persona con capacidades especiales / diferentes	Persona con discapacidad Persona en situación de discapacidad El nombre de la persona: Miguel, Laura ....
Sufre discapacidad Padece discapacidad	Se encuentra en situación de discapacidad
Deficiente Mongólico	Persona con discapacidad intelectual
El sordo Sordomudo	Persona con baja audición Persona sorda Persona con sordera Persona en situación de discapacidad

	auditiva
El ¨ciego/a¨ Invidente No vidente Corto de vista	Persona ciega Persona en situación de discapacidad de origen visual Persona con ceguera Persona con baja visión
Minusvalido/a Invalido/a Paralítico/a Lisiado/a	Persona en situación de discapacidad de origen físico Persona con movilidad reducida
Mental illness	
Demente Loco Trastornado Enfermo mental Esquizofrénico	Persona que tiene un diagnóstico de ... Persona con problemas de salud mental
Recluido / encerrado en un manicomio Interno en un psiquiátrico	Paciente o persona usuaria de de centros de salud mental Persona en proceso de recuperación
¨Vivimos una situación esquizofrénica¨	Vivimos una situación compleja / cambiante
Race, ethnicity, and national origin	
Persona de color negrito	Persona negra/racializada Persona afrodescendiente
Moro / Mora	Persona marroquí, persona argelina
Terrorismo islamico Terrorismo yhadista	Al Qaeda, Daesh...
Raza gitana	Etnia gitana Pueblo gitano Pueblo romaní
Comprar en el chino	Comprar en la tienda / comprar en [nombre de la tienda]
Social inclusion	
¨Se buscan personas para encuestar **sintechos**¨	Persona sin hogar Persona que duerme en la calle

Inmigrante ilegal	Persona en situación (administrativa) irregular

Source: “Guía de comunicación inclusiva” para construir un mundo más igualitario (Ayuntamiento de Barcelona)

ITALIAN

Avoid	Consider using
Identità di genere, sessualità	
Trans	Transgender persona che si è sottoposta al lungo processo psicologico-ormonale-chirurgico di cambio del sesso con cui è nata.
Trans	Intersessuale è una persona che nasce con una combinazione di caratteristiche cromosomiche, fisiche e biologiche che rappresentano una combinazione del sesso maschile e del sesso femminile.
	Genderqueer (agg.) è una persona che non si identifica in maniera binaria (non si sente identificata né come uomo né come donna, oppure come una combinazione di entrambi).
	Cisgender (agg.): persona la cui identità di genere corrisponde al sesso di nascita. È l’opposto di Transgender.
Omosessuale	Gay: (solitamente) persona di sesso maschile attratta da persone di sesso maschile. Alcune persone lesbiche adottano il termine gay in un senso più ampio del termine, per indicare una persona omosessuale.

Omosessuale	Lesbica: persona di sesso femminile attratta da persone di sesso femminile.
Omosessuale	Bisessuale: persona attratta da persone del proprio sesso e di quello opposto al proprio. Si noti il riferimento alla possibilità di attrazione rispetto a due sessi, nel quadro di un sistema binario.
	Queer è un termine “ombrello” volto ad includere tutte le persone con orientamento sessuale diverso dalla “norma” eterosessuale.
Preferenza sessuale	Orientamento sessuale
Disabilità e salute mentale	
Disabile, handicapato	Diversamente abile
Cieco	Non vedente
Aiuto	Assistenza, supporto
Problema mentale, follia, pazzia	Psicopatologia
Malato di mente, folle, pazzo	Persona affetta da psicopatologia
Razza, etnicità	
Negro	Black, Nero. Il termine Nero in Italia e oggetto di discussione. (The term Nero in Italy is under discussion. Afrodescendant is preferred)
Italo-africano	Afrodiscendente

Tribù	Clan, lignaggio, gruppo
Etnico	Il termine etnico può essere corretto ma molto abusato, (the term ethnic is allowed, very often there is an abuse in the use of the term)
Africano	Sarebbe corretto esprimere la nazionalità (It will be right to use the nationality)
Zingaro	ROM
Animismo. Il termine abusato soprattutto dal giornalismo, veniva utilizzato dagli europei per indicare tutte le forme rituali non riconducibili alle religioni monoteiste. (The abused term, today sometime used by journalists who write about Africa, was used by Europeans to indicate all ritual forms not attributable to monotheistic religions)	Religione, rituale
Social inclusion	
drogato	tossicodipendete
classe	Status socio-economico
poveri	Persone a basso reddito
immigrato	migrante
Clandestino, illegale, irregolare. (In Italy, the term clandestino, although it is a legal term, has taken on a derogatory meaning)	Persona non in regola con permesso di soggiorno.

LATVIAN

Izvairies lietot	Aizstāj ar
Dzimte, dzimums un seksualitāte	
the common man **parastais cilvēks, vienkāršā tauta**	the average person **vidēji; vidusmēra persona**

man-made -	synthetic; artificial; machine-made; human-made **mākslīgs; cilvēka radīts**
manpower **-**	workers; workforce; staffing **darbaspēks**
mankind -	humankind; humanity; humans **cilvēki; cilvēce**
guys (to refer to a group of not only men) **veči, visi**	everyone; folks; people; all; friends **ikviens, cilvēki, ļaudis, draugi**
females; ladies; gals; girl/girls for over 18-year-olds **meitenes, skuķi, meitenītes (adresējot pieaugušas sievietes)**	woman/women **sieviete/sievietes**
ladies and gentlemen (when used as an announcement) **dāmas un kungi!**	(esteemed/honoured/dear) guests; one and all; friends; colleagues **cienījamie viesi, draugi, kolēģi!**
transman; transwoman **transvīrietis; transsieviete**	trans man; trans woman **transpersona**
transsexual; transgendered **transeksuāls; transeksuālis**	transgender; trans **transpersona**
decided to be a man or woman; changed gender; sex change **izvēlējās pārtapt par vīrieti/sievieti; mainīja/veica dzimuma maiņas operāciju**	is transgender; transitioned **ir transpersona**
preferred pronouns **vietniekvārdi, kam dod priekšroku**	(your) pronouns **(tavi/jūsu) vietniekvārdi ir...**
wife/husband; girlfriend/boyfriend **sieva/vīrs; draudzene/draugs**	spouse; partner; significant other **dzīvesbiedrs(-e), partneris(-e)**
hermaphrodite **hermafrodīts**	intersex **interseksuāls**
sexuality; sexual preference **seksualitāte**	sexual orientation **seksuālā orientācija**
homos; homosexual **homo; zilais; homoseksuālists**	gay people; gay, lesbian, bisexual, pansexual **homoseksuāls; homoseksuāla persona,**

	gejs, lesbiete, biseksuāls, panseksuāls
Disability and mental illness invaliditāte un garīgā veselība	
confined to a wheelchair; wheelchair-bound **piekalts ratiņkrēslam, piesaistīts ratiņkrēslam**	wheelchair user **pārvietojas ratiņkrēslā; ratiņkrēsla lietotājs**
Handicapped; differently abled; invalid; cripple; special needs **invalīds, kroplis, cilvēks ar īpašām vajadzībām**	disabled/disability **persona ar invaliditāti**
able-bodied **normāls cilvēks**	non-disabled **persona bez invaliditātes**
deaf and dumb; deaf mute **kurls, kurlmēms**	deaf; person with a hearing impairment; hard of hearing; sign-language user (include which one) **nedzirdīgs(-a), vājdzirdīgs(-a), persona ar dzirdes traucējumiem, persona, kura sazinās zīmju valodā**
(the) blind **akls**	blind people; people with visual impairments; people who are blind and partially sighted **neredzīgs(-a), vājredzīgs(-a), persona ar redzes traucējumiem**
disabled toilet/parking space **invalīdu tualete/ stāvvieta**	accessible toilet/parking space **ikvienam pieejama tualete/ stāvvieta; pielāgota personām ar kustību traucējumiem**
help **-**	assistance; support **Palīdzība, asistēšana; atbalsts**
mentally handicapped; mentally defective; retarded; idiot; slow; moron **garīgi atpalicis, garīgi slims, atpalicis, idiots, debils, plānprātiņš**	person with a learning/ intellectual/ cognitive/ developmental disability **persona ar intelektuālās attīstības traucējumiem, persona ar psihosociālo invaliditāti**
mental patient; insane; mad; crazy; lunatic; maniac; psycho; schizo; nuts	person with a mental health condition (use specific one when relevant)

trakais(-ā), muļķis(-e), idiots(-e), garīgi slims(-a), daunis(-e), nepieskaitāms(-a), psihs(-a)	**persona ar mācīšanās/ intelektuāliem/attīstības traucējumiem vai grūtībām**
person with autism **autists**	autistic person **persona ar autismu/ autiska spektra traucējumiem**
Race, ethnicity, and national origin Rase, etniskā un nacionālā piederība	
African American (when referring to all Black people, not necessarily from Africa or in America) **Afroamerikānis(-e); nēģeris**	Black **melnādainais(-ā)**
coloured people **krāsainais(-ā)**	people of colour (unless talking about a specific race, then just use that, e.g. South Asian, Black, Latina/o/x,...) **[konkrētas tautības] pārstāvis (-e)**
Oriental (when referring to a person) **šķībacainie, ķīnīzeri, āzieši**	East-Asian **persona no Austrumāzijas, [konkrētas tautības] pārstāvji (-es)**
Social inclusion Sociālā iekļaušana	
drug/alcohol addict; alcoholic; addict **dzērājs(-a), narkomāns(-e), atkarīgais(-ā), atkarībnieks, alkoholiķis(-e)**	person with drug/alcohol addiction; person addicted to drugs/alcohol; person recovering from drug/alcohol addiction **persona ar alkohola, narkotisko vielu atkarību**
class **klase, šķira**	socioeconomic status **sociālekonomiskais statuss**
the poor; low-class people **nabagi, nabadzīgie, zemākās klases cilvēki**	people with low incomes **personas ar zemiem ienākumiem, sociāli neaizsargātas personas**
the undocumented; illegal aliens; illegal immigrants **nelegālie imigranti, nelegāli bēģļi**	undocumented people; people who are undocumented **imigranti, patvēruma meklētāji; personas, kuras nelikumīgi šķērsojušas robežu**

normal; usual; default **normālie/ parastie cilvēki**	typical; a term that describes the group you are referring to (e.g. non-disabled, people without disabilities, cisgender, heterosexual people) **neirotipisks(-a), persona bez invaliditātes**
minorities **minoritātes**	marginalised group; underrepresented group **grupa, mērķgrupa, kopiena, konkrēts nosaukums/tautība**