

GENDER@UC EEAGRANTS



# Manual of Inclusive Communication in Investigation



Financiado por:

Iceland   
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Norway grants

Operador do programa:



Promotor:



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# Manual of Inclusive Communication in Investigation

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# Manual of Inclusive Communication in Investigation

## Technical data sheet

This publication was prepared under the **GendER@UC EEA Grants** project, promoted by the **University of Coimbra** through the **Institute for Interdisciplinary Research**. It constitutes an integral part of the project's Work Plan. The published work represents a joint effort of the **GendER@UC EEA Grants** project team and other collaborators..

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### EEA Grants

Through the Agreement on the European Economic Area (EEA), Iceland, Liechtenstein, and Norway are partners in the internal market with the Member States of the European Union.

To promote a continued and balanced strengthening of economic and trade relations, the parties to the EEA Agreement have established a multi-annual Financial Mechanism, known as EEA Grants.

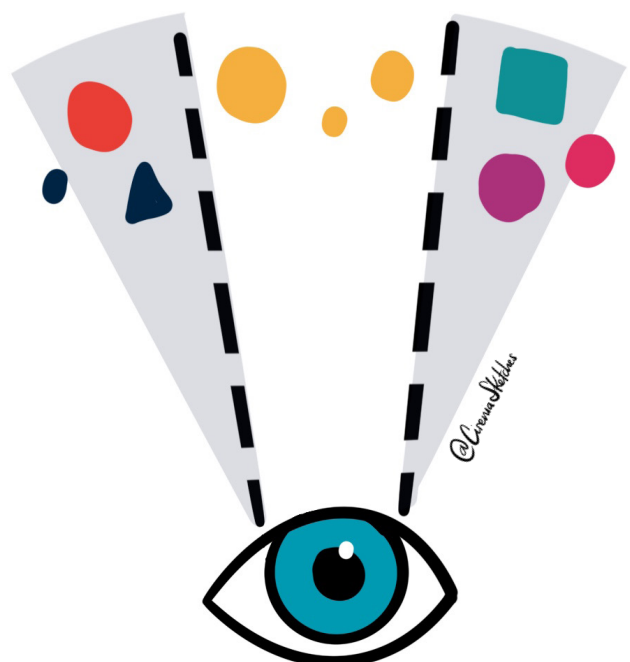
EEA Grants aim to reduce social and economic disparities in Europe and strengthen bilateral relations between these three countries and the beneficiary countries. For 2014-2021, a total contribution of €2.8 billion has been agreed upon for 15 beneficiary countries. Portugal will benefit from a sum of €102.7 million.

# Inclusive Communication: Why?

Oral, written, and visual communication define the borders of thought and behavior. Language is what allows us to shape the world, organize, interpret and challenge the meaning of reality. To speak is also to value (CES, 2021).

**Inclusive language**, in addition to representing a reality that already exists, contributes to opening up possible scenarios that are not limited to a stereotyped view of the world in which we live.

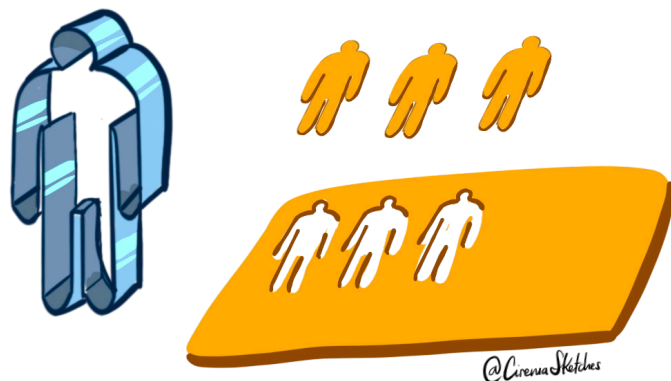
The commitment to **inclusive communication** can influence attitudes, perceptions and lead to changes that materialize in a more egalitarian and respectful experience of diversity (Nogueira & Magalhães, 2013).



## Inclusive Communication: Why?

The use of the generic masculine or the masculine by default is an important mechanism to reinforce a model in which the man becomes the measure of the human, the norm or the reference point (Abranches, 2009), reflecting and promoting the invisibility of women and other gender categories.

The use of inclusive language is not a matter of fashion or political correctness (Serrão et al., 2020, p. 11):



- giving **visibility to the diversity** that we all have is fundamental to creating less stereotyped and standardized visions of society.
- a way to open perspectives and build more complex and diverse imaginaries, assuming **diversity** as something normative in our daily lives.

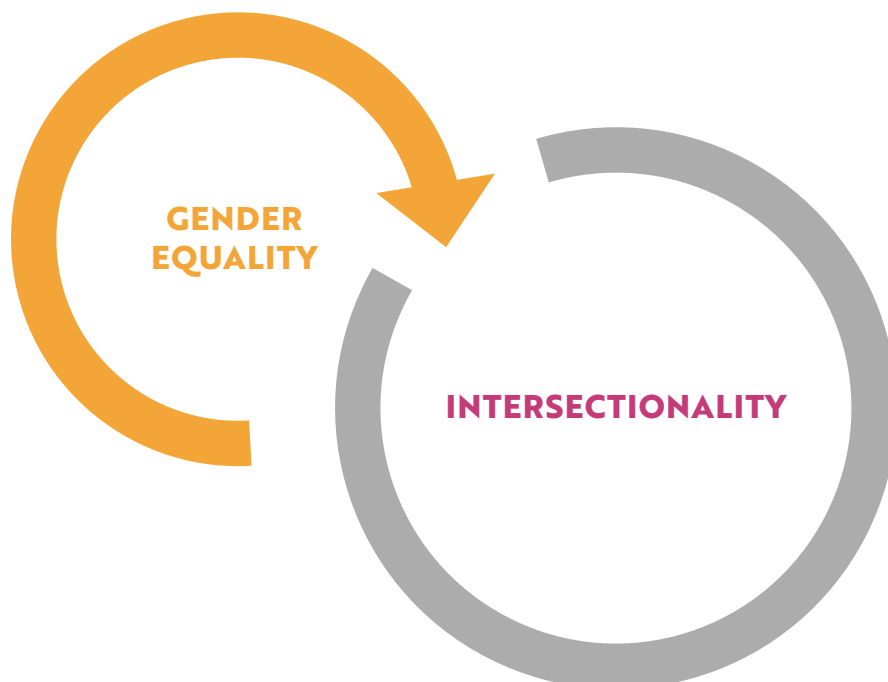
# Inclusive Communication: What?

It's an effective form of communication - respectful, precise, inclusive and accessible to all - allowing everyone to contribute from different perspectives.

It reflects the diversity and plurality that exists in society.

“ It avoids stereotypes and irrelevant references to individuals' peculiarities and recognizes the positive qualities of all ”

(General Secretariat of the Council of the European Union, 2018, p.7)



# Inclusive Communication: What?

## COMMUNICATION

WRITTEN

ORAL

GRAPHIC

SYMBOLIC



## TRANSFORMATIVE POTENTIAL!

Help to identify the specific **needs** of different groups of people, considering intersections of sex, gender, ethnicity/race, class, and other factors.

Contribute to the **inclusion** of all people who, for any specific circumstance, need to be mentioned in institutional documents.

Contribute to the **understanding** of the ways language shapes behaviors.

**Deconstruct** gender and other stereotypes.

Contribute to a more **equal and fairer** society.



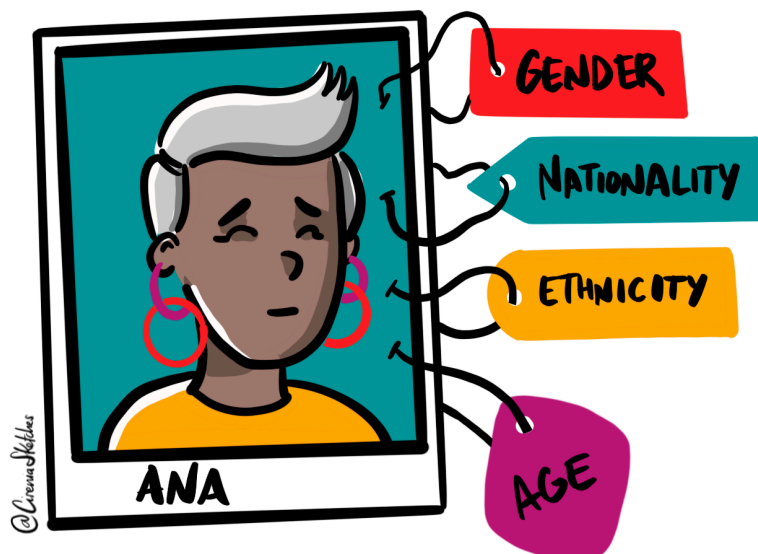
# Inclusive Communication: Principles

- Respect for people's dignity
- Equality
- Non-Discrimination
- Respect for diversity
- Recognition and challenge of stereotypes
- Integration: avoid omissions and invisibilities
- Avoid trivializations and subordinations
- Avoid false neutral
- Accessibility
- Inclusion



# Non-inclusive or discriminatory communication: Examples

- **Stereotypes:**
  - Assigning a gender/migration status/nationality/ethnicity when it is unknown or irrelevant.
  - Adding irrelevant information about gender, nationality, immigration status... to a person's description.
  - Using stereotypes to describe objects or events.
- **Omissions and invisibilities:**  
masculine as a generic standard.
- **Subordination and trivialization:**  
woman as inferior.



# Non-inclusive communication: **The false neutral**

**GENERIC MASCULINE OR FALSE NEUTRAL**

**VS**

**NON-DISCRIMINATORY WAYS**

- They respect the right of men and women to linguistic representation of their identity
- Imply the recognition that neither gender is exclusive to the general representation of humanity or citizenship

(Abranches, 2009, pp. 12- 13).

**AVOID** THE USE OF  
THE UNIVERSAL  
MASCULINE 

# Inclusive Communication: Resistance

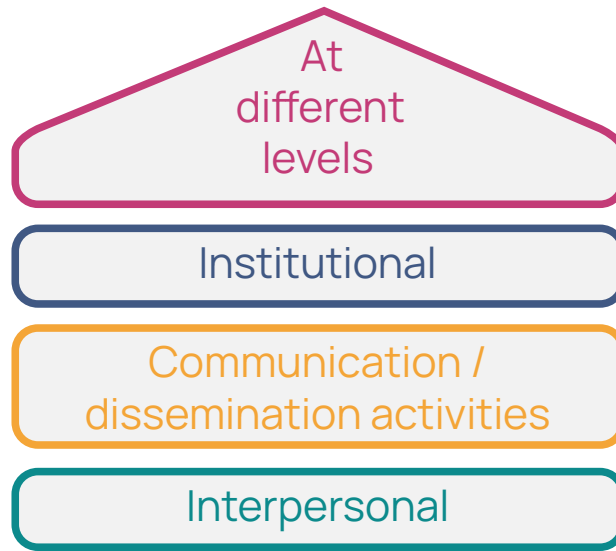
## THREE MAJOR TYPES OF RESISTANCE<sup>1</sup>

- static approach to language and communication patterns
- lack of awareness of the impact that communication has on our world view
- resistance of people who, being aware of the implications that these changes in communication represent, reject them



<sup>1</sup>Serrão *et al.*, 2020, p. 9 -10

# Inclusive Communication: When? Where?



1. Written and spoken language



2. Visual communication  
(images and other visual materials)



3. Comunicação digital

Intranet  
Website  
Social Networks



4. Relations with the media  
(UC news, press releases, newsletters/magazines)



5. Events and other scientific  
dissemination and communication  
initiatives



# Inclusive Communication: How?

## 2 DIMENSIONS:

**A. REPRESENTATIVENESS:**  
Who is represented?



**B. ACCESSIBILITY:**  
Who does it reach?

# Inclusive Communication: How?

## A. REPRESENTATIVENESS: Who is represented?

### GENDER-SENSITIVE LANGUAGE

Two types of RESOURCES (Abranches, 2009):

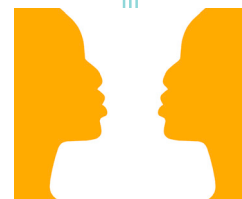
**Sex / gender  
specification**

- Use of dual forms (e.g., mother/father)
- Use of slashes

**The neutralization  
or abstraction of the  
reference to sex/gender**

### Two basic principles:

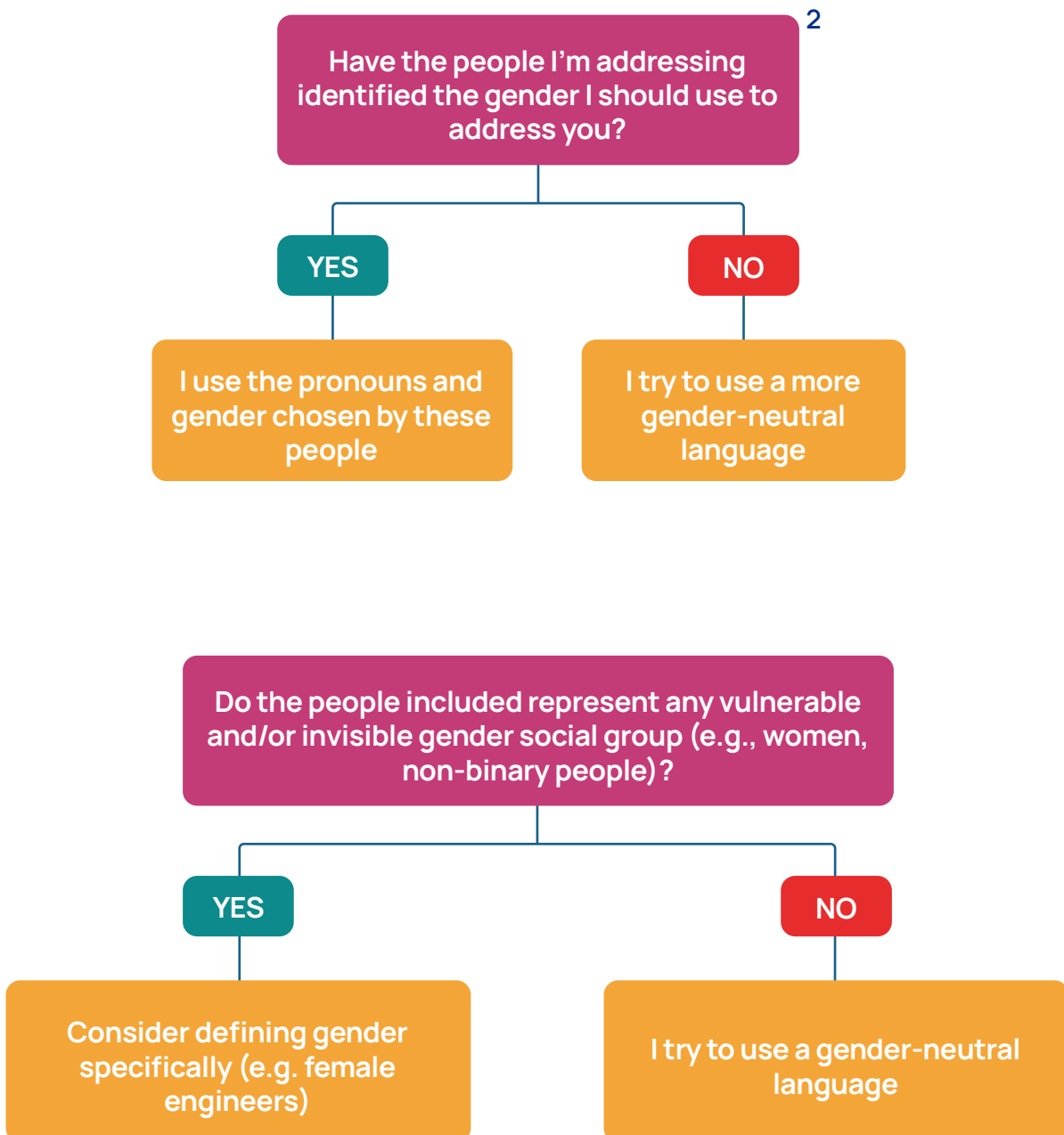
- Visibility
- Symmetry of gender representations



# Inclusive Communication: How?

## A. REPRESENTATIVENESS: Who is represented?

### GENDER-SENSITIVE LANGUAGE



<sup>2</sup>Leal *et al.*, 2023, p. 12



# Inclusive Communication: How?

## A. REPRESENTATIVENESS: Who is represented?

### GENDER-SENSITIVE LANGUAGE

I can't use a fully gender-neutral language, but I want to keep communication as inclusive as possible<sup>2</sup>

Simultaneous use of male and female

ATTENTION TO:  
- Use slashes instead of parentheses to add gender diversity

<sup>2</sup> Leal *et al.*, 2023, p. 13

# Inclusive Communication: How?

## A. REPRESENTATIVENESS:

Who is represented?

### GENDER-SENSITIVE LANGUAGE

## 2. Neutralisation or abstraction of the reference to sex/gender<sup>3</sup>

Replacement with true generics	
Option for paraphrases with common names	
Use	Rather than
Cleaning staff	cleaning ladies
Opt for collectives or names representing Institutions / Organisations / Bodies	
Use	Rather than
Parents	Son/daughter of
The Presidency	Mr. President

<sup>3</sup>Serrão *et al.*, 2020, p. 17

# Inclusive Communication: How?

## A. REPRESENTATIVENESS:

Who is represented?

LANGUAGE SENSITIVE TO ETHNIC, CULTURAL AND OTHER PARTICULAR CONDITIONS <sup>4</sup>

Use	Rather than
Migrant people; the migrant community	Immigrants
The elderly population; senior citizens	Old people
Roma people; Roma community(ies)	Gypsies, the gypsy race
People in situation of homelessness, unhoused	Homeless

- The emphasis should be placed on the person and not on one of their characteristics

(Soares, 2017, p.3).

<sup>4</sup> Serrão *et al.*, 2020, p. 21

# Inclusive Communication: How?

## A. REPRESENTATIVENESS:

Who is represented?

**LANGUAGE SENSITIVE TO ETHNIC, CULTURAL AND OTHER PARTICULAR CONDITIONS <sup>5</sup>**

Use	Rather than
The speakers should review their notes before the presentation	The speaker should review his notes before the presentation
Legislator	Congressman
Humankind	Mankind
Workforce	Manpower

Avoid the following	Proposal	Reflection
Racist and colonial expressions	Immigrant person	Migrant person
	Gipsy race	Roma ethnicity / Roma people / Roma community
Exclusive expressions	The fathers, the mothers	Families
Androcentric expressions	Alumni	Graduates
	Spokesman	Spokesperson
		Use generic, collective or abstract nouns

<sup>5</sup>Serrão *et al.*, 2020, p 20-21

# Inclusive Communication: How?

## A. REPRESENTATIVENESS: Who is represented?

### INCLUSIVE COMMUNICATION REGARDING PEOPLE WITH FUNCTIONAL DIVERSITY AND/OR NEURODIVERSITY

- Focus on the person (e.g., “person with functional diversity”).
- Emphasising the uniqueness and abilities of each person, rather than defining them by a health problem.
- Use the expression Portuguese sign language and not “sign language”.
- Avoid expressions such as “suffers from” and words that refer to the idea of victim.
- Avoid collective designations such as “the blind” or “deaf-mutes”.
- Avoid terms that define disability as a limitation.
- Avoid using diminutives.



# Inclusive Communication: How?

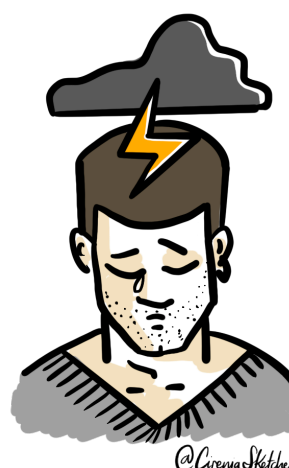
## A. REPRESENTATIVENESS:

Who is represented?

**INCLUSIVE COMMUNICATION REGARDING PEOPLE WITH FUNCTIONAL DIVERSITY AND/OR NEURODIVERSITY<sup>6</sup>**

Use	Rather than
People with disabilities	Disabled
Persons with reduced mobility	Physically handicapped
Person who uses a wheelchair	Wheelchair-bound person
Person with additional support needs	Person with special needs
Visually impaired person	Blind
Deaf person	Hearing-impaired
Deaf-blind person	Person with deafness and blindness
Person with dementia	Demented
Person with Down Syndrome Person with Trisomy 21	Mongol, mongoloid
Person with mental illness	Mentally ill

Always use expressions that create a more **humanised** and **universal communication**



<sup>6</sup>Serrão *et al.*, 2020, p. 24

# Inclusive Communication: How?

## A. REPRESENTATIVENESS: Who is represented?

### 1. Inclusive language in speech

#### BEST PRACTICES:

- Ask the person how they want to be treated
- Gender-balanced voiceover in institutional videos
- Gender-balanced representation on radio shows or podcasts
- No use of diminutives or nicknames for foreigners or people with names that are difficult to pronounce
- Acceptance and celebration of different accents
- Speaking at the volume and tone used regularly, articulating clearly
- Adapting the speech to the context
- Body language and facial expressions



# Inclusive Communication: How?

## A. REPRESENTATIVENESS:

Who is represented?

## 2. Inclusive visual communication

Refers to the creation and use of logos, photographs, images, icons, other graphics and videos in communication activities



Image by Kin Mun Lee. [CC BY-NC-ND 2.0 DEED](https://creativecommons.org/licenses/by-nc-nd/2.0/deed)

- Visual aids can help reinforce the message of a welcoming and inclusive academic organisation, helping to overcome gender stereotypes and increase the visibility of less represented categories.
- Images can “hide” people by neglecting to display some groups or by portraying them only as an exception to “normal” patterns (the so-called “tokenism”).
- Visually representing gender diversity, as well as other diversities, can contribute to highlighting the identity of an inclusive and open academic community.



# Inclusive Communication: How?

## A. REPRESENTATIVENESS: Who is represented?

### 2. Inclusive visual communication

#### BEST PRACTICES:

- Balanced use of images of men and women;
- Use of images that show a diversity of people (gender, height, age, ethnicity, physical forms);
- Display of different family configurations and affective relationships.
- Non-use of images that convey gender stereotypes (e.g., women in technical positions and men in academic positions; women in care-related functions and men in technological areas) in order to avoid the reinforcement and perpetuation of gender imbalances;
- Person with a disability treated like any other person and not in a paternalistic, infantilised or demeaning way;
- Communication that is accessible, clear and easy to understand
- Ensure access to translation and interpretation of materials and resources in Portuguese sign language, braille materials, and other types of materials such as icons and images.

# Inclusive Communication: How?

## A. REPRESENTATIVENESS:

Who is represented?

## 2. Inclusive visual communication

Avoid the use of stereotyped colours (e.g., pink to represent the feminine and blue to represent the masculine; use of pastel tones associated with the feminine).

Using different colours (such as green, yellow or orange) can be a good alternative.

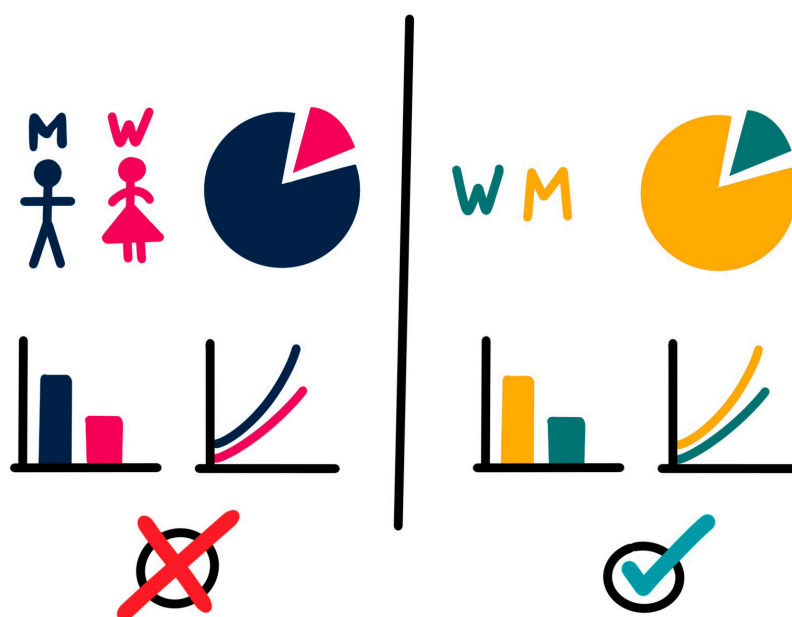


Image adapted from SUPERA (2020) *Guidelines for gender-sensitive communication in research and academia*. (CC BY-SA 4.0).

# Inclusive Communication: How?

## A. REPRESENTATIVENESS:

Who is represented?

## 2. Inclusive visual communication<sup>7</sup>

One of the challenges of inclusive visual communication is the stigmatisation of representing vulnerable populations, making us also sources of discrimination (tokenism). For example, inviting people from under-represented groups (such as racialised people, people with disabilities, people from the LGBTQIA+ community) just to appear in photos, advertisements or news stories, without promoting any other action for the protection, well-being and social inclusion of these people in the institution.

The following table presents the challenges of inclusive visual representation and possible solutions to them:

Challenges to visual representation	Strategies
Giving visibility can mean social exposure with negative consequences for the people involved.	<p>Explain in a detailed, complete and transparent manner the purpose of the exhibition, how it will take place and the means where it will be disclosed.</p> <p>Provide free or accessible psychological support services in the event of any harm or damage to the person as a result of their social exposure.</p>
The visibility gained and the speed with which information is exchanged and disseminated can have direct negative consequences for the people involved.	<p>Reinforce the legal context underlying the protection of the rights of the people involved;</p> <p>In the event of one of these situations occurring, activate not only psychosocial support resources, but also legal and judicial protection resources.</p>
Pay special attention not to fuel or reproduce pre-existing social stereotypes and biases.	<p>It is important, before taking any step, to recognise ourselves as people and professionals who have received education and training based on stereotypes and biases that can also alter our perception of reality.</p> <p>To this end, it's very important to include the people concerned in the decision-making processes for building and creating content. An important step in this process is to return the final product to the people involved for their approval before it is transmitted via the chosen media.</p>

<sup>7</sup>Leal *et al.*, 2023, p. 14

# Inclusive Communication: How?

## A. REPRESENTATIVENESS:

Who is represented?

### 3. Inclusive digital communication <sup>8</sup>

Digital communication refers to online channels, such as the official website of the Research Unit, the intranet, digital boards, social networks and institutional applications (apps) managed directly by academic and research institutions.

Institutional communication should ensure that each individual/member feels **represented** and welcomed.

Digital channels are essential for this welcome.

The recommendations regarding **language** and **visual resources** should be applied to all digital environments, from websites to social media channels.



<sup>8</sup>Serrão et al., 2020

# Inclusive Communication: How?

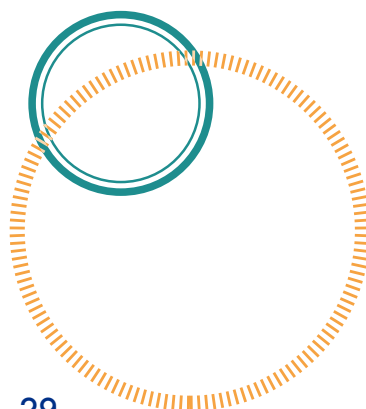
## A. REPRESENTATIVENESS:

Who is represented?

### 3. Inclusive digital communication<sup>9</sup>

#### GOOD PRACTICES:

- Maintain a website with accessible, clear, complete and up-to-date information on the institution's initiatives regarding equality and non-discrimination, such as institutional family support policies or harassment management policies.
- Prepare inclusive image galleries and graphics in advance, to be made available to all people responsible for communication tasks.
- Adopt a social media policy that explicitly states that sexist, racist and non-diversity-respecting communication behaviour is not acceptable and should be removed from official social media timelines.
- In addition to specific attention to inclusive language, social media managers should select inclusive images and visuals in order to give visibility to people of different genders, ages, ethnicities and academic functions.



<sup>9</sup> SUPERA, 2020, p. 65-67

# Inclusive Communication: How?

A. REPRESENTATIVENESS:  
Who is represented?

## 3. Inclusive digital communication

The roles and gestures of the people represented on institutional websites should communicate equality.

People should be represented in actions associated with institutional/scientific activity and not in static positions.

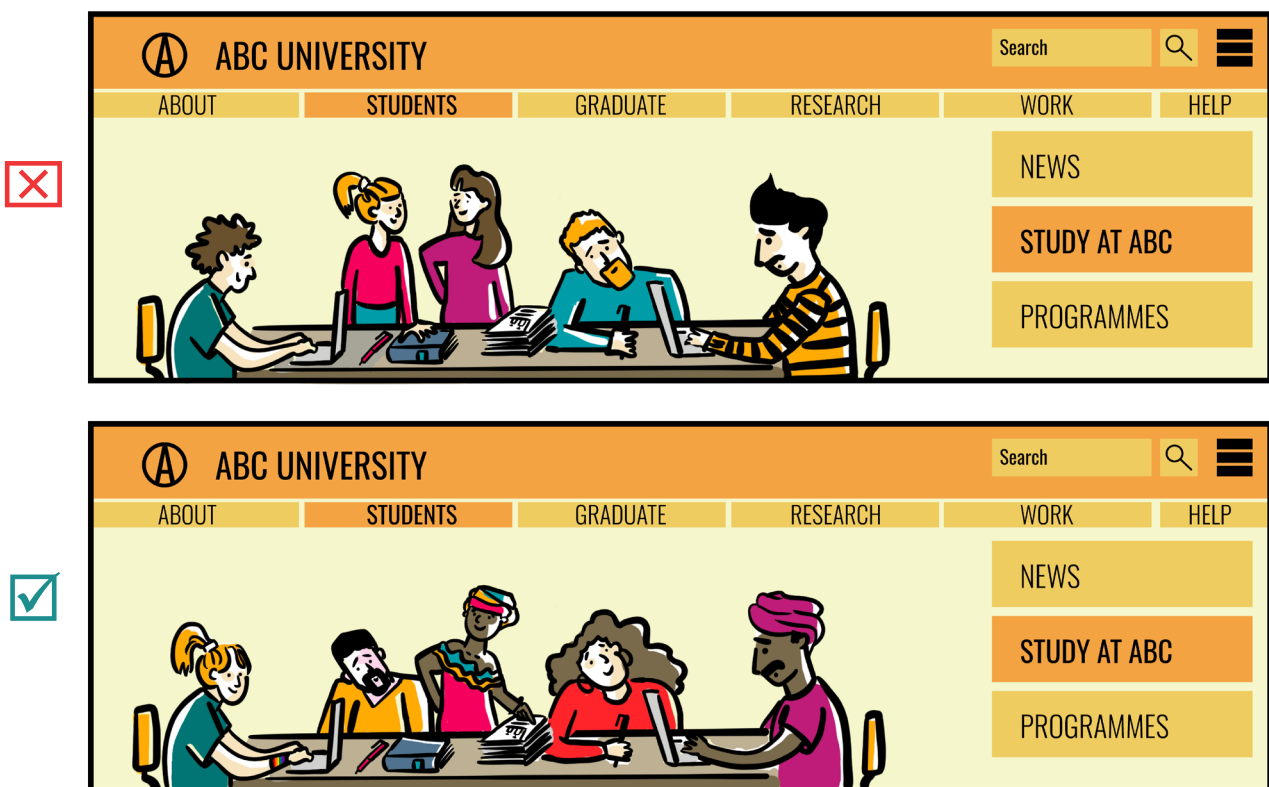
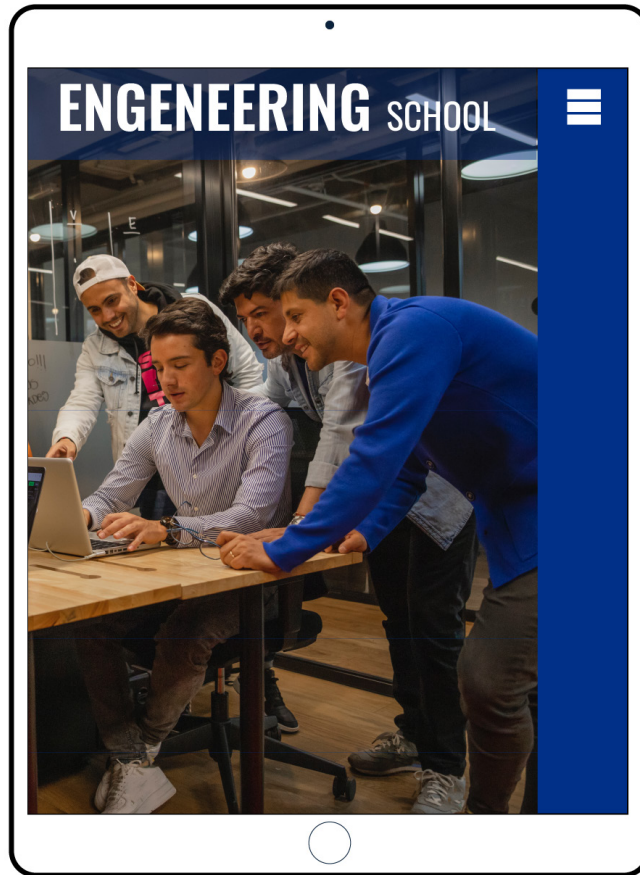


Image adapted from SUPERA (2020) *Guidelines for gender-sensitive communication in research and academia* (CC BY-SA 4.0), original by Giorgia Cadeddu. Adapted by @CireniaSketches.







# Inclusive Communication: How?

A. REPRESENTATIVENESS:  
Who is represented?

## 4. Inclusive communication in the media

These are the practices that specific services use to ensure the transparency and visibility of the media (press, radio, television) at local, national and international levels, as well as in their relations with journalists and other digital actors. The media play a crucial role in the visibility of key achievements and initiatives and their members: researchers, students, decision-makers.



# Inclusive Communication: How?

A. REPRESENTATIVENESS:  
Who is represented?

## 4. Inclusive communication in the media

### Double dimension <sup>10</sup>

#### Quantitative

- Balanced representation of men and women in the press releases, newsletters and magazines...
- Selection of images that also include the categories least represented in institutional communication (different genders, ethnicities, religions, ages, capacities...).

#### Qualitative

- Purpose: Diversity understood as a routine/daily concern, internalized in relations with the media, in any type of content.
- Avoid stereotypical and paternalistic expressions.
- Develop science communication initiatives specifically dedicated to women to put the issue on the media agenda and make it visible.
- Researchers should describe their achievements and results, ensuring visibility and giving credit to the teams, and encouraging female members to represent the group.

Women scientists are usually less visible in the media and their role has not been fully recognized or portrayed in a balanced way.

<sup>10</sup> SUPERA (2020)

# Inclusive Communication: How?

A. REPRESENTATIVENESS:  
Who is represented?

## 4. Inclusive communication in the media

### European Researchers' Night in Coimbra A route dedicated to science for all

The theme of the European Researchers' Night (NEI) 2022 was "Science for All, Sustainability and Inclusion". The central event was the Science Route that, during the afternoon of September 30, brought together hundreds of researchers from the University of Coimbra (UC) in more than 60 points in downtown Coimbra. The aim was to show society how science is done, through hands-on activities, games, challenges and experiments, in a route that invited the city to take to the streets.



Imagens: University of Coimbra | Ana Bartolomeu

This news item is inclusive in its images, in relation to gender and ethnicity, but the text uses the neutral masculine in some parts, such as in the phrase "hundreds of researchers" (in Portuguese, the word used is the masculine "investigadores", while the feminine would be "investigadoras")

\*News available at: <https://ucpages.uc.pt/noticias/artigos/noite-europeia-dos-investigadores-em-coimbra-uma-rota-dedicada-a-ciencia-para-todos>

# Inclusive Communication: How?

A. REPRESENTATIVENESS:  
Who is represented?

## 4. Inclusive communication in the media



# Inclusive Communication: How?

A. REPRESENTATIVENESS:  
Who is represented?

## 5. Inclusive communication at events

The lack of diversity in panels and conferences, still dominated by men - the so-called manels and manferences (Nature 2019) - is a visible expression of inequalities in the scientific system.

According to a study in Nature (2019), the participation of more women to speak at scientific events in one specific year tends to result in the presence of more women in the following years.



# Inclusive Communication: How?

A. REPRESENTATIVENESS:  
Who is represented?

## 5. Inclusive Communication at events

### GOOD PRACTICES:

- Selection of speakers and session chairs:

Seek to ensure gender balance between speakers and the event's chairs

Seek to maximize diversity in ethnic/racial terms, origin, age, career stage, etc.

- Event communication:

Use inclusive images and language in promotional materials, in order to communicate that the event accommodates the participation of all individuals of the target audience - regardless of their origin, physical condition or academic level.

- Choose a place with accessibility conditions that are as inclusive as possible, regarding:

Access


Getting around

Venue conditions

Toilets

Childcare

Communication



Checkout the [checklist](#)  
for inclusive scientific  
events developed by the  
[GendER@UC EEA Grants](#)  
project team

# Inclusive Communication: How?

A. REPRESENTATIVENESS:  
Who is represented?

## 5. Inclusive Communication at events



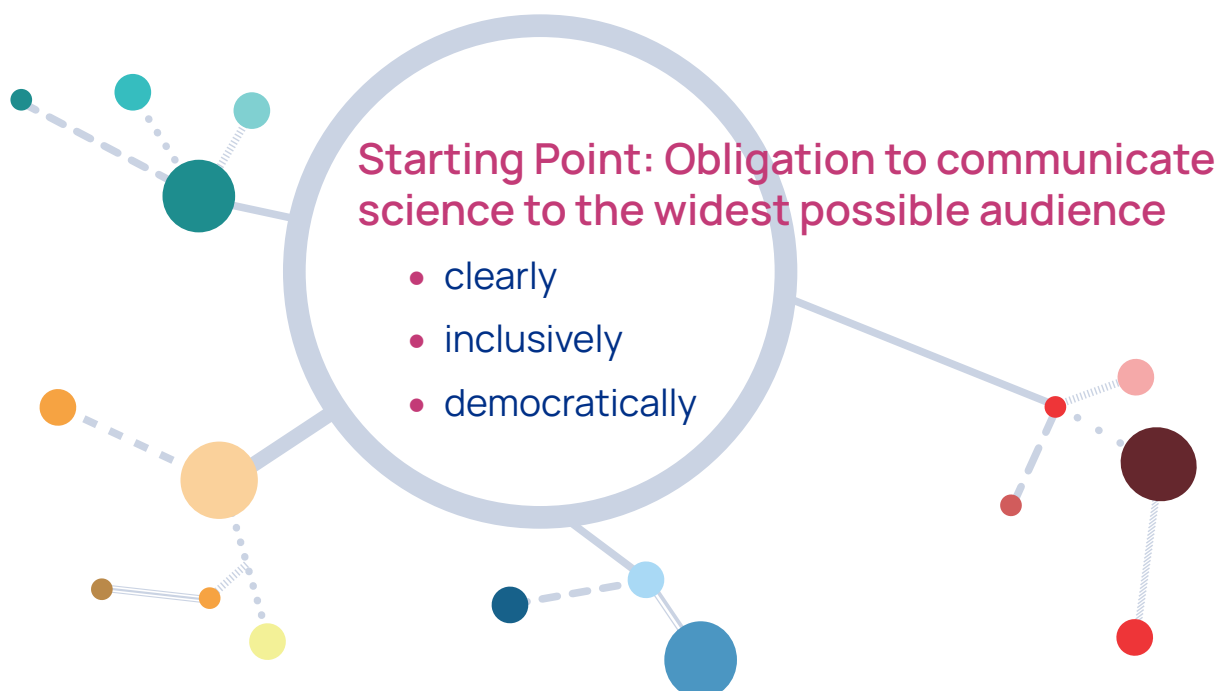
# Inclusive Communication: How?

## B. ACCESSIBILITY: Who does it reach?

### INCLUSIVE COMMUNICATION IN SCIENCE

Global movement to modify the **paradigm of science communication** so that **concepts such as inclusion, equity and intersectionality** are central to the objectives, design, implementation, evaluation and improvement of the communication efforts.

**An intentional and reflective communication practice that identifies systemic inequalities** (including gender stereotypes - among others) and works to **deconstruct** them, recognizing the individuality of each person involved in scientific practice and the **intersectionality** that characterizes it, and based on the principle of recognition and empowerment of the people involved **in scientific practice**. (Canfield, 2020).





# Inclusive Communication: How?

B. ACCESSIBILITY:  
Who does it reach?

## INCLUSIVE COMMUNICATION IN SCIENCE

It considers the public for whom the communication is intended to be a **subject involved in the knowledge creation project**, adopting a **collaborative** perspective.

**EXCLUSION FACTORS** (Humm *et al.*, 2020) that limit public access to science:

- Individual factors: age, education, income, literacy, etc.
- Social factors: disability, ethnic origin, gender, etc.
- Structural conditions: complexity, location, availability of support services at events.

**The exclusion is problematic for:**

- **individual lifestyle**, health and risk-taking decisions regarding career choices
- democratic **decision-making** and participation in public debates
- informed **public support for science**

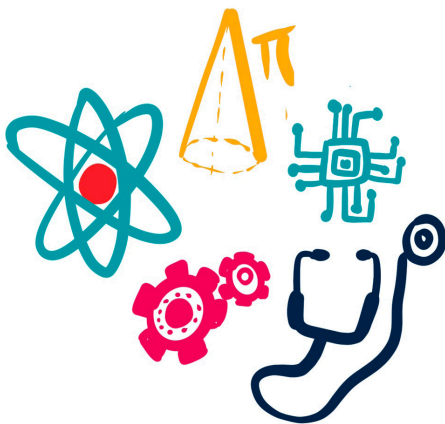
# Inclusive Communication: How?

B. ACCESSIBILITY:  
Who does it reach?

## INCLUSIVE COMMUNICATION IN SCIENCE

### Characteristics of inclusive communication in Science <sup>11</sup>

It refers to any effort that aims to engage people in science, technology, engineering, mathematics and medicine, based on inclusion, equity and intersectionality.



Commitment to:  
Equality  
Equity  
Diversity  
(in line with PIED/UC  
2019-2023)

#### MAIN FEATURES

- **Intentionality:**

Refers to the mindset of intentionally taking into account the audience, the definitions of science and the way in which marginalised identities are and have been represented and supported in science communication..

- **Reciprocity:**

Interactions between scientific and public communicators address which address past and present inequalities through equality, creating partnerships characterised by processes of knowledge co-creation.

- **Reflexivity:**

Continuous and systematic reflection on the identities, practices and personal results of communicators and audiences, followed by adaptation, if necessary, to correct unfair interactions.

<sup>11</sup>Canfield e Menezes, 2020

# Inclusive Communication: How?

B. ACCESSIBILITY:  
Who does it reach?

## INCLUSIVE COMMUNICATION IN SCIENCE

### GOOD PRACTICES:

- Contextualise the research
- Communicating research results to the audiences that were the focus of the study
- Integration of this audience in the design of the communication campaign/ action
- Consider the accessibility of the venues where the dissemination event takes place
- Consider the resources of the public
- Integrate diversity of science communicators and researchers - Representation
- Use of inclusive language

“The narratives that support transformations require transformations in the way narratives are conceptualized, produced, and applied”<sup>12</sup>

<sup>12</sup> Transforming knowledge systems for life on Earth: Visions of future systems and how to get there. Energy Research and Social Science

# Inclusive Communication: How?

B. ACCESSIBILITY:  
Who does it reach?

## COMMUNICATION IN SCIENCE

STRATEGIES:<sup>13,14</sup>

- Multilingualism
- Training for the communication of science in different contexts and to different audiences, available to researchers of all scientific areas
- Use/creation of alternative science communication channels
- Harnessing the potential of social media
- Cooperation with different actors in different locations
- Citizen Science

<sup>13</sup> <https://www.iseechange.org/>

<sup>14</sup> <https://feralatlus.supdigital.org/?cd=true&bdtext=introduction-to-feral-atlas>

# Inclusive Communication: How?

## INCLUSIVE COMMUNICATION IN SCIENCE

### CHECKLIST:

- Are the two objectives of inclusive communication ensured?**
  - Visibility (diversity of characteristics of men and women)
  - Symmetry of gender relations (not reinforcing stereotypes, such as depicting men in activities and women or people of other genders in a more passive way, e.g. just smiling for the photo)
- Have alternatives to the use of the universal masculine (false neutral) been used?**
- Are men and women equally represented?**
  - Explicit reference to both genders
  - Use of the double forms or slashes
  - Balanced presence of both sexes
  - Inclusion of people from different vulnerable groups (e.g. racialised people, people with disabilities, elderly people)
- Are efforts being made to neutralise/render abstract the reference to gender?**
  - Epicene nouns or collective nouns
  - Names representing Institutions/Organizations/Bodies
  - Elimination of the article, where possible
  - Invariable pronouns

# Inclusive Communication: How?

## INCLUSIVE COMMUNICATION IN SCIENCE

### CHECKLIST:

- Is the diversity of the academic community represented?**
  - Gender diversity
  - Ethnic diversity
  - Functional diversity
  - Age diversity
  - In verbal communication?
  - In visual communication?
- Are the conditions of access to information ensured for the entire community?**
  - When it is not possible to ensure access, is this information available?
- Is there specific content dedicated to equality and diversity?**
- Do the contents challenge stereotypes (gender and others)?**
  - Uses a colour palette that does not reinforce gender stereotypes (for example, men associated with blue and women associated with pink or pastel colours)
  - Chooses images that do not reinforce gender stereotypes (for example, opting for the image of a man to talk about parenting)
  - People from vulnerable groups were involved in the conceptualisation, creation and evaluation of the content
  - Feedback from people from vulnerable groups was integrated into the content created in which they are included

# Inclusive Communication: How?

## INCLUSIVE COMMUNICATION IN SCIENCE

### How to counter the resistance? Some arguments

#### CHECKLIST:

- Language is understood as a living object that is constantly being updated and undergoes transformations as a result of new social realities or their recognition.
- It is language that allows us to shape the world and define boundaries of thought and behaviour.
- Inclusive language is not a trend, nor is it about being politically correct.
- The use of the masculine by default invisibilises women, non-binary people and other specificities inherent to their existence.
- Inclusive language is a priority in the UC and PIED@UC Strategic Plan.
- Horizon Europe - access to funding.
- It's in the law
- Inclusive language describes the real world
- Inclusive language creates non-stereotypical views of reality.
- Deconstruction of stereotypes.
- Building a more equal world.
- Practices in other countries.

# Resources:



- ✓ [Communicating ciencia](#)
- ✓ [CómoSciWri: Resources to Help Science Writers Engage Bicultural and Bilingual Audiences in the United States](#)
- ✓ [Ecsite. How to communicate science in a gender inclusive way?](#)
- ✓ [Inclusive Scicomm Symposium The University of Rhode Island](#)
- ✓ [International Science Council. Decolonizing and re-imagining scientific conceptual vocabularies](#)
- ✓ [International Science Council. Designing inclusive science communication experiences](#)
- ✓ [International Science Council. Tackling inequalities on stage and backstage of science conferences](#)
- ✓ [LSE Impact blog \\_ Less “prestigious” journals can contain more diverse research...](#)
- ✓ [Queer world-making: a need for integrated intersectionality in science communication](#)
- ✓ [Reframing social exclusion from science communication: moving away from “barriers” towards a more complex perspective](#)
- ✓ [Science Communication Demands a Critical Approach That Centers Inclusion, Equity, and Intersectionality](#)
- ✓ [Science Communication in Multiple Languages Is Critical to Its Effectiveness](#)
- ✓ [Science for All? Practical Recommendations on Reaching Underserved Audiences](#)
- ✓ [Situating the Scientist: Creating Inclusive Science Communication Through Equity Framing and Environmental Justice](#)



# Recursos:

## Legislation on the use of Inclusive Communication



- ✓ [Conselho da Europa. 2019. Recomendação para Prevenir e Combater o Sexismo](#)
- ✓ [Conselho da Europa. 2011. Convenção do Conselho da Europa para a Prevenção e o Combate à Violência contra as Mulheres e a Violência Doméstica](#)
- ✓ [Conselho da Europa. 1990. Recomendação Sobre a Eliminação do Sexismo na Linguagem](#)
- ✓ [Organização das Nações Unidas. 2006. Convenção sobre os Direitos das Pessoas com Deficiência](#)
- ✓ [Organização das Nações Unidas. 1979. Convenção sobre a Eliminação de Todas as Formas de Discriminação contra a Mulheres \(ratificada pela Lei no 23/80, de 26 de julho\)](#)
- ✓ [Portugal. 2019. Adoção da expressão universalista «Direitos Humanos» por parte do Governo e de todos os serviços, organismos e entidades sujeitos aos seus poderes de direção, superintendência ou tutela, aprovada pela Resolução de Conselho de Ministros n.o 21/2019, de 17 de janeiro](#)
- ✓ [Portugal. 2018. Estratégia Nacional para a Integração das Comunidades Ciganas 2013-2022, aprovada pela Resolução do Conselho de Ministros n.o 154/2018, de 29 de novembro](#)
- ✓ [Portugal. 2018. Estratégia Nacional para a Igualdade e a Não Discriminação 2018- 2030, ENIND, aprovada pela Resolução do Conselho de Ministros no 61/2018, de 21 de maio](#)
- ✓ [Portugal. 2018. Regime jurídico da avaliação de impacto de género de atos normativos \(Lei n.o 4/2018, de 9 de fevereiro\)](#)
- ✓ [Portugal. 2017. Estratégia Nacional para a Integração das Pessoas em Situação de Sem-Abrigo 2017-2023 \(ENIPSSA 2017-2023\), aprovada pela Resolução do Conselho de Ministros no107/2017, de 25 de julho](#)

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