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#IVS4Peace Laboratory 2018 Inclusive Language Guidance

Knowledge & Information

Especially when the events are international and the main language is English.

WHY?

- People who hardly speak English are afraid to join events and include themselves in the group.
- We do not have professional translations for volunteers in workcamps.
- People who do not speak good English tend to be more shy and afraid to ask for translation. They are challenged to take part and understand the information or what is happening during the activities. They can think it is a problem to ask for translation. They do not feel self-confident to ask for support. This can create the situation that they lose motivation to take part in the activities.

HOW?

1. Pre phase

- Support system: Check if the Sending Organisation or the Hosting Organisation have a plan on how the person can be included and supported (like providing an accompanying person or creating a collective translation system within the group).
- Information pack: To write and provide information that this event will take place in English and communicative support system can be provided.
- Level of English: Have personal interviews to understand the level of English and encourage the participation of the person.
- Need for translation: Communication with the coordinators and checking if there is a need for translation for anyone from the volunteers.
- Motivate the volunteers to practice their English the language of the event, it is OK to not to speak perfectly, practice will help them improve.
- Encourage the use of tools for translation such as google translator, etc.

2. During phase

- Facilitators: from the beginning, create an encouraging environment for speaking up and check/ask who might need translation. Encourage peer learning among volunteers so that they can help each other with translation and they can have an agreement on how they can make it happen during the activities, providing the instructions, information etc.
- Creating an environment and communicating that nobody is being left out because of their language.
- Checking on the needs of the volunteers/participants, if they want that the people when speaking, can speak with a slower tempo and on a high volume etc.
- Game of cooperation (practicing language).
- Encouraging and communicating the participation in the activities with the maximum diversity - having mixing groups with speakers when making working groups and teams.
- Visual facilitation of information during the activities.
- Encourage the use of tools such as google translator.
- Creating a welcoming atmosphere for overcoming fears and increasing the self-confidence of the volunteers/participants to freely express themselves.
- encourage the personal accountability in expressing their needs, asking and not assuming.



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3. After phase

- Reflection on how it was their experience and also with practicing language: understanding the learnings and what can be improved for next times.
- Continuation of motivation to practice using English.
- Having the evaluation forms and questionnaires in English to empower the usage and practice of the language and having the option to provide with translation if needed.
- Optional that they can write dissemination material (articles, testimonials, etc.) in their native language and empower them to write in English, so to keep up with their practice.

Neutral Language

WHY?

- So everybody feels addressed regardless their background: no discrimination and reproduction of stereotypes.
- Embracing diversity and respecting individuals' identities and background.
- Easier to start a conversation without misunderstandings when you know how people want to be addressed.
- Gender: we are misgendering during the whole process, when we assume the gender of the person by calling them with the pronouns that we are used to use and consider that they are the right: if we assume someone is a man, we call them he. It can also be that this is not the case though, they might be transgender or non-binary etc., therefore it is important to know with which pronoun they want to be addressed.
- We usually tend to use examples of "he" and not addressing the rest of genders, therefore we are not inclusive.
- We can address the group not with stereotyping them and using the words: guys, disabled people, refugees, migrants, you there etc...
- Everybody is an individual.

HOW?

1. Pre phase:

- Information: using neutral language.
- Application form:
 - Ask question about gender: "how are you identifying yourself according to your gender" (not using male-female-other/either way male and female are terms that describe the biological sex and wrongly we are using it for the gender).
 - Ask the pronoun of the people, how they want to be addressed. (provide a link that explains what a pronoun is).
 - Ask the name they want to be called.
- Use their pronoun and name during the communication and interviews
- Not using language that can be considered discriminatory like, not asking their colour or if they are with fewer opportunities or etc.
- Pay attention to which terms can be used and are considered the most inclusive.

2. During Phase:

- Beginning of project: create awareness about the language issue: explain the purpose of inclusive language and practicing it.
- Name tags (name that they want to be called) + option to write their pronoun (providing this at the arrival and registration time).
- Circle at the beginning with names & pronouns - people can share them.
- Encouraging using examples with the 3 basic pronouns: he, she, they.



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- Addressing the group of people: dear all, everyone, people. Avoid using guys, ladies and gentlemen, boys, girls, women, men. Avoid using exclusive gender language or stereotyping: exclusive language based on a background. Eg. black-white, rich-poor, disabled-abled refugee-migrants.
- Be aware when are the moments to use it and the context in which those words can be used.
- Openness that it takes time it can be challenging at first but empower and motivate the group to use inclusive language and practice it, so everyone can feel included and comfortable to the maximum
- Also visual examples/written that they are also using neutral language eg the boy walks, it can be the person walks
- Promote the personal awareness and accountability in using inclusive language and examples when communicating
- Assessing the needs of the people

3. After:

- Evaluation form in a neutral language.
- Use he/she/they/person/name, individual.
- Continue the already successful approach from before.