RECOMMENDATIONS FOR CREATIVE R+D PROGRAMMES

- **Training:** Staff members and facilitators need training to enable appropriate responses to incidents, should they arise in any type of session. Whilst expertise in inclusion might not be a reasonable expectation, they should be able to respond so that marginalised individuals do not feel that they are burdened with dealing with the situation, potentially causing undue harm.

- **Inclusive facilitation:** Group facilitation needs to be considered with an understanding that bringing diverse individuals together and asking them to speak freely will not result in a power-equal conversation. Group work and activities need to be designed with an awareness of potential power imbalances, and mechanisms put in place to address and try to mitigate this reality.

- **Proactive:** A Programme needs to be proactive rather than reactive in its approach to inclusion. Clear guidance and policies need to be in place in regard to accessibility and guidelines should be distributed to participants at the beginning of their engagement. For example, if childcare support can be offered this should be highlighted at the start, including guidance which specifies what is available and how to access it.

- **Inclusive contingency planning:** R+D Programmes should undertake a risk assessment contingency plan to evaluate how inclusive each programme is. For example, you may want to consider an approach that incorporates a process for responding to pandemics. Such plans should be co-designed with marginalised individuals.

- **Accessibility without a need for disclosure:** Programmes or projects may wish to consider an approach to accessibility that is not dependent upon disclosure of identity and meeting the minimum legal requirements. Some interventions such as live captioning/ transcription, the provision of a prayer space, or accessibility checking that written documents are fully accessible could be undertaken as standard, rather than waiting for requests for such adjustments. It is also suggested that rather than asking about specific needs like disability or childcare, individuals should be asked to specify what they need to fully engage.

- **Inclusion within academia:** All partners, especially academic institutions, must critically examine and challenge their standard way of working in order to develop successfully inclusive partnerships.

- **Outreach:** Programmes could consider the possibility of holding external events in community centres (for example, in Bristol, the Kuumba Arts Centre, the Malcolm X centre or the Knowle West Media Centre could be suitable).

- **Guidance:** It should be recognised that marginalised individuals will sometimes undervalue their time in a system which requires people to attribute finances to their work time and expertise. New Programmes might consider either giving detailed guidance for how much individuals should be paying themselves or define a set portion of the fellowship funds to be allocated to payment.

- **Cohesive:** A cohesive approach would mitigate the inconsistency in approach, policies and procedures between the partner organisations. Whilst this is understandable, it means inclusion is challenging as participants do not necessarily know where to go for information, or what accessibility support is available. There should either be a clear approach which all members subscribe to, or clear guidance regarding the different roles and responsibilities of the partners pertaining to issues related to inclusion.

- **Practicalities:** Good intentions must be transformed into practicable and realistic actions, that are consistently applied across the partnership.