

## Equal communication tool for workers

# Do I consider everyone in my actions?

### What should I consider?



#### Language

### How should I consider it?

- Is the language clear?
- Is the language clear to all recipients?
- Does the message reinforce stereotypical perceptions?

[Read more about language](#)



#### Accessibility and availability

- Is the activity accessible?
- Is the communication accessible?
- Does the activity consider different recipients?

[Read more about accessibility](#)



#### Diversity of gender and sexual orientation identities

- Does the message reinforce stereotypical perceptions of genders and sexual orientation?
- Are all genders represented on an equal basis?
- Are sexual and gender minorities represented?



#### Ethnic diversity

- Does the communication challenge popular conceptions of immigrants and ethnic minorities?
- Does the communication reiterate stereotypical assumptions and roles?
- Do the messages avoid making assumptions about cultural characteristics?



#### Diversity of functional capacity

- How does the communication promote understanding of the diversity of individuals' functional capacities?
- Does the communication consider the diversity of individuals' functional capacities, such as sight, hearing, mobility, understanding and communication?
- Does the communication consider physical, psychological, cognitive and social restrictions of functional ability?



#### Age

- To which age levels is competence in various areas associated?
- For example, does the communication reinforce assumptions about the ICT skills of people of different ages, their ability to engage in sports, perform expert tasks or participate?
- Are people of different ages represented?



#### Diversity of families

- Is the diversity of families represented in the communication?
- Does the communication consider that 'family' can refer to, for example, a nuclear family, single parent or rainbow family?

Texts

Images

Rhetoric

Was my message based on assumptions?

Helsinki