

INCLUSION AND ACCESS GUIDELINES TO CREATE MORE INCLUSIVE EVENTS AND ACTIVITIES



As part of the Beyond the Tales project, in-person events and other formal and multiplier events will be organised and it is important to lead by example by trying to make spaces, activities and events inclusive and accessible to all. By following inclusion and access guidelines at our own events and activities, we are setting an in-person example of carrying out the principles we pursue on paper.

These are the main areas you should consider when planning (more) inclusive and accessible events and activities.

DISABILITY*:

- Consider access requirements: wheelchair access, lighting, braille, different floor patterns/colours, sound distribution.
- Make everyone present themselves in an orderly manner, indicating their position, and with good articulation.
- Ask for suggestions from the group about alterations in the activity - all activities can be adapted.
- Think about the language that you use, for example: "move around the space".
- Asking the participants what they need in order to take part.
- Visual awareness (contrast, size of font, possibility to send materials in advance).
- Asking the group and the individuals within the group what their access requirements are.
- Choose an accessible venue.
- Have selected people, designated people - chaperones.
- Peer leaders in sessions, providing support. Two people running a session - this would allow one of them to provide support to whoever needs such.

- Online BSL and palantypists required for hearing impaired participants.
- (*physical disabilities)

ECONOMIC/SOCIAL OBSTACLES

- Cover whatever costs emerge, related to the activities implemented in the initiative.
- Select a venue for activities that is accessible, or arrange transportation - whether is carpooling, organised, etc.
- Providing food and refreshments for longer sessions.
- In case of online sessions, make sure that the participants have access to the internet/computer/device. Otherwise provide the content in another form.
- Or host people physically in a venue from where they can access online activities. Cover mobile data.
- Work in partnership with cultural venues for free or reduced price tickets.
- Ask paying audience to sponsor anonymous ticket donations for those that can't afford it.
- "Pay what you can" ticketing.
- Providing childcare alongside project.

REFUGEES

- Avoid working with people whose refugee experience is too fresh.
- Use a lot of laughing games.
- Try to create experiences with reflection that put people in the shoes of people with a refugee experience.
- If a person with strong refugee experience is involved, the meetings need to be regular over a prolonged period of time so that there is enough time to build trust and connect on a human level. Or if it is within a compressed period of time having the opportunity to do everything together - eat, discuss, share, play.
- All economic obstacles are similar and so the same access needs are required.
- Translation if needed.
- Try to use inclusive language as much as possible: people with refugee experience instead of refugees, or people with migrant experience instead of migrants.
- Providing childcare alongside project (if you have female participants).

- <http://riserefugee.org/10-things-you-need-to-consider-if-you-are-an-artist-not-of-the-refugee-and-asylum-seeker-community-looking-to-work-with-our-community/>

CULTURAL DIFFERENCES

- Take into consideration religious holidays/practices/restrictions/values/gestures and be respectful.
- When having mixed groups it would be good to involve activities that raise awareness and hold activities where people could learn from each other.
- Safe space making it work agreement.
- Important to share stories of one another.

LGBTQI+

- Check and respect names and pronouns.
- Taking care not to 'out' people.
- Make no assumptions.
- Making sure that language is open, not discriminating, avoid the use of derogatory words even when we speak of innocent jokes.

EMOTIONAL ISSUES (for whatever reasons): create an island/a safe space where people can go and catch their breath and compose themselves, put their emotions in order. Particularly important when the trainer/facilitator is alone.

GENERAL GUIDELINES:

- Make activities and events a safe space and maintain confidentiality.
- Recognise that we all have different backgrounds and perspectives. As a result, we all have good intentions, but also blank spots. Bias is human.
- Speak only for yourself ("I feel..." "I think..."), not on behalf of your identity ("we feel..." "we are...") or other identities ("they think..." "they act like...").
- Listen to hear and understand, not only that you can respond. Take the time to process what you hear before you respond. (Try to understand before you are understood).

- Be open to feeling uncomfortable - all growth is associated with some discomfort (there is no learning in the comfort zone and there is no comfort in the learning zone!).
- Understand that groups of a single ethnicity etc., may have multiple perspectives.
- Do not expect a resolution, complete agreement or definitive answers. We are having discussions, not debates.

We developed the Inclusion and Accessibility Guidelines from inspiring material collected in the Erasmus+ TIP project (Theatre as inclusive practice).



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