



# INCLUSIVE COMMUNICATION



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## Education

Many disabilities are not apparent and will not be identifiable by looking at someone. UK schools and universities will share your students' assessments and support plans with you. Make sure you read them and ask about anything you don't understand. Offer alternative forms of exams or presentations to meet students' needs.



## Workplaces

Recognise that people will have different needs. Understand that not everyone may feel comfortable enough to disclose their disability. Embrace more flexible ways of working and ensure that all employees know about available support for disabilities and reasonable adjustments.



## Public outreach

Make inclusion a key part of your event planning process by considering what the needs of your audience might be. Think about making the whole event 'journey' inclusive, such as advertising and marketing, digital interactions, getting to and from an event, the event itself, and any evaluation.



## General

For more inclusive presentations:

- Use a clear structure in your presentations.
- Turn on subtitles when using videos.
- Describe yourself to the audience.
- Inform your audience of any changes in good time.
- Follow the 7x7 Rule (no more than 7 lines per slide, with no more than 7 words per line).



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For more inclusive presentations:

- Use a readable font (Calibri, Helvetica, Courier, Arial, Verdana, CMU, or the Dyslexie Font).
- Offer a PDF of the presentation to your audience in advance.
- Make sure the contrast is clear for text and visuals - this can be tested by using grey-scale.
- Use a large font (12 size) with extra space between lines (1.5 distance).



For more inclusive publications:

- Avoid italicised words, use bold or underlined instead.
- Use full stops at the end of bullet points.
- Provide alt-text and captions for images and tables.
- Use built-in heading styles to make navigating documents easier.
- Microsoft Word has a tool available to check the accessibility of your document.



For more inclusive language:

- Understand and use the specific language people want you to use to refer to themselves.
- Avoid stereotypes and associated words and expressions.
- Avoid words and phrases that are hierarchical or normative.



For more inclusive social media:

- Use inclusive language.
- Use Alt text and captions for images.
- Use PascalCase for hashtags, #LikeThis.
- Appropriate level of use of Emojis.



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# General

For more inclusive verbal communication:

- Use concrete examples to explain ideas/concepts.
- Speak directly with your face towards your audience.
- Make it clear if you are open to questions and comments.
- Avoid background noise.
- Communicate as clearly as possible.





## ALLIES AND ADVOCATES



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## Education

There are many resources available with information on relevant laws and regulations as well as tips to make your educational institution and your way of teaching more inclusive (see further information in the booklet). Ensure you are aware of the advocacy groups in your institution and highlight them to students. Bring advocates and allies into your classes.



## Workplaces

Learn from other organisations with examples of best practice in providing inclusive and safe environments and take this back to your organisation. Empower disabled employees to lead on developing disabled access and inclusion in your organisation and make sure there are advocacy groups and allies in your organisation.



## Workspaces

Joining a professional body or a committee is a good opportunity to be able to make changes in the profession. The key archaeology professional bodies and committees to consider joining to improve inclusion for disabled people include:

- The Chartered Institute for Archaeologists.
- The Museums Association.
- The Enabled Archaeology Foundation.



## Public outreach

Collaboration between archaeology organisations at regional, national, levels and international level can help guarantee programming and support for disabled people. Strengthen the quality of your work by working in collaboration with disabled people and seek to develop and share learning and best practice with other organisations.





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## General

Many organisations will work together in a coalition to be able to approach policy makers with one voice. Someone from the coalition then speaks on behalf of the organisations with the person you are trying to reach. Working together ensures that you increase the effectiveness of your organisation.



## General

Equality, diversity and inclusivity (EDI) work can seem overwhelming, but working with advocacy groups and individuals can make it more manageable. Advocacy can make a real change and provide a platform for seldom heard voices. You can use a wide range of communication routes to reach diverse audiences with your key messages.



## General

Join online support groups and forums, Equality, Diversity and Inclusivity (EDI) Special Interest Groups of committees professional bodies and other organisations. You can also attend EDI training through professional bodies and heritage organisations. Attend conferences that have an EDI stream. If you can't find a network, create your own.



## General

Advocacy is standing up for the interests of yourself, another person or, in most cases, a group.

You often stand up for these interests through politics, the media or by drawing attention to these interest in wider society. But advocacy can also be small and based locally.



## FUNDING FOR SUPPORT



## FUNDING FOR SUPPORT



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## Education

Disabled students may need financial support not only during their studies, but to complete them as well. Educational institutions, on the other hand, should commit resources to making themselves more inclusive, with accommodations and resources easier to access for both staff and students.



## Education

Disabled students should be made aware of both governmental and institutional resources for financial support during their studies. Educational institutions should also consider committing further resources towards improving inclusion and accessibility to support. The Disability Support Allowance DSA can fund equipment such as assistive technology, adapted furniture or counselling.



## Workspaces

Under the Equality Act 2010 no employer may treat a disabled person in terms of recruiting, training, promotion, dismissal or redundancy, less favourably than any other person. In the UK reasonable adjustments made by businesses for disabled staff should qualify for tax relief either as a revenue expense, or through capital allowances.



## Workspaces

View an accessibility request as a chance for learning and development, instead of a hindrance to profit growth. It helps to have an open-minded conversation with the (prospective) employee. An employer might find out that the employee already knows what they need and how it can be realised for a reasonable amount of money.



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## Workspaces

Things that an employer might perceive as an issue at first glance, might not be an issue at all. The disabled employee is an expert on their own disability and by treating them as such, an employer will be able to deal with accessibility and inclusion requests more easily.



## Workspaces

The Access to Work Scheme can help you to stay in work by providing a grant to help pay for support. Although payments are often made to employers to help pay for support provided to the disabled employee, it is the employee who has to apply for the grant through the Access to Work Scheme initially.



## Public outreach

Disabled visitors to heritage sites are also protected under Equality Act 2010 in the UK and funding can be sought to make reasonable adjustments to enable access between adjustments and to a heritage site.

Heritage bodies and funders are also interested in how digital technology can be utilised to provide an inclusive visitor experience.



## General

Finances are often used as an excuse to avoid accessibility and inclusion. However, behaving ethically means to enable access between adjustments and to mean this should not be the case.

Remember that disabled people are the experts of their own disability and their experiences with it - ask them what they need and utilise funding available to accommodate them.

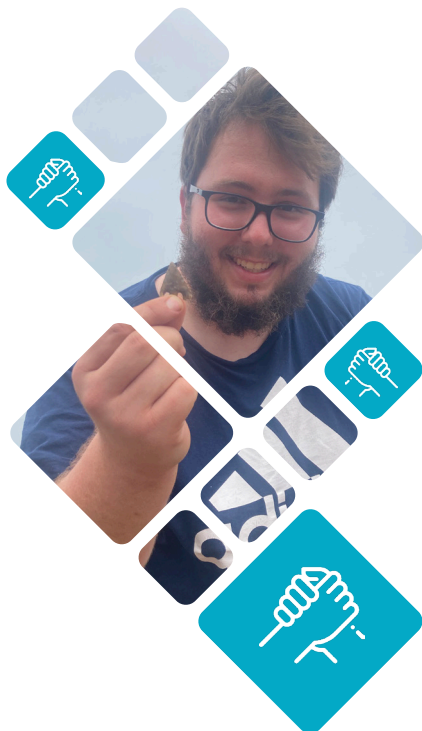




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## Education

Develop courses and delivery styles to meet a wide variety of needs and offer disabled students equity of experience. Make sure disabled students see disabled people represented in all areas of education and ensure that disabled students have equity of opportunity in terms of gaining skills needed to work in archaeology.



## Workspaces

Increase the opportunities for disabled people to gain employment with your organisation by creating better working conditions for disabled employees. Inclusive organisations have better chances of survival through increased retainment of employees, and will also become more innovative and creative through increased diversity of thought.



## Workspaces

Make a SWOT (Strengths, Weaknesses, Opportunities, and Threats) Analysis focusing on inclusion or make a Force Field Analysis;

- Who are your allies?
- Who are your opponents?
- Who are the doubters?
- Who can you form a coalition with?

Identify the benefits of inclusivity;

- For the organisation as a whole.
- For all stakeholders.



## Public outreach

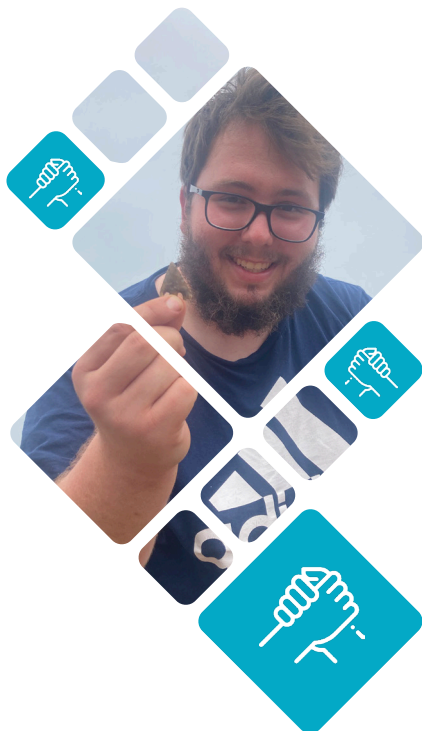
Prioritise inclusive outreach initiatives to meet the needs of disabled people and to create engaging opportunities for everyone. Engage with a diverse range of people through outreach to attract a wider audience. Embed inclusive outreach into your planning: Communities who feel welcome and represented will help your organisation to thrive.



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## General

Involve directors in your plans, make them co-responsible.

- Make sure anyone who is interested can be involved in your project.
- Set short-term goals; this gives the board a story to tell.
- Provide regular updates, even when things are not going well.
- Celebrate successes in a visible way.
- Value everyone's contributions.



## General

As you strive to inform others about the importance of inclusion, you should implement the organisational changes necessary to realise this within your own organisation

Creating support should involve leadership and other senior members of your organisation. This creates top-down support which can ensure that changes are embedded into practice.



## General

A good acceptance strategy consists of a combination of activities and communication. A shared understanding of the 'why' and 'how' makes it easier to get people on board. Creating support is an acceptance strategy: people must learn to accept that the status quo is inadequate and that change is necessary.

# About this project



In 2023, Enabling Archaeology and the Enabled Archaeology Foundation explored the possibility of working together on an inclusive public outreach project. There were indications from heritage professionals that there was a need for simple, clear tools to help them to be more inclusive to disabled people. In response to this need we worked with an extensive network of partners to produce this set of cards.

## How it works

These cards are intended to support organisers of archaeological public outreach and education to be inclusive to disabled people. The cards are divided into clear themes, which allows users to select the information they need at a particular point in time. Each card contains a short insight that can be applied immediately.

This set of cards has been realised under the supervision of Enabling Archeologie and the Enabled Archaeology Foundation, with thanks to the Dutch Culture Desk.

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Send an e-mail to [enablingarcheologie@gmail.com](mailto:enablingarcheologie@gmail.com) for a digital version or download it from [enabledarchaeology.com](http://enabledarchaeology.com). You can contact the EAF by emailing: [web@enabledarchaeology.com](mailto:web@enabledarchaeology.com)

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Het  
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