



Babeş-Bolyai University
Guideline for Inclusive Events



Centrul
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1. Introduction

Inclusion is a topic that is increasingly discussed in society. However, because inclusion encompasses many dimensions that are not always immediately visible, it can sometimes be challenging to determine how an already established space or setting can be made more inclusive.

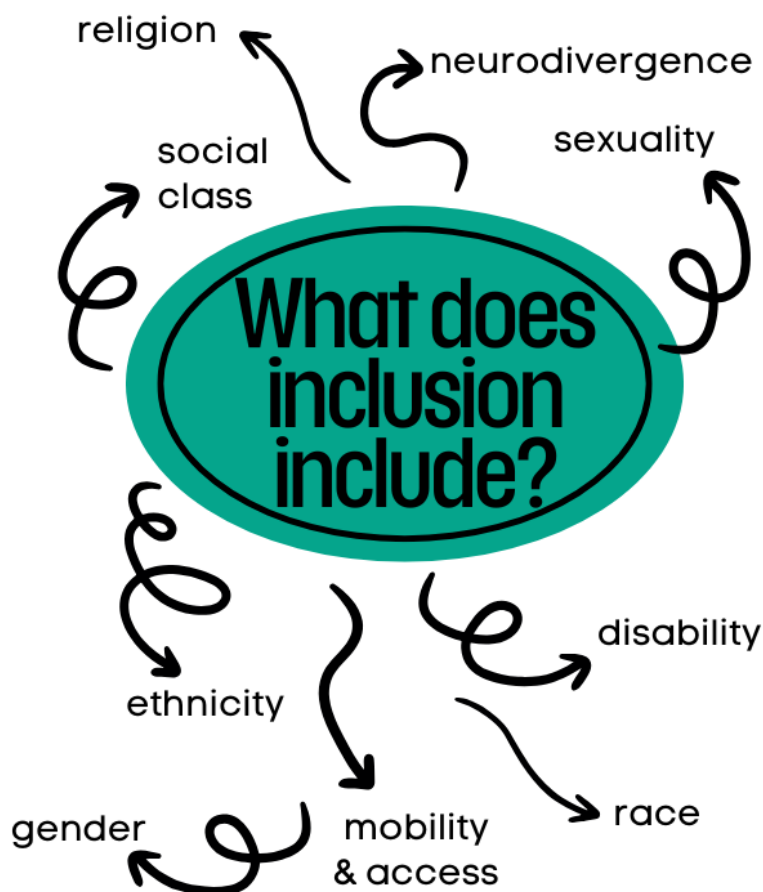
The purpose of this guideline is to support the promotion of inclusion at events organized within Babeş-Bolyai University. It is intended for faculties and student organizations and aims to provide practical guidance on how to design and organize events that are accessible and welcoming to a diverse academic community. The document clarifies the meaning of inclusion and related concepts, offers recommendations for making different types of events more inclusive, and concludes with an event-planning checklist that can help organizers reflect on the steps they have taken and identify additional recommended measures they could incorporate.

This guideline was developed as part of the ongoing process of elaborating the UBB Inclusion Strategy, through a series of participatory meetings with student organizations and representatives of various service and support centers within the university.

2. Key terms and concepts

2.1 Inclusion

“Inclusion refers to the practice of ensuring that individuals from diverse backgrounds and abilities are actively integrated and valued within various social contexts. It is a fundamental concept in social



and human sciences, emphasizing equitable access to opportunities and resources. Inclusion plays a vital role in shaping effective social policies that foster community cohesion and mutual respect.” (UNESCO, n.d.)

2.2 Diversity & Dimensions of Diversity

The term *diversity* originates in the US civil rights movements and anti-discrimination legislation. (van Keuk et al., 2010) It does not have one clear definition, but is connected to the difference/indifference of people’s identity. (Ehret, 2010) According to the UN Global Compact, “Diversity often focuses on quantity: The representation of different groups in an enterprise. [...] Diversity refers not only to similarities and differences linked to personal characteristics such as age, disability, gender, gender identity, ethnicity, race, religion, sexual orientation, and people living with HIV, but also similarities and differences such as values, workstyles, caring responsibilities, hierarchical levels, and work roles. Each person has multiple groups they identify with, which can change over time, potentially influencing and shifting their employment opportunities and outcomes.” (n.d.) In practice, diversity is often defined by specific/protected characteristics through which people experience exclusion or discrimination, most often age, gender, sexual orientation, disabilities/abilities, religion, and skin colour. Depending on context, more dimensions are relevant. (van Keuk et al., 2010) In the academic context of the university, this guideline focuses on disability, neurodivergence, social class, race & ethnicity, social mobility/access, religion, gender and sexuality.

2.2.1 Disability

Disability is an evolving concept that results from the interaction between people with impairments and attitudinal and environmental barriers that hinder their full and effective participation in society on an equal basis with others. (United Nations, 2006, p. 4)

Accessibility is the design of products, devices, services, environments, and facilities to be usable by all people, enabling people with disabilities to live independently and participate fully in all aspects of life. (United Nations, 2006, p. 8)

1. Physical Accessibility

This refers to the design of the built environment to allow safe and independent access for everyone. (i.e., elevators, ramps, accessible bathrooms) (Ibid.)

2. Digital (or Web) Accessibility

This ensures that digital information and technologies—like websites, online learning platforms, and software—can be perceived, understood, and operated by all people. (i.e. screen reader compatibility, video captions, images with descriptive text) (Ibid.)

3. Communication & Informational Accessibility

This ensures that all forms of communication are available and understandable to people with diverse sensory abilities. (i.e., large print, braille, audio format, sign language) (Ibid.)

4. Sensory Accessibility

This focuses on reducing barriers for people with visual, hearing, or sensory processing differences. (i.e., tactile guiding paths, calm lighting, quiet study rooms) (Ibid.)

5. Cognitive & Pedagogical Accessibility

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This involves designing learning experiences and information presentation to be understandable and manageable for people with diverse cognitive and learning abilities. (i.e., simple language, clear instructions, extra time for exams) (Ibid.)

Reasonable accommodation means necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms. (United Nations, 2006, p. 4)

“Discrimination on the basis of disability” means any distinction, exclusion or restriction on the basis of disability which has the purpose or effect of impairing or nullifying the recognition, enjoyment or exercise, on an equal basis with others, of all human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field. It includes all forms of discrimination, including denial of reasonable accommodation (United Nations, 2006, p. 4). It is also commonly called ableism. Some examples of ableist attitudes include, but are not limited to: viewing people with disabilities as less capable, hosting classes in inaccessible rooms, and using words like “lame” as a metaphor for something negative.

2.2.2 Neurodivergence

Neurodiversity describes the diversity and variation of neurocognitive functioning in people. The neurodiversity paradigm recognizes that differences in thinking, learning, and processing—shaped by genetics, development, environment, culture, and experience—are a normal and valuable part of human diversity. This perspective stands in contrast to traditional medical and social models of disability, which define “impairment” by comparing individuals to a presumed species norm. Instead, the neurodiversity approach shifts the focus from pathologizing difference to empowering individuals and valuing diverse ways of being. (Chapman, 2020, p.1)

Neurodivergence is a broad and inclusive term encompassing any significant divergence from dominant cultural norms of neurocognitive functioning, from the prevailing socially constructed standards and performance of neuronormativity. (Ibid.)

For example, individuals with ADHD may face challenges with focus, impulse control and energy regulation. Someone with dyslexia might find reading difficult. Someone with autism might experience hardships with social interactions. Other examples of neurodivergence are dyscalculia, dyspraxia, Tourette syndrome, etc.

Neurotypical is the opposite of neurodivergent, and it is a term used to define individuals whose style of neurocognitive functioning falls within the dominant societal standards. Neurotypical people make up the neurological majority, and as people who can consistently meet the expectations of neuronormativity, they get the reward of compliance by being seen as having a “normal” mind. They represent the default norm from which neurodivergent people are perceived to diverge. (Ibid.)

2.2.3 Social Class

Social class is a concept with multiple possible definitions. The one based on the theory developed by Pierre Bourdieu is more accessible for the academic context.

Class is defined by the kinds of resources (economic, social, cultural) people bring to exchanges, which shape opportunities and outcomes in their lives. (Wright, 2025, p. 718-724)

Types of Resources:

- **Economic:** Material and financial assets that are immediately and directly convertible into money.
- **Social:** The aggregate of the actual or potential resources linked to possession of a durable network of relationships of mutual acquaintance and recognition. It's about who you know and what those connections can do for you.
- **Cultural:** Forms of knowledge, skills, education, tastes, and mannerisms that provide social advantage.

In university settings, this means students from different class backgrounds enter with unequal access to the material, social, and cultural assets necessary for full participation and success.

2.2.4 Gender

“**Gender** refers to the social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, as well as the relations between women and those between men. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes. They are culturally and historically specific and change over time. Gender determines what is expected, allowed and valued in a woman or a man in a given context. In most societies there are differences and inequalities between women and men in responsibilities assigned, activities undertaken, access to and control over resources, as well as decision-making opportunities. Gender is part of the broader socio-cultural context. Other important

Disclaimer on Terminology:

The following definitions are sourced from official international institutions. It is important to note that in some documents, the terms *sex* and *gender* are used interchangeably or with outdated distinctions. In contemporary human rights and academic discourse, these terms are separated.

The Guide to Gender Equality of the Babeş-Bolyai University in Art. 1(7) makes this distinction in alignment with national legislation as follows: “*sex* will be defined [...] as the set of biological and physiological attributes that distinguish between women and men, and *gender* as the set of roles, behaviours, characteristics and activities that society deems appropriate for women and men respectively.” (Babeş-Bolyai University, 2024)

The use of conflated or binary terminology does not reflect the diversity of human experience (including intersex, non-binary, and transgender persons) and is recognized as an area requiring ongoing linguistic and conceptual advancement. We present these sources for their foundational authority and substantive content, while explicitly acknowledging this limitation to encourage critical engagement and promote more precise, inclusive language in future work.

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criteria for socio-cultural analysis include class, race, poverty level, ethnic group and age.” (OSAGI, 2001)

“**Gender** interacts with but is different from **sex**, which refers to the different biological and physiological characteristics of females, males and intersex persons, such as chromosomes, hormones and reproductive organs. Gender and sex are related to but different from gender identity. Gender identity refers to a person’s deeply felt, internal and individual experience of gender, which may or may not correspond to the person’s physiology or designated sex at birth.” (WHO, a)

“For the purposes of the present Convention, the term “**discrimination against women**” shall mean any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.” (United Nations, 1979, Art. 1)

“**Gender-based violence (GBV)** is a serious violation of human rights and a life-threatening health and protection issue. When people flee their homes, they are often at greater risk of physical, sexual and psychological violence, such as rape, sexual abuse, trafficking and forced prostitution. Although anyone – women, girls, men and boys – can fall victim to violence simply because of their sex or gender, women and girls are especially at risk. It is estimated that one in three women will experience sexual or physical violence in their lifetime.” (UNCHR) “Gender-based violence can include sexual, physical, mental and economic harm inflicted in public or in private. It also includes threats of violence, coercion and manipulation. This can take many forms such as intimate partner violence, sexual violence, child marriage, female genital mutilation and so-called ‘honour crimes’. The consequences of gender-based violence are devastating and can have life-long repercussions for survivors. It can even lead to death.” (Ibid.)

Gender equality “refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same but that women’s and men’s rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. Gender equality is not a women’s issue but should concern and fully engage men as well as women. Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centered development.” (OSAGI, 2001)

2.2.5 Religion

Religion essentially describes the relationship of human beings to what they regard as holy, sacred, spiritual or divine, usually accompanied by organized practices that create a community. It is a specific type of belief system that relates humanity to spirituality, often providing meaning, moral values, and an organized community. (Council of Europe, 2023)

Belief is the category under which religious systems fall, alongside philosophical, or ideological systems. Belief is defined as a state of mind where something is considered true, even without absolute proof. Beliefs like christianity, islam or atheism are all protected by human rights law as long as they fall under the limitations of the law, as they are seen as “necessary in a democratic society in the interests of public safety, for the protection of public order, health or morals, or for the protection of the rights and freedoms of others.”

(Council of Europe, 1950, Art. 9) This also “includes freedom to change his religion or belief and freedom, either alone or in community with others and in public or private, to manifest his religion or belief, in worship, teaching, practice and observance”. (Ibid.)

In their everyday life, many members of religious or belief communities face **discrimination based on their religion or belief**. They are unduly restricted in the enjoyment of their civil, cultural, economic, political and social rights. As such, members of certain religious or belief communities suffer discrimination in their access to public education, health services or public posts. In extreme cases, some of them are also arrested or killed due to their religious affiliation. (OHCHR)

2.2.6 Race and ethnicity

Race/racial origin is a social construct used to categorize people based on characteristics like skin colour, which can be a ground for discrimination and unequal treatment. (European Union Agency for Fundamental Rights)

Ethnic origin/ethnicity is a social construct used to categorize people based on shared characteristics such as culture, language, religion, or nationality. (European Union Agency for Fundamental Rights)

Racism is the belief that a person or group of people are inferior because of their race, ethnicity, colour or national origin. It can take the form of prejudice, stereotypes, or discrimination and is often based on the mistaken idea that different physical characteristics (like skin colour) or ethnic belonging make some people better than others. (European Union Agency for Fundamental Rights)

Anti-Roma discrimination is a manifestation of individual expressions and acts as well as institutional policies and practices of marginalization, exclusion, physical violence, devaluation of Roma cultures and lifestyles, and hate speech directed at Roma as well as other individuals and groups perceived, stigmatized, or persecuted during the Nazi era, and still today, as “Gypsies.” This leads to the treatment of Roma as an alleged alien group and associates them with a series of pejorative stereotypes and distorted images that represent a specific form of racism. (International Holocaust Remembrance Alliance, 2020)

2.2.7 Mobility and Access

Mobility is increasingly recognized as a universal right that is fundamental to the ability to exercise other rights, such as access to housing, work, education, and health. It is considered a basic need that must be guaranteed affordably to every individual to meet their individual needs. (European Union, 2023).

- **Inclusive transportation:** The goal is to establish an inclusive transportation system that guarantees freedom of movement and ensures unrestricted access to employment and services for all potential travelers. This must apply regardless of a person's age, gender, socio-economic status, ethnic background, or whether they have temporary or permanent impairments or disabilities.
- **The mobility gap:** A lack of mobility options significantly limits individuals' participation in social and economic life, particularly affecting those who cannot drive due to age, health, or lack of access to a family car. This gap contributes to "transport poverty" and social exclusion.

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In rural regions, geographical access is quantified by the Rural Access Index (SDG Indicator 9.1.1), which measures the percentage of the rural population living within 2 km of a road passable year-round. A reliable road infrastructure is crucial for enabling rural populations to reach essential services like education, healthcare, employment, and markets. Limited reachability is a widespread problem in rural mobility, curtailing access to various public and private services. (United Nations Economic Commission for Europe)

2.2.8 Sexuality

"[A] central aspect of being human throughout life encompasses sex, gender identities and roles, sexual orientation, eroticism, pleasure, intimacy and reproduction. **Sexuality** is experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, roles and relationships. While sexuality can include all of these dimensions, not all of them are always experienced or expressed. Sexuality is influenced by the interaction of biological, psychological, social, economic, political, cultural, legal, historical, religious and spiritual factors." (WHO, 2006)

"**Sex** refers to the biological characteristics that define humans as female or male. While these sets of biological characteristics are not mutually exclusive, as there are individuals who possess both, they tend to differentiate humans as males and females. In general use in many languages, the term sex is often used to mean "sexual activity", but for technical purposes in the context of sexuality and sexual health discussions, the above definition is preferred." (WHO, n.d.)

"According to the current working definition, **sexual health** is:

"...a state of physical, emotional, mental, and social well-being in relation to sexuality; it is not merely the absence of disease, dysfunction or infirmity. Sexual health requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence. For sexual health to be attained and maintained, the sexual rights of all persons must be respected, protected and fulfilled." (WHO, 2006a)"

"The fulfilment of sexual health is tied to the extent to which human rights are respected, protected and fulfilled. **Sexual rights** embrace certain human rights that are already recognized in international and regional human rights documents and other consensus documents and in national laws.

Rights critical to the realization of sexual health include:

- the right to equality and non-discrimination
- the right to be free from torture or from cruel, inhumane or degrading treatment or punishment
- the right to privacy
- the right to the highest attainable standard of health (including sexual health) and social security
- the right to marry and to found a family and enter into marriage with the free and full consent of the intending spouses, and to equality in and at the dissolution of marriage
- the right to decide the number and spacing of one's children
- the right to information, as well as education
- the right to freedom of opinion and expression, and
- the right to an effective remedy for violations of fundamental rights.

The responsible exercise of human rights requires that all persons respect the rights of others.

The application of existing human rights to sexuality and sexual health constitute sexual rights. Sexual rights protect all people's rights to fulfil and express their sexuality and enjoy sexual health, with due regard for the rights of others and within a framework of protection against discrimination." (WHO, 2006a, updated 2010)

Discrimination on the basis of sexuality: “[...], lesbian, gay, bisexual and transgender (LGBT) people, as well as human rights defenders working for the rights of LGBT people, face deeply rooted prejudices, hostility and widespread discrimination all over Europe. The lack of knowledge and understanding about sexual orientation and gender identity is a challenge to be addressed in most Council of Europe member states since it results in an extensive range of human rights violations, affecting the lives of millions of people. Major concerns include physical and verbal violence (hate crimes and hate speech), undue restrictions on freedom of expression, freedom of assembly and association, violations of the right to respect for private and family life, violations of rights to education, work and health, as well as regular stigmatisation. As a consequence, many LGBT people across Europe live in fear and have to conceal their sexual orientation or gender identity.” (Council of Europe Parliamentary Assembly, 2010, par. 2) “Discrimination on the basis of sexual orientation and gender identity can be magnified on the basis of sex and gender, with lesbian, bisexual and transgender women, in particular, running an increased risk of violence. The LGBT community itself is also not immune to sex discrimination.”(Council of Europe Parliamentary Assembly, 2010, par. 5)

For more information on this matter please consult the PACE website: <https://assembly.coe.int/nw/xml/XRef/Xref-XML2HTML-en.asp?fileid=17853>

2.3 Intersectionality

Intersectionality is a framework used to understand how various forms of inequality, discrimination, and social identities (such as race, gender, class, sexuality, and disability) intersect and overlap. It emphasizes that people are not defined by a single social category but by multiple interconnected aspects of their identity that can result in unique experiences of privilege or oppression. (Crenshaw, 1989)

The term *intersectionality* was first coined by Kimberlé Crenshaw, a prominent American civil rights advocate and a leading scholar of critical race theory, in her 1989 article “Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory, and Antiracist Politics.” Crenshaw introduced the concept to address experiences of oppression that could not be adequately understood as the result of ordinary patterns of discrimination. Well before Crenshaw, the African American sociologist W.E.B. Du Bois had theorized about how the categories of race, class, and culture mutually reinforce discrimination and social stratification, though he did not explicitly include gender in his analysis. In the 1970s the Combahee River Collective, a group of Black lesbian socialist feminists, notably addressed the “interlocking oppressions” of racism, sexism, and heteronormativity, further developing the groundwork for intersectional thinking. The concept of intersectionality has since been broadened beyond its initial framework of race and gender. (Samie, 2026)

The Wheel of Privilege visually represents the concept of intersectionality, illustrating how different aspects of a person’s identity—such as gender, ethnicity, disability, socioeconomic background, age, language, religion, or migration status—interact and shape their experiences within social and institutional contexts. The diagram presented here maps 20 dimensions of identity grouped into seven categories, specifically adapted to the academic environment. Rather than viewing identities in isolation, the wheel highlights how these dimensions overlap and can simultaneously generate both advantages and barriers. In the context of organizing university events, considering this intersectional perspective is essential. Participants do not experience accessibility, inclusion, or exclusion in a single dimension; instead, their participation may be affected by multiple, intersecting factors. Being attentive to this complexity helps organizers anticipate diverse needs and reduce potential forms of

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discrimination, inaccessibility, or exclusion. By acknowledging intersectionality, event planning can move toward creating environments that are more accessible, equitable, and inclusive for all members of the community, while recognizing that certain forms of support may need to be addressed flexibly and, at times, on an individual basis.



Source: <https://ukrio.org/wp-content/uploads/Academic-wheel-of-privilege.png>

Elsherif, M. M., et al. Bridging Neurodiversity and Open Scholarship: How Shared Values Can Guide Best Practices for Research Integrity, Social Justice, and Principled Education. MetaArXiv, 20 June 2022, doi:10.31222/osf.io/k7a9p

3. Inclusive measures for different types of events

As different events require different endeavours for inclusion, the measures listed below are all recommendations that can be changed to suit your event the best. It is also important to consider the availability of resources, as some of these measures call for effort that may involve financial resources, skilled labour, or a particular type of space. However, even if resources vary; you may be able to implement some of them or modify them to fit your situation better. In some cases, you may have to ask for support from the Centre of Students with Disabilities of the university (<https://bsd.centre.ubbcluj.ro/en/>) or consult the resources posted by the Qualitas Center (<https://qa.ubbcluj.ro/servicii-la-nivel-institutional/>). Certain actions can always be taken, while others may not always be required.

It is always recommended to use an **accommodation statement** and **clear schedule** in publicity materials to let individuals know how to request accommodations for your event or program, if needed. You can find a statement model in the Resources section below. It is best practice to designate one or more people that have knowledge about accommodations to oversee accessibility and respond to requests in a timely manner.

It's also advised to upload digital event materials in advance and, upon request, have printed copies available to distribute to people who might not be able to see or hear a presentation. Make sure there are closed captions on any videos.

Make sure that **RSVP submission forms** are accessible, particularly for users who might not be using a mouse or who might be viewing the form on a mobile device, if you are including one with your event posting. For more information go to the Resources section below.

There are ways to be more inclusive that are not specific to a single event: **Respectful engagement, awareness, non-discriminatory language, and allyship** are all important and need to be addressed in your organization in general. If you believe that you need assistance in order to learn more about any aspect of inclusion, consider having your group participate in diversity training. You can contact the UBB Inclusion Officer at ana.tamas@ubbcluj.ro for assistance with this. Some examples of inclusive practices can also be found on Facebook and Instagram (@centrulqualitas.ubb) under the post series "Ce înseamnă incluziunea?".

3.1 In-person event

First and foremost, always consider whether the event must be held in person only. If online or hybrid participation options are available, try to use them. This is beneficial for a variety of reasons, for example for students who must travel longer distances or students with illnesses or disabilities who need to control their physical energy levels.

When planning an event, consider how to handle **emergencies**, including how participants with disabilities will be accommodated. You should be aware of the event space's general emergency information in order to do that. An area of refuge should be designated in case elevators are unavailable during an evacuation, and participants are unable to leave the building. If any participants stay in the building, a staff member should be assigned to notify first responders of their whereabouts. Notify all event personnel on-site of the emergency evacuation protocols. At the beginning of the event, make any necessary safety announcements. In an emergency, never assume that everyone with a disability needs special assistance; always ask before helping.

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If you do decide to hold an event in person, think about the **building's physical accessibility**, whether you will be using it once or several times. This covers the route, the accessibility of the nearby restrooms and elevators, and the rooms used for events. Other accommodations to consider are access to water and accessible parking. If possible, choose spaces that are well-lit, have good acoustics, and have as little background noise as possible, as well as a designated quiet room to retreat and decompress. This benefits neurodivergent students who have trouble with overstimulation, students with visual or auditory impairments, and others. Designating a “safe zone” brings the most benefits, for example the quiet room can help prevent meltdowns or offer a place for quiet prayer.

In addition to physical accessibility, consider a **location's background**: Are all religions, genders, and sexual orientations welcomed there? Even though some locations might appear easily accessible, some students might decide not to go because they feel unsafe there. It is beneficial to emphasize that the event is open to all and to have knowledgeable and recognizable members (an **awareness team**) on hand for anyone who feels unsafe.

Also, provide clear notice of any allergens, gluten-free, vegan, vegetarian, or other options if **food** is served. For more see the Resources section.

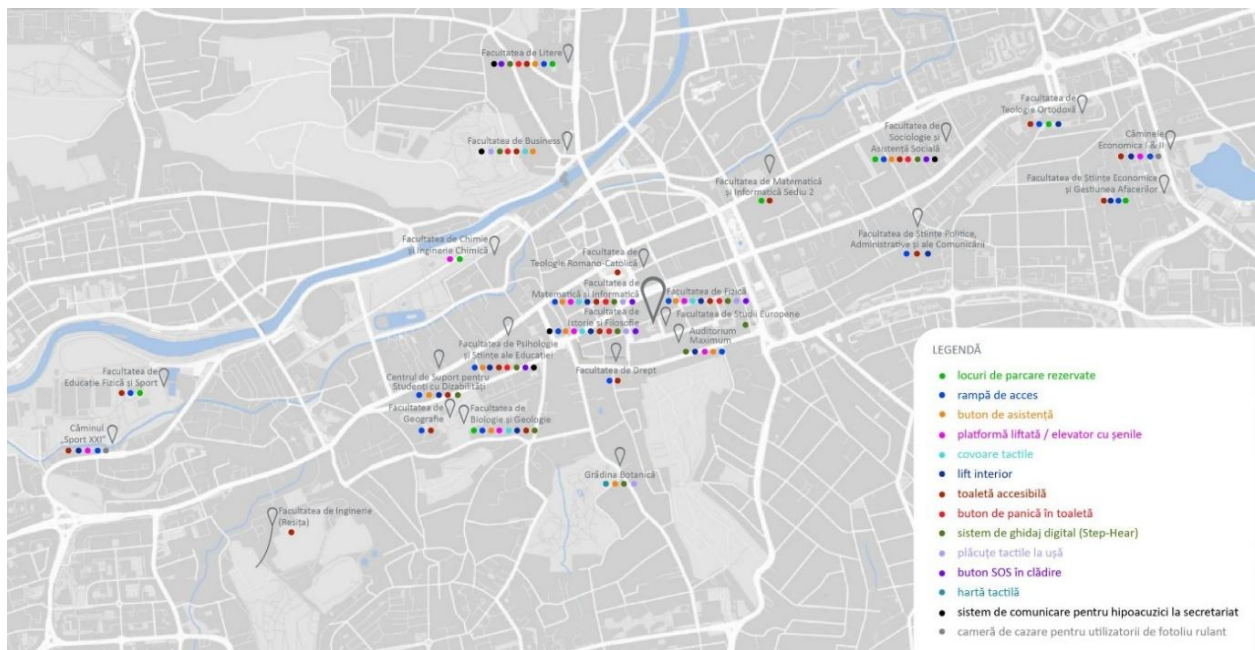
3.1.1 With travel (excursion)

When hosting an event that involves group travel, accessibility, cost, and (physical) mobility are the primary factors to take into account for inclusion.

- **Accessibility:** Think about all places, routes, and means of transportation that are connected to your excursion: Can everybody navigate them easily? If not, what support measures can be taken? Is there a possibility of changing something to be more accessible? If there is something that cannot be accommodated, be clear about that at the very beginning and while promoting the event. Try to find solutions that can be individualized and communicate with affected students about possible alterations.
- **Cost:** If you cannot plan an activity to be free of charge, give the possibility for attendees to reach out privately if they face financial or class-related barriers to participation, and try to find solutions together. If possible, try to implement a fund for financial support within your group.
- **Mobility:** Avoid scheduling mandatory events late in the evening or on weekends if they conflict with part-time jobs or long commutes. Help build structured support for shared commuting (like carpool matching) for those who might have issues with travel.

3.1.2 Without travel

The Centre for Students with Disability (CSD) of the Babeş-Bolyai University has put together an Accessibility map of the university buildings in 2024. It shows the types of accommodations available in each building, including for example the Step-Hear system, an app for a digital guidance designed primarily for those with visual impairments. You can find more from the CSD under 5. Resources.



Source: <https://bsd.centre.ubbcluj.ro/wp-content/uploads/map-01-1-scaled.jpg>

Use this map to locate accessible meeting spots. To respect those who commute, have a limited transportation options, require accommodations, or lack the funds for social spending, give a preference to **accessible campus locations** over places like cafes or bars.

3.2 Online Event

We advise holding hybrid meetings using virtual meeting software like Zoom because it provides more accessibility features and more user flexibility.

When sharing slides, videos, or audio content, **any online materials should be accessible** and made available ahead of time to attendees. Additional information on how to make materials more accessible can be found in the Resources section below.. Instead of limiting participants to the larger group experience, which might not be as accessible to them, **sharing a copy of your materials beforehand** gives them more direct control over how they access the information (allowing them to enlarge or reverse colors as needed).

Zoom and Microsoft Teams offer automatically generated **live captions** for every meeting, and meeting hosts are encouraged to turn them on as an inclusive practice. While auto-generated captions are not entirely accurate, they have several benefits as a live transcription service for meeting attendees. Live captions can aid with note taking, and they provide a searchable transcript, which makes it easy to review content after the meeting.

Face the **camera and switch on your video** if at all possible. Participants are better able to focus when they can see the speaker, and anyone who is reading lips may find it useful. Before speaking, ask everyone to introduce themselves by name. This allows those who cannot see the other attendees' videos to follow along and participate in the discussion.




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3.3 Hybrid Event

Hosting hybrid meetings presents unique challenges because of the attempt to bring groups together from both remote and in-person locations. We advise to combine the measures taken from 3.1 In-Person Event and 3.2 Online Event. Additionally, we also recommend that in person part of a hybrid meeting be organized in a space with a large screen and integrated speaker and microphone systems whenever doable, in order to provide a **better visual and auditory experience** for all attendees.

4. Checklist

We have developed the following checklist as a practical, condensed tool that event organizers can use to review their plans and identify possible measures to enhance the inclusivity of their event.

			
BEFORE EVENTS			
Do you have an accommodation statement in the publicity materials?			
Did you share the schedule & possible materials 1-2 days in advance?			
Did you evaluate whether online or hybrid options are available?			
IN-PERSON EVENTS			
Do you have an emergency protocol for the building (that includes students with disabilities)?			
Is the entry into all event spaces accessible for i.e. wheelchairs?			
Are the restrooms accessible for i.e. wheelchairs?			
Are the elevators accessible for i.e. wheelchairs?			

Is there access to drinkable water?			
Is there accessible parking available?			
Are the event spaces well-lit? (i.e. for people with visual impairment)			
Do the event spaces have good acoustics & little background noise? (i.e. for people with hearing impairment)			
Is there the possibility to have a separate quiet space? (i.e. for neurodivergent people or to pray in)			
Is the location a safe place for all (regardless of gender, sexuality, religion)			
Do you have an awareness team that is clearly visible and knows about security & anti-discrimination protocols?			
Is all food labelled with allergens and if gluten-free, vegetarian, vegan, halal or similar?			
IN-PERSON EVENT WITH TRAVELLING (EXCURSION)			
Are all places, routes, and means of transportation accessible?			
If not, do I have solutions for support measures?			
Can the event be made free of charge or are there discount options?			
If not, do you have funds for individuals to reach out privately?			

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Is the event at a time where participants do not have to commute extra? (i.e. not on the weekend or evenings)			
Are there ways to support participants who need to commute? (i.e. carpooling)			
ONLINE EVENTS			
Is the event held on a platform with good accessibility features? (i.e. Zoom)			
Are all online materials accessible? (i.e. high contrast colours, screen-reader friendly)			
Are live-captions turned on?			
Have all participants turned their video on? (for lip-reading and focus reasons)			
HYBRID EVENTS (Use the checklist for both in-person & online events)			
Is the in-person event space equipped with a large screen and integrated speaker and microphone?			

5. Resources

- **Accommodation statement**

We welcome individuals with disabilities to participate in our programs and activities. If you would like to request accommodations or have questions about the (physical) access provided, please contact [insert email and telephone number of the program/event sponsor] in advance of your participation or visit. Please note that we will make every effort to secure services, but that services are subject to availability.

(Adapted from: Harvard University Disability Resources. *Planning Accessible Meetings and Events* <https://accessibility.harvard.edu/publicity-materials>)

- **Center for Students with Disabilities Babeş-Bolyai University (Centrul pentru Studenți cu Dizabilități, Universitatea Babeş-Bolyai)**

> Accessibility map of the Babeş-Bolyai University of Cluj-Napoca:

Accessibility map of the Babeş-Bolyai University of Cluj-Napoca. (2024). Centrul pentru Studenți cu Dizabilități Universitatea Babeş-Bolyai. <https://bsd.centre.ubbcluj.ro/accessibility-map-of-the-babes-bolyai-university-of-cluj-napoca/>

> Website of the Center for Students with Disabilities:

Centrul pentru Studenți cu Dizabilități Universitatea Babeş-Bolyai. <https://bsd.centre.ubbcluj.ro/en/>

- **Information about digital accessibility**

> Zoom's Accessibility Resources:

Zoom. *Zoom is for Everyone.* <https://www.zoom.com/en/accessibility/>

> For Tips on Presentations, RSVP forms, Live Captions and more:

Digital Accessibility Services Harvard University Information Technology. *Hosting Accessible Remote Meetings and Events.* <https://accessibility.huit.harvard.edu/hosting-accessible-remote-meetings-and-events>

> How to make content more accessible:

Digital Accessibility Services Harvard University Information Technology. *Guide to Accessible Academic Content.* <https://accessibility.huit.harvard.edu/academic-content#content>

- **Food Labelling**

European Food Safety Authority (2025, April 22). *Food allergens.* <https://www.efsa.europa.eu/en/safe2eat/food-allergens>

- **More information & ideas on Planning Accessible Meetings & Events**

Harvard University Disability Resources. *Planning Accessible Meetings and Events.* <https://accessibility.harvard.edu/event-planning>

Guideline for Inclusive Events

Literature

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