

Accessibility and Inclusion

What makes participation possible in a given situation

EMPEZAR



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In the previous modules, we explored what we see, how we interpret it, and how we communicate.

Now we take one more step.
What makes participation possible — or difficult — in the first place?

Think about a recent situation where something felt unexpectedly difficult to follow or take part in





INCLUSION

Inclusion, in its broadest sense, refers to the creation of environments in which all people feel able to participate, contribute and be recognised. It goes beyond policies or formal frameworks and involves a way of relating to others that acknowledges difference and seeks to reduce barriers.

INCLUSIVE ATTITUDES

In today's context, fostering inclusive attitudes is especially important both within university life and in our wider commitment to community engagement.

Universities are not isolated spaces; they are part of a wider social fabric.

Engaging with that community requires not only knowledge and skills, but also a genuine openness to others and an awareness of how our actions shape their experience of participation.



SENSITIVNESS & AWARENESS



The first step towards inclusion does not lie in institutional measures alone, however necessary these may be.

It begins with something more fundamental: sensitivity and attentive awareness.

In everyday situations, we often form quick judgements without realising it.

These automatic responses help us make sense of the world, but they can also become barriers.





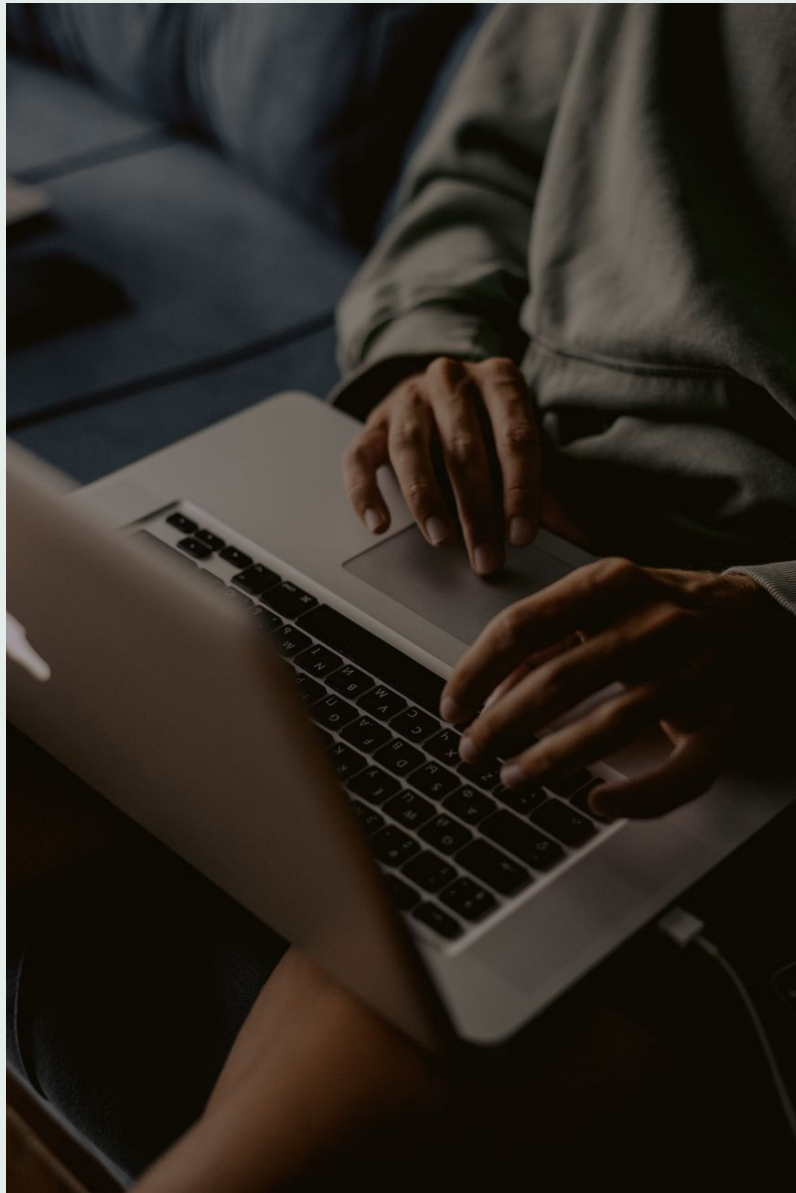
KEEP
DISTANCE!

They may lead us to simplify what we see, to make assumptions about others, or to overlook what is not immediately visible.

In doing so, they can distance us from others and prevent us from seeing beyond appearances.



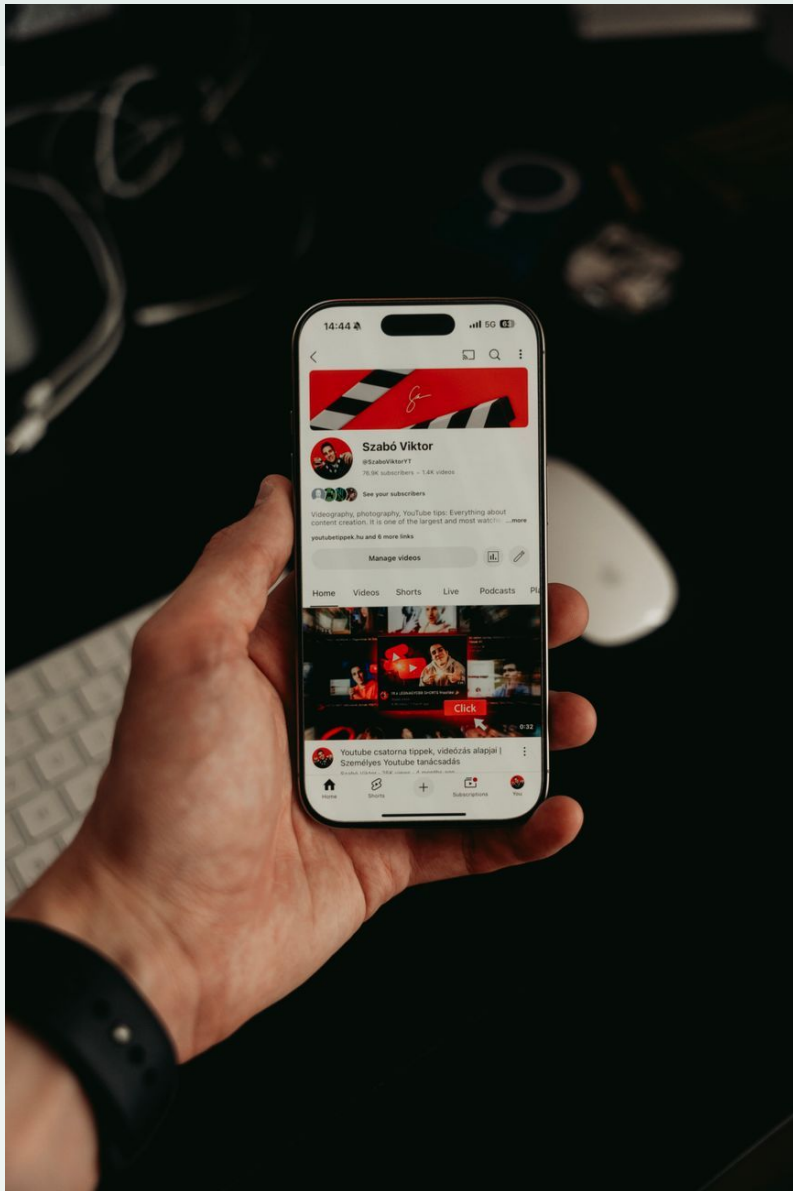
Think about a recent situation
where something felt
unexpectedly difficult to follow
or take part in.



This attentiveness is closely connected to a first key idea: not everything is visible. Some barriers do not appear at first sight. They often emerge only when people attempt to take part in a situation.

A context may seem open and accessible, yet still contain hidden difficulties. For example, a meeting may appear inclusive, but participants may struggle if information is shared too quickly, if there is no time to process it, or if expectations are not clearly explained.

Recognising that not everything is visible encourages us to look more carefully and to question immediate impressions.



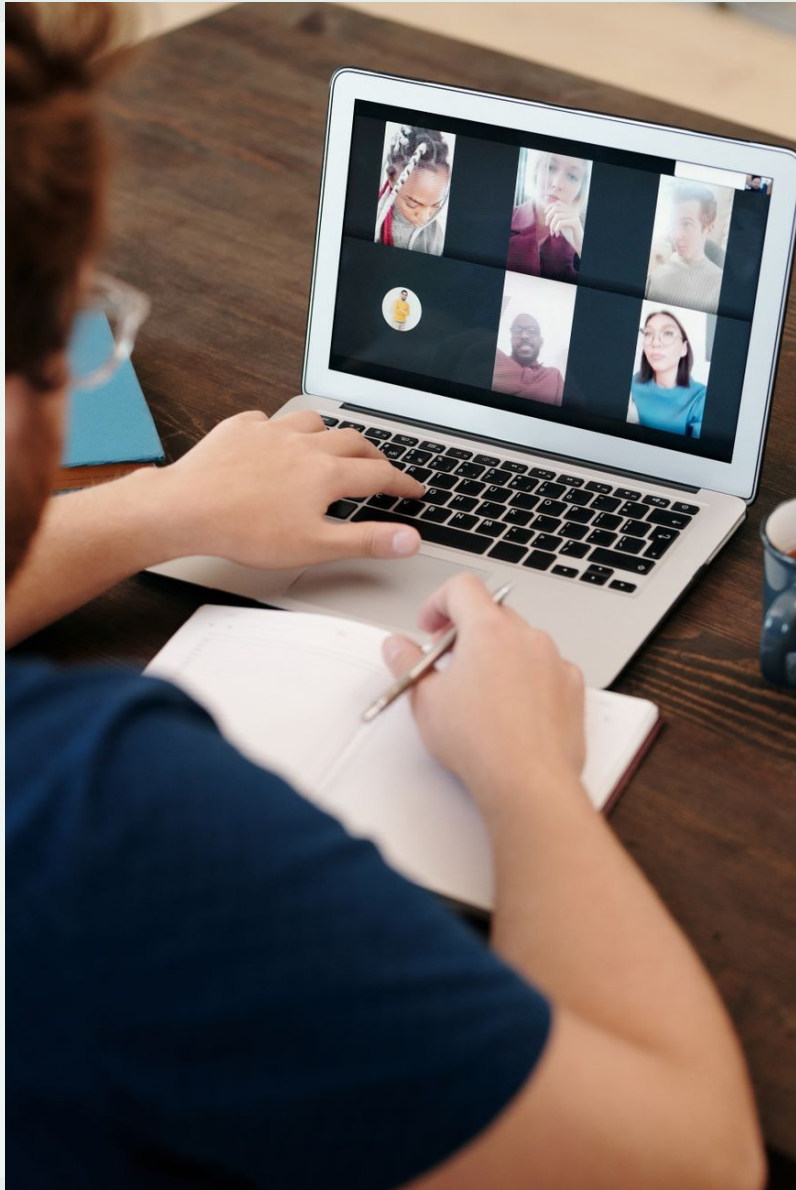
A second key idea is that access is not the same for everyone. What feels easy or natural for some may require effort, adjustment or support for others.

Differences in experience, language, confidence or familiarity with a context all influence how people participate.

The third key idea brings these reflections together:
conditions matter.

Participation depends not only on individuals, but also on
how environments, tools and situations are organised.





The design of spaces, the structure of interaction and the implicit rules that guide behaviour all shape who feels able to take part.

A hybrid meeting, for example, may unintentionally prioritise those who are physically present, while those joining remotely find it harder to contribute. In such cases, the issue is not a lack of willingness or ability, but the way in which the situation has been organised.

Inclusion is not only about changing individual attitudes, but also about paying attention to the conditions that make participation possible.

It requires noticing what is not immediately visible, recognising that access is uneven, and understanding that environments and structures play a central role.

THANK YOU