

Inclusion: going beyond accessibility and digital capability

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About this session

- the slides were shared
- I'll speak for about 40 minutes
- I'll take questions at the end



What I will take you through

- What is inclusion?
- Accessibility, digital capability and other ways to be inclusive
- Universal barriers
- Being more inclusive while designing and delivering your service
- Key takeaways
- Resources to learn more after the session

About me

- I'm a service designer
- my pronouns are she/her
- very keen on accessibility and inclusion
- I'm NOT an expert
- I've learned mostly by doing
- from others and mostly online



What is inclusion?

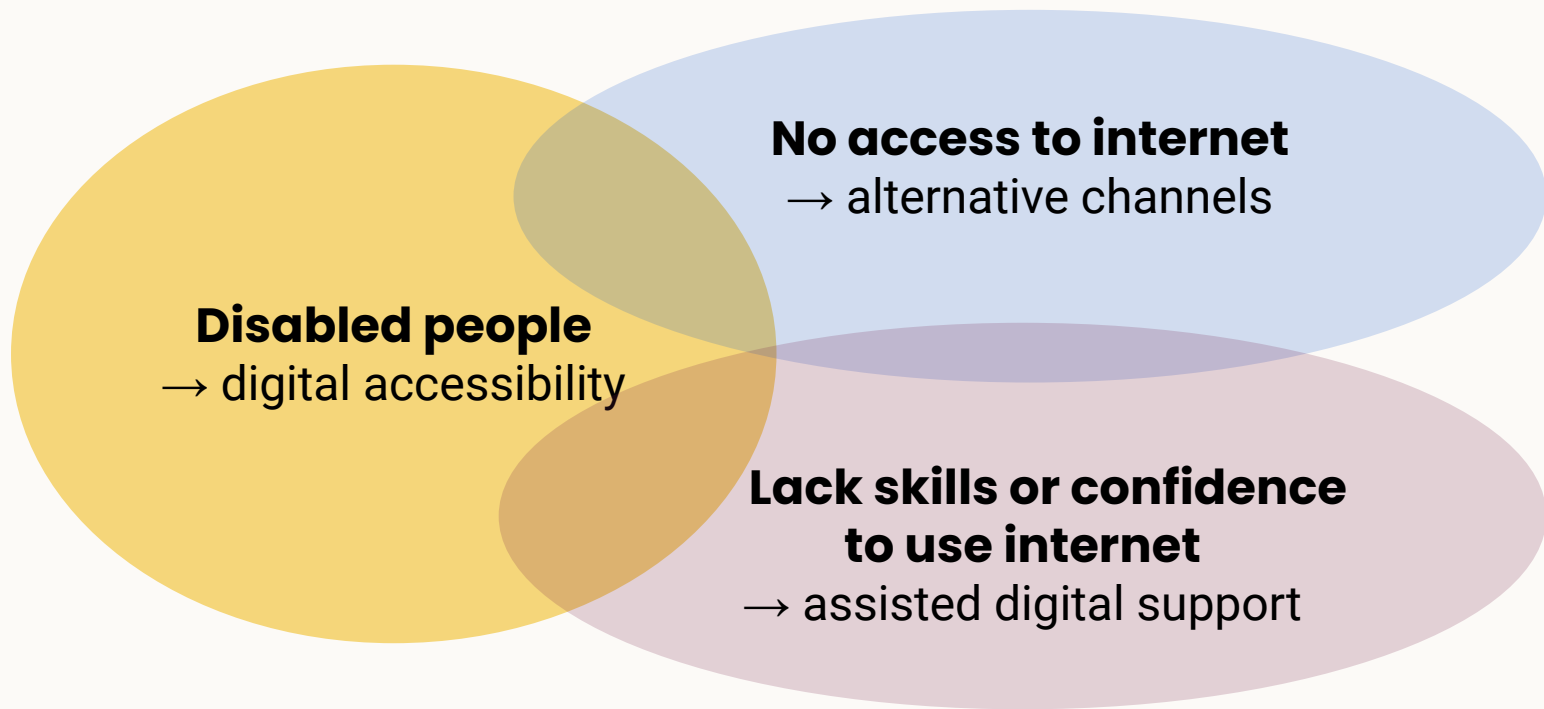
Designing for the public sector

Service Standard

5. Make sure everyone can use the service

Provide a service that everyone can use, including disabled people and people with other legally protected characteristics. And people who do not have access to the internet or lack the skills or confidence to use it.

Usually, inclusion = accessibility + digital capability



Accessibility

1 in 5 people are disabled in the UK

vision



hearing



speech



motor



cognitive



It's different for everyone

Defining accessibility

“Accessibility means that people can do what they need to do in a similar amount of time and effort as someone that does not have a disability.

It means that people are empowered, can be independent, and will not be frustrated by something that is poorly designed or implemented.”

Source: [GOV.UK Blog post](#)

Accessibility vs Inclusion

Disability is only one aspect of a person's identity.

→ **Accessibility is also only one aspect of inclusive design**

Digital capability

Assisted digital support

People might only need support for part of the service.

You can provide this support over the phone or in person.

Or you can allow for someone to use the service on their behalf.

Access to internet

In 2022, in Scotland: 9% of households without internet

(Source: [Scottish household survey](#))

20% for those living in social rented housing

In 2023, UK wide: 7% of households without internet

(source: [Ofcom's 2023 Technology Tracker](#))

Access to internet (continued)

People who do have access could still:

- have slow internet
- be data poor
- only have a mobile or rely on old devices
- live in area where the network is very poor

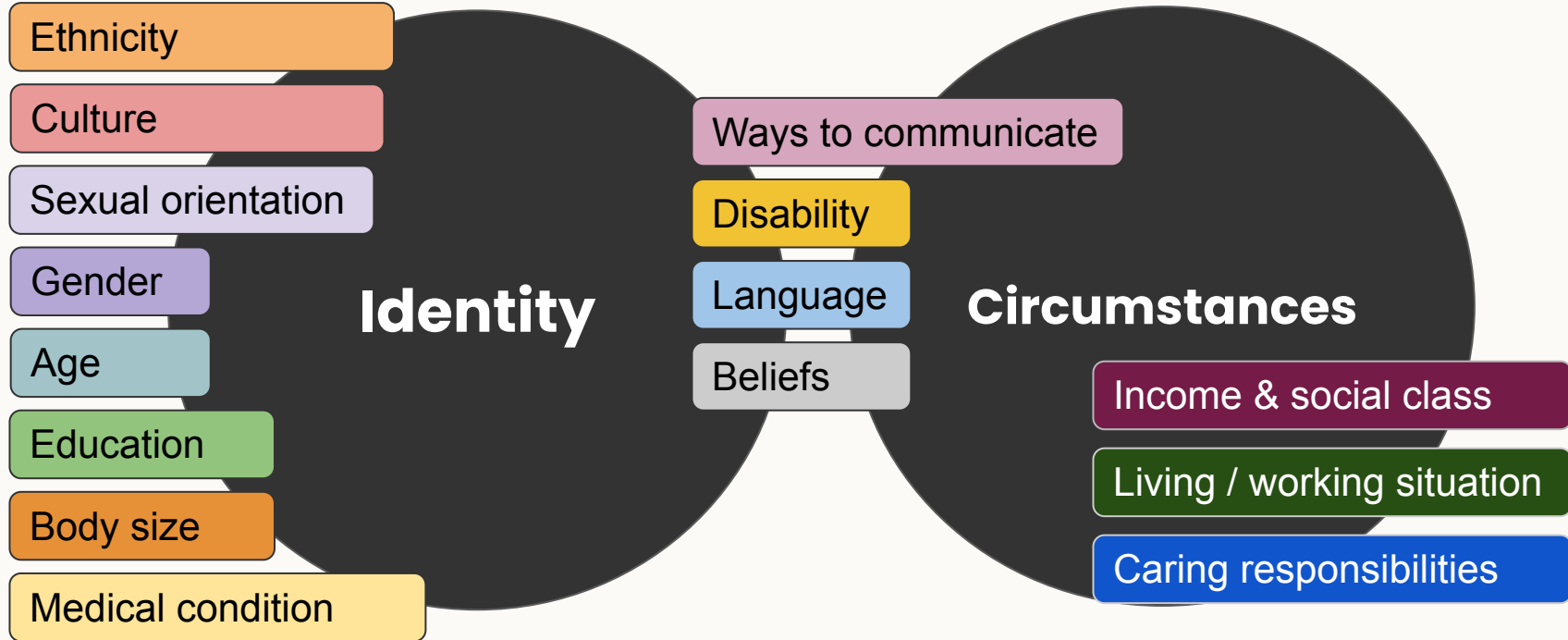
Research alternatives

- phone
- paper form
- people applying on their behalf

→ **Not always a lack of resources**

Beyond accessibility and digital capability

What makes a person's identity



Inclusive design

Depending on what you are designing, if you overlook one aspect of the identity of your user, you might exclude some people without meaning to.

→ **Inclusive design aims to respect the identity of the people using your service.**

Some common inclusion issues

- **asking for your gender or ethnicity** in a way that doesn't allow you to identify yourself correctly
- **saying your name is not valid** (too short, special character and more)
- parent's information in terms which **excludes same-sex-parenting**
- **only considering white people** when testing your product (Artificial Intelligence to test if a photo is valid for example)

Educate yourself

Many of these inclusion issues have been:

- known for a long time
- researched with the people affected many times

People with lived experience of these issues are tired of educating others over and over again without seeing any change.

Our power and privileges as designers

We need to:

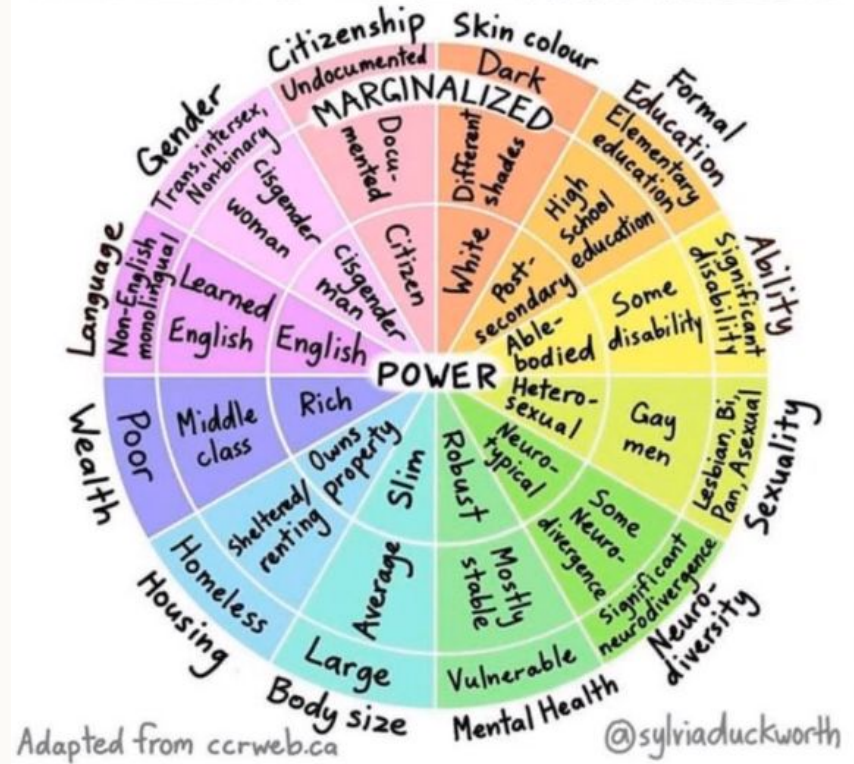
- listen and respect people with lived experience
- be aware of our own privileges
- understand the impact of our design decisions

Power and privilege

[Source of the Wheel of Power/Privilege](#)

Sylvia Duckworth on Twitter

WHEEL OF POWER/PRIVILEGE



The wheel as a table (1)

	Marginalised	In between	Power
Gender	Trans, intersex, non-binary	Cisgender woman	Cisgender man
Neurodiversity	Significant neurodivergence	Some neurodivergence	Neurotypical
Mental Health	Vulnerable	Mostly stable	Robust
Body size	Large	Average	Slim
Housing	Homeless	Sheltered/renting	Owns property
Wealth	Poor	Middle class	Rich

The wheel as a table (2)

	Marginalised	In between	Power
Skin colour	Dark	Different shades	White
Citizenship	Undocumented	Documented	Citizen
Language	Non-English monolingual	Learned English	English - Native speaker
Formal education	Elementary Education	High school Education	Post Secondary
Ability	Significant disability	Some disability	No disability
Sexuality	Lesbian, Bi, Pan, Asexual	Gay man	Heterosexual

Intersectionality (1)

The term was coined by Kimberlé Crenshaw.

Aspects of a person's identities combine themselves and create different modes of discrimination and privilege.

These social identities intersect and overlap.

It can be both empowering or oppressing.

Often not understood in conventional ways of thinking.

Intersectionality (2)

“A Black woman doesn’t just experience racism or sexism.

She experiences the unique intersection of racism + sexism (misogynoir).”

Intersectionality teaches us that:

- the racism she experiences isn’t the same as a Black man would experience
- the sexism she experiences isn’t the same as a white woman would

Source: [Ettie Bailey-King - Fighting talk](#)

Shifting the focus

... from the individual to the barriers anyone can face

People's needs change over time and depend on the circumstances they are under.

→ **categorising all the barriers people face**

→ could apply to anyone, at any point in time

Universal barriers

Some of the departments using the barriers



HM Revenue
& Customs



Central Digital
& Data Office



Department
for Education

NHS
Digital

NHS
SCOTLAND



HM Courts &
Tribunals Service



Home Office



UK Government Digital

ukgovernmentdigital.slack.com

universal-barriers-community

Barriers arise for all people when a task exceeds their capacity

Ability

What a person can do in general, they have the skills to do it

- skill 1
- skill 2
- skill 3
- skill 4

Capability

What a person can do in a specific context (time and place)

- skill 1
- skill 2
- skill 3
- skill 4

Capacity

What a person can do, taking into account what is going on for them

- skill 1
- skill 2
- skill 3
- skill 4

11 universal barriers

Awareness

Not knowing there is a service or a phone line to call for help

Enthusiasm

(Lack of) to go through a difficult process, to try the online version of a paper form

Access

To an office, a printer, a computer, a photo booth or a Citizen Advice Bureau

Time

To gather information, fill in forms, travel to a place, wait for an answer or in a call

Finance

To pay a fee, use a phone/ printer, get the bus, to be away from work, pay for childcare

Evidence

To provide bank statements, photo ID, character witness statements

Comprehension

Ability to understand the signage at a venue, written content, spoken advice

Self-confidence

Belief in ability to understand a process, complete tasks or deal with uncertainty

Interface and interaction skills

Ability to talk face to face, computer skills, handwriting

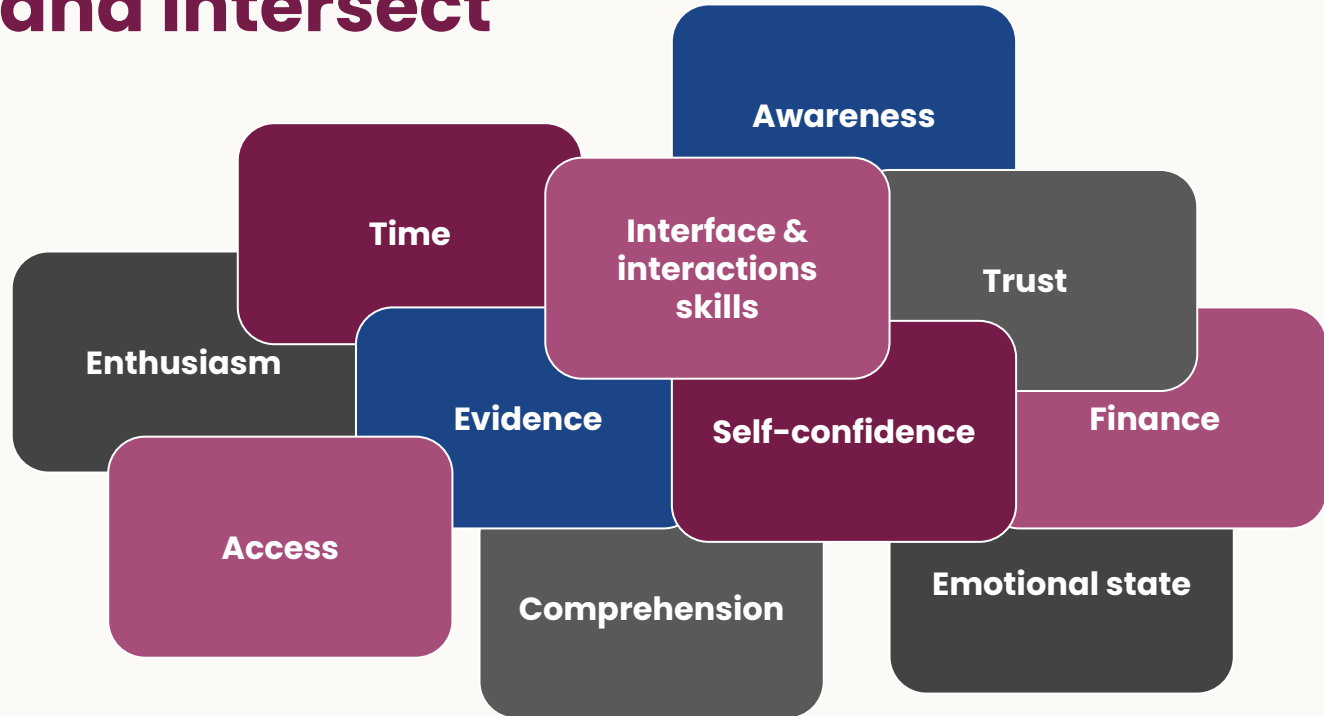
Emotional state

Feeling psychologically strong enough to take on a task, speak on the phone or face to face

Trust

Being confident that the technology and people involved will be secure and reliable

These barriers don't occur in isolation, they overlap and intersect



An example: Applying for the EU settled Status

Barriers for me

- **enthusiasm**
- **access** (for my children)
- **evidence**
- **emotional state**
- **trust**

Not a barrier for me

- awareness
- time
- finance
- interface & interaction skills
- comprehension
- self-confidence

11 universal barriers + 1

Access

Emotional state

Fear

Awareness

Motivation
Enthusiasm

Finance

Comprehension

Evidence

**Interface &
interactions skills**

Self-confidence

Time

Trust

**Being more inclusive while designing
and delivering your service**

Start with accessibility

Only one part of inclusive design but well documented

- think of it from the start
- involve disabled people at every stage of your research
(1 in 5 person in the UK is disabled)
- don't forget internal users
- everyone in your team needs to understand how to avoid making things inaccessible

The whole service and every channels

Do not only focus on making the online part of your service inclusive.

Think:

- how do people become aware of it?
- are all comms inclusive? phone, letters, face to face?

Make it easy to tell you something is not right

Feedback is crucial to keep improving your service.

Your feedback process should be accessible, and not only online.

Learn from people with lived experience

Ideally, you should design with people who will be affected by your service, and the people who deliver it.

Go to them.

Meet people on their terms, in a setting comfortable for them.

Reach out to organisations and communities to understand the barriers and how to remove them.

Example: is your service using a lot of numbers?

[Plain numbers](#) is an association which could help you do better.

Check the [Accessible numbers project](#) by Laura Parker, Rachel Malic and Jane McFadyen.

Low numeracy affects **half the working-age adults in the UK**

Designing for users with dyscalculia or low numeracy		
Do...	Do not...	
round numbers to the nearest whole number	use decimals unless it's money	
leave space around numbers	overwhelm people with too much content	
fill in the information you already have	expect users to repeat or remember numbers	
use sentences to add context about numbers	use tables and grids without explaining what the numbers mean	
let people include spaces when entering numbers	rush users to enter a number accurately	
user research with people who struggle with numbers	force people to enter a number or do a sum to verify themselves	

1 in 20 people have dyscalculia

12 34 56

It's not easy

A lot of the barriers which could prevent people from using your service are also preventing them from taking part in your research:

- time poor
- low trust
- emotional state
- access

and more ...



Create your own tools

Use the universal barriers for inspiration and adapt them.

Where might people experience a barrier in your service?

- where can you learn how to remove that barrier?
- is there an alternative you can use?
- what data can you find to support changing the policy and processes?

Challenge the things creating a barrier

Do you really need to:

- know the gender of a person?
- request 3 years worth of home addresses?
- have a witness when signing a document?
- request bank statements

“Every question you ask is another barrier” - David Dylan Thomas

Understand the power you hold

As a designer, you have influence over the way various actors are involved and the role they will take during the design phases.

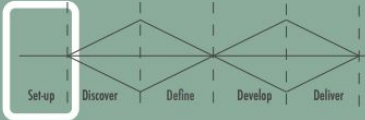
Power check: pause and reflect on invisible power structures

Does the impact of your design align with your values and intentions?

Source: [Power literacy](#) by Maya Goodwill - offers practical tools to work on power

Example of power check worksheet

Power Check: SET-UP



When to use

A set-up power check will ideally be conducted before or while preparing a proposal for a client, partner or funder. This worksheet should be completed by the design team, all together.

Time needed: 30 - 45 min.

Source: [Power literacy](#) by Maya Goodwill

SET-UP Before a project has officially started decisions are already being made, whether they are explicit or implicit ones, that will impact the design process and affect the distribution of power within it. As such, before starting any given project, it's important to take a moment to unpack underlying assumptions, beliefs and norms and reflect on the impact that these may have on the decisions being made. Pay attention to: Goal Power: decisions about goals, problem framing and structure of the design process Access Power: decisions about who will be invited to participate in the project, and when. Privilege: decisions will be affected by the lived experience and perspectives of those in the room. Tips from the field: 1. Include values and intentions in the proposal. This way, you can go back to the proposal in order to hold key decision-makers accountable. 2. Ensure representation within the design team. Having a diversity of perspectives will help to fill blind spots and build trust with the communities you are designing with.	1. Recognize Who has initiated this project and what desired outcomes are being set? How are we framing problems and why? What structure for the design process is being suggested? What social identities are represented here? Are marginalized perspectives present in the set-up of this project? Who will be included in the design process and in what ways? When will access be granted, and when will it be denied? In what other ways is power showing up in the set-up of this project, and what influence do we have?	3. Understand Impact How might these decisions determine which perspectives are valued? What impact might this have on stakeholders with lived experience of the problem? Is the problem being addressed the right one and how might this impact the design process? Will existing inequities be reproduced or challenged?
	2. Name What forms of power are present? ☐ Privilege ☐ Access Power ☐ Goal Power ☐ Role Power ☐ Rule Power	4. Act What actions need to be taken in this phase to align the impact of the design process with our intentions and values? What are three actions we can take to move in that direction? 1. _____ 2. _____ 3. _____

Key takeaways

Takeaways – Understanding

- accessibility is important, but it's only one aspect of inclusive design
- plan for people who might not have the digital skills, or confidence to use online services (= assisted digital support)
- inclusive design aims to respect the identity of the people using your service
- universal barriers shift the focus: individual → the barriers anyone can face
- barriers arise for all people when a task exceeds their capacity

Takeaways – Acting

- accessibility should be addressed right from the start and all along
- your whole service should be inclusive on all channels
- make sure anyone can give feedback in a way that suits them
- learn from people with lived experience of the barriers to your service
- these same barriers might prevent them from participating in your research → try to find a way around it
- challenge the things creating the barrier where possible
- create tools for you and your team to work on removing these barriers

More resources

About inclusion in general

- [A beginner's guide to inclusive UX design](#) by Trina Moore Pervall
- [Understanding all the barriers service users might face](#) - GOV.UK blog post
- [Universal barriers to access](#) by Ute Schauburger
- [The universal score](#) and [Cards for Humanity](#) by Idean
- [The practicalities of inclusive service design](#) by Fiona McAra
- [Inclusive Design Principles](#) (website) or [as a video](#) by Henny Swann
- [Building UX research practices for inclusion](#) by Josh Kim and Maureen Barrientos ID24, 2022, YouTube video
- [Inclusivity and content design](#), YouTube video by Content Teatime

About accessibility

- The [Accessibility Scotland conference](#)
- [Past videos \(Accessibility Scotland\)](#)
- [Inclusive Design 24](#) online and free #ID24
- [DWP Accessibility manual](#)
- [Accessibility resources from the Big Hack](#)
- blog post GOV.UK: [An accessibility reading list](#)



**ACCESSIBILITY
SCOTLAND**

8TH SEPTEMBER 2023

**inclusive
design 24**

About digital inclusion

- [Scottish household survey 2022: annual report - Internet part](#) - Some data
- [Access to broadband - Research briefing - Sept 2023](#) - House of Commons Library
- [Assisted digital support: an introduction](#) - GOV.UK
- [Essential digital skills framework](#) - GOV.UK - useful to assess your participants skills
- [Getting the balance right: mapping users on the digital inclusion scale](#) - GOV.UK blog post
- [What we mean by digital inclusion](#) - NHS Digital

About power

- [Power literacy the field guide](#) by Maya Goodwill - book and worksheets
- [Designing with power](#) by Meg Douglas Howie on Medium
- [If we want Design to be a tool for liberation, we'll need more than good intentions](#) by Aiga Eye on Design
- [Critical Alphabet](#) by Lesley-Ann Noel
- [Design Justice Network Principles](#) (DJN)
- [From team to allies: how government service teams can work together to reduce internal inequalities](#) by Vicky Teinaki on Medium

Some of my blog posts

- [Avoiding misconceptions on your accessibility learning journey](#)
- [Removing barriers](#) (on inclusion)
- [Plain numbers](#) (tips on how to present numbers in an easy way)
- [Advice for speakers](#) (to present in an accessible way)
- [Accessibility resources](#)
- [Is my website accessible?](#)
- [Resources to understand power in design](#)
- [Applying for EU settled status part 1](#), [part 2](#) and [part 3](#)

Thank you!

Any question?

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