

# UPowerWAD

## **PRACTICAL GUIDELINES**



How to empower people with disabilities to participate in implementing the WAD



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## PROJECT

UPowerWAD: Involving, empowering and training end users with disabilities to fully participate in the Web Accessibility Directive objectives

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## PR4

Practical guidelines on how to empower people and train people with disabilities on providing quality feedback on accessibility problems.

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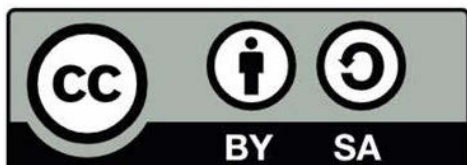
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# INTRODUCTION

The project UPowerWAD: “Involving, empowering and training end-users with a disability to fully participate in the Web Accessibility Directive objectives” aims to raise awareness, engage, empower, and train People with Disabilities to participate actively in the implementation of the Web Accessibility Directive by providing constructive feedback regarding accessibility issues of the public sector websites and mobile applications across Europe.

## The background

The [Web Accessibility Directive \(WAD\)](#) is considered as a significant step for ensuring equal access to digital content and services for all individuals. The Directive was introduced to address the barriers and challenges that people with disabilities face when navigating public websites and digital platforms. The primary purpose of the WAD is to promote digital inclusion and accessibility throughout the European Union. It also requires national monitoring to ensure that websites and mobile applications of public sector bodies are accessible to everyone, including people with disabilities.

Digital accessibility goes beyond technical standards, web architecture and design. It represents a fundamental right for individuals with disabilities to access information and communication technologies on an equal footing with everyone else, to “ensure their independence, social and occupational integration and participation in the life of the community” (see [EU Charter of Fundamental Rights, Article 26: Integration of persons with disabilities](#)). Despite the importance of the WAD and it being adopted in national law in all EU member states, awareness about the WAD among people with disabilities within the EU varies widely.

While some people are aware of their rights granted by the law, a significant number of people with disabilities, stakeholders and the general public still lack comprehensive knowledge about the WAD and its requirements. Indicative of that is the conclusion drawn in the [Review of the application of the Web Accessibility Directive](#), that little use was

made of the feedback mechanism and that in the next years it is crucial to ensure at national level that all end-users have the ability to provide feedback.

The level of awareness often depends on factors such as geographical location, access to resources, training on the WAD and the availability of support networks. Here, the role of Organisations of Persons with Disabilities (OPDs) and Public Sector Bodies (PSBs), advocacy groups and government initiatives, is crucial in disseminating knowledge and encouraging people with disabilities to get to know their rights.

Providing feedback on accessibility is one of the means people with disabilities have when it comes to the effective and proper implementation of the WAD. Towards that direction, the WAD, as one of its main components, requires that public sector bodies set up feedback mechanisms which enable “any person to notify the public sector body concerned of any failures of the website or mobile applications to comply with the accessibility requirements set out in this Directive and to request information excluded” (Web Accessibility Directive, Article 7(1)(b)).

Research shows that these feedback mechanisms are rarely used by the users, the reasons of which are discussed in the UPowerWAD Methodological Toolkit. This project addresses this issue by analysing the usage of accessibility feedback mechanisms, raising awareness, providing suggestions on how to improve the feedback mechanisms and by laying the grounds to provide training on accessibility feedback.

Providing actionable feedback on web accessibility issues has great benefits for the implementation of the WAD and also offers a sense of empowerment and motivation. In general, if people provide actionable feedback the following can be achieved:

- ⇒ Identification of barriers: Actionable feedback helps pinpoint specific accessibility barriers and challenges that individuals with disabilities face when using digital services and websites.
- ⇒ User-centric approach: Feedback from users with disabilities ensure that the implementation of the WAD aligns with the needs of the end users, making accessibility improvements more effective.

- ⇒ Continuous improvement: Web accessibility improvement is an ongoing process; the use of actionable feedback supports the process by facilitating iterative updates and refinements to digital content and platforms. This adaptability is crucial in keeping pace with evolving digital tools and accessibility standards.
- ⇒ User-empowerment: Seeking and acting on actionable feedback empowers individuals with disabilities by involving them in the improvement of digital accessibility. This engagement can enhance their sense of inclusion and participation.

## The purpose of the Practical Guidelines

The lack of feedback on web accessibility barriers is the driving force behind the UPowerWAD project and its outputs. UPowerWAD aims to raise awareness, empower, and train people with disabilities, that can lead to their active participation in the implementation of the WAD through using the feedback mechanisms and providing feedback.

Within this framework, the Practical Guidelines have been developed as a resource to guide stakeholders how to empower individuals with disabilities to engage with web accessibility and with website / mobile app owners. Its primary purpose is to provide information on initiating the creation of training courses, based on the Model Curriculum designed within the framework of the UPowerWAD project.

Those courses aim to train and support people with disabilities, enhance awareness and harness their existing knowledge concerning web accessibility, support them in providing structured and actionable feedback, thus engaging them to participate in social and policy-related activities.

The Practical Guidelines also offer practical and specific instructions on how to take maximum advantage of the Model Curriculum and how the curriculum can be adapted to different cultural backgrounds.

## Audience

These guidelines are intended to serve as a practical, hands-on resource for initiating the training on actionable feedback on web accessibility for users with limited or no prior experience in the field.

The primary audience for these guidelines includes:

- ⇒ Vocational Education and Training (VET) providers in EU Member States who are interested in producing specialised VET courses in the field under different contexts. VET trainers who aim to improve knowledge on the topic among people with disabilities.
- ⇒ National DPOs across the EU and EU DPOs, interested in organising training programs for their members and empowering them by providing training on giving feedback on accessibility barriers and raising awareness on their right to express their opinion.
- ⇒ The general public or anyone who is interested in utilising and adapting the project results.

## Other project results

The project consortium has designed and developed a series of tools which complement each other for the support and enhancement of knowledge among people with disabilities with regards to the WAD and feedback.

The Methodological Toolkit provides an overview on how to capture and categorise feedback from users in the context of web accessibility, and on the feedback mechanisms in general.

- [UPowerWAD Methodological Toolkit](#)

The Interactive Repository of Best Practices offers a list of best practices to help build feedback mechanisms which can be easily used to support people with disabilities to provide relevant and actionable feedback on web accessibility issues.

- [UPowerWAD Best Practice Repository](#)



Along with the Toolkit, the Repository of best practices has facilitated the creation of the Model Curriculum on how to set VET courses for training people with disabilities to provide relevant and actionable feedback. The modules included in the curriculum work towards empowering users with disabilities to support public sector bodies in increasing the level of accessibility by providing structured and actionable feedback.

- [UPowerWAD Model Curriculum](#)

The Practical Guidelines aim at providing essential and practical information and guidance on how to produce training courses that will raise awareness and increase the knowledge of people with disabilities regarding actionable feedback on accessibility issues. It also presents how the project's results can be combined for maximum efficiency and for facilitating the scaling-up of the project results.

## The contents of the Practical Guidelines

**Chapter 2** provides guidance on employing the Universal Design for Learning (UDL) Guidelines, the teaching approach considered when building the Model Curriculum, since UDL creates the space for flexible learning and inclusive classroom environments. More specifically, chapter 2 addresses the following:

- ⇒ Guidance for ensuring multimodality and a flexible approach to training.
- ⇒ Face to face training instructions.
- ⇒ Trainers' competencies and skills.
- ⇒ Accessibility in communication issues to be addressed before and during training.

**Chapter 3** focuses on the target groups of the Practical Guidelines and addresses the following:

- ⇒ Which are the target groups of the Practical Guidelines.

- ⇒ How to motivate people with disabilities to attend training.
- ⇒ How to adapt the training to the different target groups.

**Chapter 4** offers guidelines as to how to utilise the Model Curriculum and implement it in other cultural settings outside the countries participating in the project. Specifically, chapter 4 addresses the following:

- ⇒ Understanding the structure and the aim of the Model Curriculum.
- ⇒ Using the Model Curriculum for the design of actual training courses.
- ⇒ Understanding how to use the additional project resources (the Repository and the Methodological Toolkit) in the training.

We hope that the guidance in this document will help you in creating informed training courses responding to the needs of people with disabilities, in various geographical, cultural, and social contexts.

# UNIVERSAL DESIGN FOR LEARNING / INCLUSIVE TRAINING METHODS

## Introducing the Universal Design for Learning

Universal Design for Learning (UDL) is an educational approach aiming to make learning accessible and effective for all learners (or students), including learners with disabilities. It aims to provide a framework for anticipation of a diverse range of learners with diverse needs, reducing barriers and increasing access to your classroom, so that all learners can succeed. Thus, UDL is an approach to learning, which respects the needs and abilities of all learners and caters for a more accessible learning experience. The core notion in UDL is that barriers to learning are in the environment's design, not in the learners themselves. If these barriers are removed, the learning outcomes will be maximised for a broad range of learners. In this chapter, we have a brief overview of the UDL framework and its benefits, as well we offer guidance for the implementation of UDL approaches in a course using the Model Curriculum designed by the UPowerWAD consortium.

UDL is an approach to teaching and learning that sets all the parameters and creates the preconditions for equal opportunities of success. It provides an underlying structure and principles to be incorporated.

- First, you should think about providing multiple means of 'Engagement', that is, different ways to make the same content interesting, relevant, or motivating for your range of learners.
- Secondly, you should represent information in multiple ways to your learners. Materials and resources should have a range of presentation formats and techniques.
- Thirdly, and lastly, you should also provide multiple means of action and expression as learners seek to demonstrate their knowledge.

Furthermore, you can try and find multiple ways to assess that knowledge and ensure that the learning environment offers learners a

safe space and a sense of empowerment to express their concerns and share their opinion.

UDL aims to make training materials more accessible. When designing a training session based on the UPowerWAD Model Curriculum you need to ensure that all aspects are accessible from equipment to materials provided and that the session meets the needs of the learners which can vary based on ICT skills level, social and cultural backgrounds, and personal needs.

To help you start with designing your training sessions following the Model Curriculum, based on the UDL framework we summarise below the UDL principles that should inform your decisions on the learning process.

## Multimodality: a flexible approach to training

Multimodality refers to the ability to embrace the diversity in learning styles. One of the fundamental principles of UDL is the principle of using multiple means of presenting the required information to the learners. This involves the acknowledgement on behalf of the trainer that learners come with different preferences for how they perceive and process information. To support the multimodality of learning, you need to consider the following three key principles.

### **Multiple means of representation**

The principle recognises that learners have different ways of perceiving and comprehending information. Learners with disabilities such as visual impairments or specific learning disabilities, may struggle with traditional text-based materials or visual content. When planning a session, consider the following:

- ⇒ Provide text alternatives for visual content.
- ⇒ Offer audio versions of text materials for learners with visual impairments.
- ⇒ Use a variety of media formats (text, video, audio) to present information catering to diverse learning styles.

- ⇒ Take time to find alternative options for learners who face challenges with various sources of information.

### **Multiple means of action and expression**

This principle acknowledges that learners have different means and ways of expressing what they know and demonstrating the level of knowledge they have accumulated from the training sessions. Learners with disabilities, such as speech impairments, may face challenges when it comes to traditional forms of assessment or communication. By employing multiple means of action and expression, you ensure that learners showcase their understanding of the information shared in ways that are more comfortable and effective for them.

Take the following under consideration:

- ⇒ Provide alternative methods for learners to complete assessments (i.e. written, oral, multimedia presentations).
- ⇒ Offer assistive technology and tools to support learners who need them.
- ⇒ Encourage self-reflection and self-assessment to allow learners to communicate their understanding in a way that works best for them.
- ⇒ Organise the time needed for completing activities having in mind that you need to be flexible and that not all learners can complete the tasks at hand during the time provided.

### **Multiple means of engagement**

This principle recognises that learners have diverse interests, motivations, and preferences for learning. Learners with disabilities may face barriers to engagement due to various factors, for example difficulties with concentrating or a mismatch between the content of the Model Curriculum and their personal experiences. Offering multiple means of engagement aims to make learning more motivating, empowering, and accessible.

Consider the following:

- ⇒ Provide options for learners to choose topics from the Model Curriculum that align with their interests, the challenges they face with web accessibility and their concerns.
- ⇒ Incorporate a variety of instructional strategies to cater to different learning styles and preferences.
- ⇒ Offer opportunities for collaboration and peer support which can be especially beneficial for learners with disabilities since they make them feel more socially active and offer them a sense of empowerment.

In summary, by employing UDL when planning your sessions based on the Model Curriculum of UPowerWAD you ensure that learners with disabilities are benefiting from the process. By providing multiple means of representation, action, and expression, UDL helps in the creation and maintaining of an inclusive learning environment where all learners can feel as part of the learning process.

Remember that you should allow learners to express themselves through multiple means and engage them through diverse methods. In that way learners will feel empowered and as a part of the learning process rather than being mere receptacles of knowledge. Ensure that you have enough time and space to engage in various forms of communication with the learners to have them express their thoughts, concerns, and questions. Be prepared to lower the pace of the session if needed and leave out certain aspects that are not relevant to your audience.

When planning your training sessions based on the Model Curriculum, have in mind that the multimodal training approach is necessary for the learners to have practical training on giving actionable feedback.

What are the benefits of these multimodal techniques for learners with disabilities?

For learners with disabilities, these methods can prove highly beneficial since they provide multiple means of representation, engagement, and expression. Multimodal materials, which include a combination of text,

images, audio, and video make the learning content more accessible to individuals with various disabilities. Additionally, multimodal techniques allow for the customisation based on personal preferences and needs. Learners with disabilities may have different strengths and challenges, and providing information in various formats allows them to choose the mode that best suits their needs and learning style. Finally, the use of diverse modalities can enhance engagement by providing a more interactive and stimulating learning environment. This can be particularly beneficial for learners with attention-related impairments, as well as those who benefit from hands-on or experiential learning.

## Face-to-face training

In the case of face-to-face training, you need to make sure that the space is physically accessible. You should ensure that learners with disabilities can attend. Make sure that your learning space is well equipped with necessary equipment and facilitation is provided for everyone. When choosing a venue for your training session, a suggestion is to look for the following factors.

Firstly, make sure the location is easy to reach for everyone. The entrances and entry systems of the venue should ideally be wide enough to accommodate wheelchairs or indeed any other mobility aid. There should be clear directions on where to go, or you should inform the learners in advance somehow. It should be visible and outstanding enough so that all learners can see clearly, but not so much that it causes discomfort or eye strain. Further, the equipment should have compatibility for those with hearing implants, i.e. induction loops, as well as microphones and speakers. There should be accessible toilets and other facilities to the venue. They should be spacious, clean, and well-equipped with grab rails, emergency cords, sinks, mirrors etc. They should also be clearly sign-posted and be located near the training room.

Ideally also, the layout of the furniture should be flexible and adaptable to suit different group sizes, formats, and activities. They should also allow enough space for movement, circulation, and interaction among your participants. This will ensure that group discussions and activities

can be easily facilitated with the minimum effort and all learners will have equal and easy access to these activities.

A further accommodation could be to opt for small training groups where possible. Some learners have problems participating if they are very introverted and struggle to speak in public. It is even easier to accommodate learners' needs in small groups and give them space and time to freely express themselves instead of trying to catch up with a big number of learners.

Adapt interactive techniques to engage diverse learners effectively. When possible, use various techniques such as group discussions, group activities and demonstrations to engage diverse learners effectively. Such techniques will enable you to engage learners with diverse ICT skills levels and diverse backgrounds. Keep in mind that the effectiveness of interactive techniques for learners with disabilities depends on their individual need, on the specific disability and the quality of design and implementation. Therefore, it is crucial to consider the unique requirements of each learner and provide appropriate support as needed when planning your interactive techniques.

## Trainers' competencies and skills

In this section, we will focus on the trainers' skills which are more interpersonal and in the moment. There are several ways that you as a trainer can employ to make your content more engaging on the spot.

First, you can assess with each section, whether it is an input or an activity, whether the activity should be group or individual work. It might be that, if there is little social cohesion, you should encourage some group work to get people talking about the topic more and reflecting more. However, if some learners are talking over others, and not granting space to those who are more introverted, then it might be better to refocus activities to be individualised.

A great way of encouraging engagement, one that is often neglected by trainers everywhere, is to ask learners what they already know about a topic. If they do know something, as soon as they talk about it, they feel more confident and have more ownership over the material.



You can even invite learners to choose the topic themselves within the session, where appropriate. The Model Curriculum allows for this flexibility, and the use of the Repository and the Toolkit can also assist in allowing your learners to choose where they want to focus and the best practices they want to consider.

As a trainer you must be prepared to rephrase or re-visualise information. If a learner did not understand what you said the second time, it is not that they do not understand what you are saying, but rather you have to find another way to look at the concept for them. That may involve visual representation or additional visual and audio materials to reinforce the explanation on the topic at hand. This ability is connected to the UDL principle of providing multiple means of representation. As well as being prepared to draw things from text, you should be prepared to perform examples, or even invent rubrics or rules of thumb on the spot.

Further, it is possible, in fact some would say preferable, to encourage different methods of action and expression. For example, one quick way of stimulating more participation in a class is to begin with revision and end classes with feedback. Make sure that that feedback can be delivered in different ways, however. For example, it is recommended that you lean towards delayed, anonymous feedback, especially if it is negative. That way everyone in the class can discuss the error together and investigate the problem without the one who committed the error being singled out.

It is very helpful to keep a good temperament when in the classroom. Again, this might seem obvious, but it may be preventing you from taking some time to reflect. It is important to make sure all feedback given is constructive and that the atmosphere is always warm. Remember that providing constructive feedback that is personalised and encourages growth can assist in the effort to build trust between yourself and the trainers.

One of the most important aspects of your role as a trainer is your ability to create an inclusive environment of learning. You should dedicate time and energy into building a training space that is welcoming and supportive of all participants, not only via physical means but also via

your own behaviour towards the learners. In that aspect, you should try and find common characteristics of your diverse group and common concerns that can be addressed through training in order to include all learners in the training process.

## Accessibility in communication

Lastly, when designing a training session, you must ensure that accessibility in communication is granted for all learners equally.

To achieve accessibility in communication **before** the training session make sure that:

- ⇒ Your digital materials, presentations and other tools adhere to digital accessibility standards. The [WCAG 2.1 Accessibility Checklist](#) is a great tool to check if your digital material is accessible.
- ⇒ You are familiar with your learners' preferred means of communication as well as their accessibility needs, and plan your session accordingly. (You can gather information about that in the registration form, for example.)

**During** the training session:

- ⇒ Use demonstrations or practical examples and avoid unnecessary and complicated words.
- ⇒ Use alternative means of communication such as written texts, audio files and captioning to cater to diverse communication needs. If you use written documents, provide them in different formats. For example: not only in PDF, but also in Word.

For more guidelines on UDL and accessibility, you can visit the following resources:

- [Getting started with UDL \(Understood for All, PDF, 73,7 KB\)](#)
- [Universal Design for Learning Guidelines \(CAST\)](#)
- [Manual for trainers \(ENTELIS+ project, PDF, 10,9 MB\)](#)
- [Guidelines for Accessible Information \(European Agency for Special Needs and Inclusive Education\)](#)

- [Information on Developing Web Accessibility Presentations and Training \(WAI\)](#)
- [Guidelines for teachers for conducting online-only courses \(Certified Digital Accessibility Training project, PDF, 518 KB\)](#)
- [How to Make Your Presentations and Meetings Accessible to All \(World Wide Web Consortium\)](#)
- [Repository of Accessible Digital Tools and Resources \(European Association of Service providers for Persons with Disabilities\)](#)
- [Catalogue of Accessible Content, Platforms & Tools \(UNICEF\)](#)

We strongly recommend that you take some time prior to the implementation of the training to familiarise yourself with the UDL framework and the UDL principles for ensuring an enabling learning environment for all learners.

# TARGET GROUPS

## Which are the target groups of the Practical Guidelines

In addition to persons with disabilities as individual web or mobile users, these guidelines are meant to support organisations of persons with disabilities (OPDs) in providing training and capacity-building to their members on the usage of feedback mechanisms under the Web Accessibility Directive (WAD). OPDs play a crucial role in reaching out to the disability community at all levels. This goes for their critical role in advocacy, awareness raising etc., but also for the provision of training for their members. Therefore, they are ideally placed to increase the knowledge of persons with disabilities in web and mobile accessibility.

Besides individuals with disabilities and their representative organisations, there is a wide range of professional institutions providing training courses for the disability community. This includes but is not limited to: Vocational Education and Training providers (VET providers), specialised training centres, schools, universities and other educational institutes, employment agencies, just to name a few. All these have an important role to play in training people with disabilities in using web and mobile technologies confidently. Thus, they are both multipliers and implementers of the content provided in these practical guidelines.

### **How the UPowerWAD tools can help OPDs and VET providers**

The UPowerWAD consortium developed three main tools to foster actionable feedback from users with disabilities on public sector websites: a Toolkit, a Repository of best practices and a Model Curriculum.

The Toolkit was conceived in cooperation with persons with disabilities interviewed about their experiences and user expertise. OPDs and VET providers can use the Toolkit to become aware of the technical and motivational barriers that hinder giving feedback and identify the level of knowledge of users in information and communication technologies (ICT). It includes an introduction into feedback mechanisms and how

they are relevant for the user, and ways to influence their willingness to provide feedback as well as the quality of their feedback.

The Repository is an interactive tool to share best practices for structuring and improving web accessibility feedback mechanisms. It shows real-life examples of feedback mechanisms using practices that facilitate giving structured and actionable feedback regarding web accessibility issues to public sector bodies and other best practices on how to motivate and treat feedback. It includes basic information and guidance.

The Model Curriculum (available in English, French, German and Swedish) is dedicated to ODPs and VET providers who want to offer training to their members and to the general public. The curriculum gives the keys to provide a singular workshop or a detailed training course aiming to reach an in-depth understanding of the feedback on web accessibility, with both theoretical and practical knowledge transfer.

Our research in the framework of the UPowerWAD project revealed that feedback on accessibility remains low because in many cases users are hindered by not finding the feedback channel or users are not aware of the possibility to give feedback using a feedback mechanism. Also, users sometimes give feedback through other channels disconnected from the accessibility statement. It should get to the accessibility team eventually, but maybe slower than using the feedback mechanism. Providing specific training for persons with disabilities in this area is very useful to also address these factors and equip end-users with disabilities with the right technical skills and know-how on providing constructive feedback, so it can make a real difference!

## How to motivate people with disabilities to attend the training

End-users' feedback can influence the accessibility of tomorrow's online world.

Persons with disabilities are not a homogenous group of the population. The needs of persons with disabilities and their experience in online accessibility may vary. For example, whereas blind or partially sighted

users may mainly require their screen readers or magnifying software to be able to read the various features on a given site, people with learning disabilities, for example, may need to have information in easy-to-read formats. Whereas persons with colour blindness will need good contrast, persons with photosensitive epilepsy will need websites without any flashing contents. Similar examples could be given for all types of disabilities.

When designing websites and applications, all these needs must be considered following the design for all approach. The WAD enforces essential European norms. For example, when they provide visual modes of operation, ICT shall provide at least one mode of operation that does not require vision. When designing training sequences, the different needs of the disability community must also be taken into consideration in order to propose a fully inclusive training experience (see also chapter 2).

Besides, because of their different needs, different users may meet different barriers and therefore give feedback on different issues. For this reason, it is important to attract persons with the widest range of user needs to the training. This will enable public websites to get feedback from persons with various types of disabilities and improve accessibility in all aspects.

### **But why provide specific training for persons with disabilities in this area?**

To motivate people with disabilities to involve themselves in a training on how to give actionable feedback, you may remind them of the current context and explain how they can become proactive in the progress towards accessibility. Even if actionable feedback represents a very valuable contribution to the improvement of web accessibility, feedback is never compulsory. Accessibility is the responsibility of editors of public sector websites and mobile apps, and not of the users with disabilities.

The internet and mobile applications meant a revolution for all of society and as well for persons with disabilities. The wealth of information that is now available from across the globe, the services that are now within reach without going somewhere in person or having to face long waiting

times, and all the interactions made possible, etc. – all this offers huge potential for everyone. The internet and apps have clearly shaped and changed our daily life experience. But what if websites or apps are not accessible or only partially? Persons with disabilities are not able to fully share in this revolution and its merits. It is not unusual for persons with disabilities to try making a booking, a bank transfer or to use any other service before realising that this is not possible due to inaccessible online features.

In addition to the frustration this creates, it often means having to ask someone for help, which is not the independent living we want to promote and are striving for – and sometimes, not even that is available, which leads to exclusion. Providing the website owner or the app developer with feedback on the accessibility issue encountered can avoid being frustrated or having to delegate the task to someone else in the future. This will definitely help to envisage structural solutions to the problem and greatly improve the accessibility for future use. All of which can become a much more fluid process when letting the owner who is behind the site or app know about the issue. Training based on the Model Curriculum will help users with disabilities learn how to provide constructive feedback: What channels to use, what kind of information to include etc. This way, persons with disabilities can become an actor helping online accessibility, rather than being exposed to inaccessible websites and ultimately excluded, without being able to do anything against it.

## How to adapt the training to the different target groups

### **A training that reflects diversity**

Persons with disabilities make for a heterogenous population with different needs. Designing and conducting training on online accessibility and methods to give feedback in this respect to public websites must address that diversity. In doing so, the same basic principles as for good training design for an audience without disabilities apply: Get to know the needs of those who registered before the course and adapt the training schedule and methods accordingly. Through a solid needs

assessment of participants, you will be in a position to emphasise certain aspects of the curriculum and/or drop others. For example:

- ⇒ Do your participants already know about the WAD and which websites are subject to its rules?
- ⇒ Do they need to improve their computer literacy or explanations on advanced functions?
- ⇒ Do they struggle with vital public websites for social allowances and social housing? Is it rather to apply for a job in the public sector? to register at university? or do they seek local information, international or cultural news?

Apart from the content design of the training, a thorough assessment prior to the training will also allow you to adapt the technical equipment you need to put in place to make the course really inclusive for your audience.

This 'inclusion journey' starts before the training. If necessary, provide pre-reading material in the appropriate formats. Of course, it is important to provide participants with clear directions and practical information about how to reach the location of the training and, depending on their disabilities, a step-by-step description on how to reach your place, as well as contact details of companies offering fully accessible taxis can be useful.

During the actual training, it is critical to anticipate what communication needs the various participants have to make for the best possible communication during the training. It will help you to know what kind of IT equipment you will have to put in place, how you can organise exercises, what other resources you need to arrange or hire, etc.

This requires time; so, it is advisable to identify needs of participants as early as possible, as, for example, Sign Language interpreters may be fully booked months in advance of an event, and also finding fully accessible places is not always easy. (If you need Sign Language interpreters, make sure to send them in advance background information of the topic. This allows them to prepare better in case the topic includes complex concepts or words.)



An example of training of trainers: International Disability Alliance (IDA) training on UN Convention on the Rights of Persons with Disabilities (CRPD)

In 2018, in Geneva, IDA offered a training of trainers on CPRD compliance, equality and non-discrimination, equal recognition before the law and inclusive facilitation. They released exhaustive information on this training, which gives an example of good practice. The report presents a session on how to make the CRPD training inclusive and contains various information, which can be used with any type of training. You will find these elements on the following website:

[BRIDGE Training of Trainers Module A, Geneva 2018 | International Disability Alliance](#)

## Resources

If you wish to know more about how to develop and conduct inclusive training for persons with disabilities, beyond the Toolkit, the Repository and the Model Curriculum, please consult the online tools below and refer to chapter 2 of these guidelines for Universal Design Learning. They contain checklists and examples specifying what needs to be considered, depending on the type of user needs. This is very useful, as it provides hands-on examples. However, it is important to remember that persons with disabilities are first and foremost individuals with different needs, understanding them is really what will make your training fully inclusive!

- [EDF guide for accessible meetings](#)
- [EDF guide of rights of persons with disabilities, including for training and web accessibility \(PDF, 2,2 MB\)](#)
- [Anysurfer.be offers documentation, training and label on web accessibility](#)
- [Manual for trainers \(ENTELIS+ project, PDF, 10,9 MB\)](#)
- [Universal Design for Learning Guidelines \(CAST\)](#)

- [Adapting Methods for people with a disability \(resources for trainings, SALTO-Youth\)](#)
- [Accessibility fundamentals \(Training, Microsoft Learn\)](#)
- [How To Teach Adults with Learning Disabilities \(WikiHow\)](#)
- [Accessibility of public sector websites and mobile apps \(EUR-Lex\)](#)

## How to raise awareness beyond the training

### **Involving professionals is key**

To work towards a fully accessible online world, web and app developers play a critical role. The earlier they learn about accessibility needs, technical accessibility standards and regulatory requirements, and how to meet those in practice, the more these will become a natural part of their profession. Still today, despite some good examples, many web and app developers are not aware of accessibility, and therefore do not take it into consideration. However, the situation changed with the entry into force of the WAD. The demand by public body website owners, and therefore their developers, to know how to build fully accessible websites and mobile apps has dramatically increased. These guidelines are meant to provide a practical contribution to this encouraging trend. Web developers will become more qualified for accessibility issues when they receive relevant feedback and have the opportunity to work on it.

Moreover, a similar trend can be observed in the private sector. Even though the WAD applies to public bodies, the demand for fully accessible online services is also on the rise in the private sector. The combination of accessibility progress in the entire online world, whether private or public, is essential. Persons with disabilities, just like anybody else, have the right to access all public online services independently. In today's reality, where consuming, travelling, taking care of financial matters, participating in public life becomes almost impossible without using online services, the accessibility of those services, whoever owns them, needs to be ensured.

The Model Curriculum is going to raise awareness, on one hand as an indirect result of the training. Learners will become active and spread awareness, share their knowledge and know-how with relatives and

friends. On the other hand, aside from the training, all other project results, such as the lack of feedback mechanisms revealed by the interviews will raise awareness of public sector websites developers. This project, by bringing the issue in focus or simply making it visible by having such a training in the VET offer, will contribute to raise awareness and hopefully interest among the general public.

# HOW TO UTILISE THE MODEL CURRICULUM

## How to take maximum advantage of the Model Curriculum

The Model Curriculum provides teaching modules on actionable web accessibility feedback to empower end-users to give feedback on existing barriers. Actionable feedback from the users is a great help for improving the accessibility of the websites of public sector bodies.

The curriculum provides structured description of the course materials and its lessons and assessment plans that can be implemented in different learning contexts. The curriculum's target groups are Vocational Education and Training (VET) providers and Organisations of Persons with Disabilities (OPD) across the EU, interested in providing training courses for their members as well as the general public. The Model Curriculum was developed in English and is also available in German, French and Swedish with the possibility for translation into other languages by interested stakeholders who support the scaling-up process.

## The basic elements of the Model Curriculum

The Model Curriculum covers relevant aspects to empower users of all abilities to provide structured and actionable feedback on accessibility problems.

The training modules can be used for the development of training programmes for specific user groups as well as for the general public.

The modules cover:

- **Module 1** contains materials to learn the basics of web accessibility, that are useful to know for providing accessibility feedback. This module focuses on the knowledge on web accessibility and the implementation of the WAD.

- **Module 2** addresses the importance of user feedback and presents feedback options. It focuses on the challenges when reporting accessibility issues or requesting information in an alternative format, as well as on getting to know different feedback channels.
- **Module 3** provides an overview on basic information necessary for actionable feedback and provides guidance on how to give actionable feedback about accessibility issues.

The modules can be used in their entirety or as individual units. The content of the Model Curriculum covers feedback on both websites and mobile applications, as this is the scope of the Web Accessibility Directive.

Each module contains expected learning outcomes, units with suggestions for content, assessments, and suggestions for teaching methods. Also, each module includes examples of relevant sources that can be used for the development of the actual course material. The content of modules 2 and 3 have not yet been part of existing digital accessibility curricula.

## Validation process

The curriculum has been validated with stakeholders from France, Germany, Sweden and at EU-level in a series of validation workshops. These online events were attended by people with disabilities, OPDs, VET providers, PSBs and IT-service providers. The attendees emphasised the relevance of the project to train and empower people with disabilities to give actionable feedback and its relevance as an important step towards more digital inclusion was stressed. Also, the structure and the content of the curriculum was rated positively. According to the participants, the modular and systematic structure of the curriculum takes the importance of a clear structure for people with disabilities into account. Participants also mentioned that the developed resources are valuable for various training contexts (see chapter on how to localise and adapt the Model Curriculum for more information).

Based on the results from the validation process, the curriculum addresses the following aspects to allow a flexible use for different user groups:

- ⇒ The primary knowledge that the users need when obtaining accessibility feedback training:
  - ◆ Information on how to describe the effect of the barrier on the user.
  - ◆ Information on how to find the adequate feedback channel.
  - ◆ Information on how to describe the barrier in plain language and without knowledge on web accessibility.
  
- ⇒ Important things when organising web accessibility feedback courses for users with disabilities:
  - ◆ The course material needs to be accessible.
  - ◆ The material needs to be practical, focusing on discussions and hands-on exercises.
  - ◆ The material needs to be easy to understand.
  - ◆ The material does not rely on technical information.
  
- ⇒ Important aspects to teach about accessibility feedback:
  - ◆ Awareness:
    - Information on how to recognise and report barriers.
    - Information on accessibility and examples of barriers.
    - Information on where users can find the feedback mechanism.
    - Explaining, for whom this is relevant and why it is important.
  - ◆ Empowerment:
    - Training supports peer support.
    - Training encourages end users and strengthens their confidence.
  - ◆ Practical application:
    - The training covers the entire feedback process (including the follow-up process).

- The training focuses on the practical implementation and hands-on exercises.
- The training respect the needs of the training group (for example information is presented in easy-to-read and plain language).

Almost all participants stated that they would like to use the curriculum in existing courses and were willing to develop training courses based on the Model Curriculum.

## Aims of the Model Curriculum

The Model Curriculum covers relevant aspects to empower users with disabilities to support public sector bodies providing structured and valid feedback, using the feedback instruments provided by the website owner, in accordance with the WAD. Currently, very few end-users provide feedback on accessibility issues. Better background knowledge helps end users to understand the nature of the perceived accessibility problem and empowers them to provide effective feedback to the PSBs.

The main aim of the Model Curriculum is to provide guidance on how to give actionable feedback about accessibility considering the knowledge and competence of different user groups. Actionable feedback in this context means that the feedback is clear and has the relevant and necessary information that helps the website owner to solve the accessibility problem.

The curriculum is based on the four main steps of the feedback process:

1. Identifying accessibility issue(s).
2. Finding the Accessibility Statement for information on the feedback mechanism.
3. Identifying the feedback channel adequate for the user's needs.
4. Reporting the accessibility issue.

Furthermore, there are additional aspects of feedback that may require knowledge and competence. If the participants do not know much about web accessibility or if trainers want to make sure that the group has the same level of understanding, the module on web accessibility can be

used, or the course can be otherwise enriched with material covering such knowledge.

## How to localise and adapt the Model Curriculum

The Model Curriculum was developed and validated by a consortium of partners from Cyprus, France, Germany, and Sweden as part of the UPowerWAD project. For a successful application of the Model Curriculum and the other materials developed in the project across Europe, the content needs to be adjusted to the previous knowledge, needs and preferences of specific user groups. This is supported by the modular structure of the Model Curriculum, and the resources listed also serve as a basis to look for specialised material – both regarding specific user groups and for different levels of knowledge. Furthermore, a successful application of the developed material is supported by translating it into the respective national languages and the adaptation to regional requirements or customs.

It should be noted that the legislation may differ among Member States, and even among states, communities, or regions in federal countries (Austria, Belgium and Germany). For example:

- The French law also covers some private enterprises (those with a turnover exceeding 250 million euros).
- In Finland particular types of private companies providing public services (e.g. energy, water, transport or postal service) are also within scope.
- Germany requires providing certain content in sign language and easy language (see BITV 2.0, § 4).

It also varies among countries or regions whether the content of websites and mobile applications of schools are fully in scope or whether all the content exceptions in the Web Accessibility Directive apply. An overview on the national transposition measures of all member states based on the WAD can be found on the European Union's webpage [National transposition measures communicated by the Member States](#).

Also the webpage of the European Commission on [Web Accessibility in Member States](#) lists a collection of links to Member States' resources on



web accessibility in the context of promoting web accessibility through training programmes, awareness raising, and measures to facilitate accessibility.

Additionally, there might be different practices when it comes to the accessibility statement or the prioritised feedback channels. This can be a result of centrally provided accessibility statement templates or statement generators, or a practice developed among the PSBs of the same country. For example:

- In Germany the [Überwachungsstelle des Bundes für Barrierefreiheit von Informationstechnik \(BFIT-Bund\)](#) provides a template for the accessibility statement as well as guidelines for the accessibility statement and the feedback mechanism. The guideline for the feedback mechanism states, that due to the usability of the mechanism both an e-mail address and a telephone number must be provided as contact details.
- In Austria the [Österreichische Forschungsförderungsgesellschaft \(FFG\)](#) provides a template for the accessibility statement both in German and English. This template only refers to providing an e-mail address for the feedback mechanism.

When recruiting interested people with disabilities, the topic and its relevance needs to be explained in advance to foster the motivation to participate. Interested organisations need to consider an effort recruiting interested people and promoting the training. It is important to underline that the structure of the OPDs and their network, as well as the involvement of the state, regional or local administration can differ among countries. These aspects may be relevant for scaling up and localising the Model Curriculum.

Especially the adaptation of the curriculum for training and services like counselling by ODPs for their members can help to improve the awareness of giving feedback on accessibility issues. Additionally, they can help to provide appropriate materials and support the interested organisations in preparing their training courses. This includes finding resources to replace the English resources presented in the curriculum or providing an overview on the topic.

OPDs and accessibility professionals are acting at global, regional, national, and local levels throughout networks and communities of practice. Trainers who are interested in providing training might want to connect with OPDs or accessibility professionals to adapt and adjust the content of the curriculum.

Due to the modular approach, individual aspects of the curriculum can be used in various contexts and allow adjustments and integration with other courses. For courses with different length and different depth, and for training focussing on parts of the curriculum, these resources can serve as a guidance for identifying or developing material adjusted to different types and levels of knowledge or expertise, both in regard of user needs and related to technical details. This means that the curriculum and its content are also useful for trainers who are delivering training courses on ICT knowledge. They can integrate accessibility and actionable feedback as a core part into their curriculum. VET or OPDs providing training courses on web accessibility can either use the curriculum in its entirety or integrate certain aspects of the curriculum into their training. In addition, the Model Curriculum can be adapted to different contexts, like usage by advocacy groups, consulting services, or to other user-centred approaches. Designing and creating an overview, toolbox, or other services and summarising content might help to improve familiarisation.

Many end-user groups need short and focused training sessions with a strong practical focus. The training material used in an actual workshop needs to allow for flexible combinations of content for either one long or more short sessions. As an example, the 90 minutes singular workshop presented in the curriculum can be divided into four short 15-minute training sessions:

### **Session 1:**

- Encourage the audience to participate and share their experience with web accessibility.
- Explain the feedback mechanism outlined in the Web Accessibility Directive and how it can be used to report accessibility issues.

## **Session 2:**

- Shortly repeat/summarise the main aspects from Session 1.
- Show examples of different feedback channels and talk about how they can meet the different user needs.

## **Session 3:**

- Shortly repeat the main aspects from Session 2.
- Practice giving feedback using examples of pre-selected websites.

## **Session 4:**

- Shortly repeat the main aspects from each Session.
- Provide additional resources for participants to consolidate the acquired knowledge.

If the aim of the workshop is to deepen the awareness of web accessibility, the session can also be adapted to a single 15-minute presentation. In that case trainers may focus on the following aspects:

- Explain the feedback mechanism outlined in the Web Accessibility Directive and how it can be used to report accessibility issues.
- Show the basic steps when reporting barriers.
- Provide additional resources for participants to consolidate the acquired knowledge.

For people with learning difficulties the training materials should contain information and guidance on how to deal with issues related to cognitive accessibility. The material used in the training should be available in easy-to-read or plain language. The training itself should be easy to follow. For information on easy-to-read and plain language, trainers can use the following resources:

- [Inclusion Europe's webpage on easy-to-read](#)
- [Plain Language Europe](#)

Trainers should also adhere to local recommendations for easy-to-read or plain language. [Inclusion Europe's webpage on easy-to-read](#) lists language versions of easy-to-read standards.

## Instructions on how to apply the Model Curriculum

The curriculum is designed to provide maximum flexibility for trainers and organisations to adapt the content of the actual training courses to regional requirements and specific user needs. Therefore, specific training material may be developed in order to realise training. Focusing on discussing the different topics actively with the training group and using (localised) practical exercises will help to foster the expected learning outcomes.

### Practical examples

The purpose, scope, and the obligations the WAD places on PSBs and the rights of the users are easier to understand when using examples that are close to people's lives. Discussing real-life examples is also important. These may cover:

- ⇒ examples where feedback has led to improvement.
- ⇒ responses received from PSBs.
- ⇒ examples of actionable feedback given on existing barriers.
- ⇒ presenting examples of accessible PSB websites & apps.
- ⇒ and ultimately, preparing feedback on existing accessibility issues on real PSB websites / mobile applications as a training exercise.

### Support material

Trainers might also need to create support material for a successful training. Such support material can include feedback templates, guidelines, external documentation on the following topics:

Examples for information on specific terms:

- ⇒ **digital barrier** (e.g., lack of alternative texts for images)
- ⇒ **public sector body** (publicly funded organisations to deliver a public or government service and can be found at federal, state and municipal level)

- ⇒ **Accessibility Statement** (displays non-accessible content and alternatives as well as contacts)
- ⇒ **Feedback Mechanism** (a way users can report accessibility problems. This contact option should be found in the Accessibility Statement)

Example on how to describe the process on reporting barriers:

- ⇒ Use direct and clear language (e.g.: if you encounter digital barriers, you have the right to report them).
- ⇒ Provide information on how to find the contact information.
- ⇒ Provide information on how to report an encountered barrier to the public sector body.
- ⇒ Provide Information on what happens after reporting a barrier.

## How to use the Toolkit with the Model Curriculum

The Model Curriculum was created based on the Methodological Toolkit representing the end-user perspective and the Repository of best practices representing the PSBs perspective. Both resources are useful for the development of training materials.

The Methodological Toolkit describes how feedback from users on perceived accessibility issues can be handled best. The main objective of the Toolkit is to ensure that end users feel empowered to provide feedback. However, it is important to emphasise that the responsibility of implementing accessible websites and apps lies with the owner. By raising the awareness of the importance of feedback for improving web accessibility, the quality and volume of user feedback can be increased.

### **The methodology used for creating the Toolkit**

The research for the development of the Toolkit was carried out in cooperation with persons with disabilities and Organisations

representing Persons with Disabilities. The content of the Toolkit is based on:

- Previous projects carried out by project partners and associated partners
- Desk research
- Interviews with 37 users with disabilities from across the EU, covering a wide range of user needs
- Validation workshop with 75 participants

The interviews covered user needs, preferences, and expectations regarding feedback mechanisms. The online workshop was carried out to test and validate the research findings and the interview results with multiple stakeholders. The outcomes of the interviews and the workshop were summarised and analysed, grouping aspects and elements of the mechanisms and processes of giving feedback. The Toolkit is the result of this task, and it assists OPDs and VET providers to categorise the users' competences in providing constructive feedback, supports them in identifying training needs, and to raise awareness.

It also offers a structured way to look at the feedback mechanism as well as providing some reasonable guidance and suggestions that both public sector bodies and users can utilise in practice.

## **The key elements of the Toolkit**

The Toolkit

- ⇒ shortly describes the feedback mechanism created by the Web Accessibility Directive, as part of the tools to support and enforce the implementation of the Directive;
- ⇒ describes the aspects influencing the probability providing feedback;
- ⇒ provides a classification of end-users, their expertise and motivations;
- ⇒ lists challenges to providing feedback;
- ⇒ provides tips on how to address those challenges both from the website / mobile app owners and the end-users part;

- ⇒ describes the basic characteristics of actionable feedback (chapter 7);
- ⇒ provides an overview of ways to capture feedback, with some examples of feedback mechanisms (chapters 8-9).

## **How to link the Model Curriculum with the Toolkit**

The Toolkit provides trainers with theoretical and practical information focusing on the end-user perspective. The key elements, the related findings and information may be used with the curriculum, supporting all three modules and various parts.

The Toolkit contains information on the different feedback channels and other relevant factors (structure, level of guidance, etc.) that are essential for giving feedback. Furthermore, information on the main challenges when giving feedback is presented together with suggestions on how to address them. The detailed information on actionable feedback content contained in the Toolkit deepens the understanding for trainers and end-users why actionable feedback content is relevant.

Below there are some usage examples for the different chapters of the Toolkit, linking them directly to the curriculum and the course based on it.

The description of the feedback ‘feature’ of the Web Accessibility Directive and the findings about its usage (chapter 2) provide useful background for Module 1.

The brief analysis of the aspects that may influence the feedback from the user (chapter 4) contributes to the understanding of the importance of user feedback and the challenges users may face, addressed in Module 2.

The classification of end-user expertise and motivation (chapter 5) is useful for reaching out and motivating users to participate in the course, to address and understand them during the training, and to adjust the training content and/or teaching methods to the individual needs, preferences, and level of expertise.

Details about the challenges of providing feedback and the tips and suggestions on how to overcome them (chapter 6) are relevant to understand better Module 2 and are also useful to form a more complete, actionable feedback, in Module 3.

The description of the basics of actionable feedback (chapter 7) provides a simple guidance and overview for Module 3.

And finally, classification and outline of feedback channel characteristics (chapters 8 and 9) provides a practical and brief manual to understanding the differences between individual feedback mechanisms, how they work and how they might be used, if set up adequately.

The Toolkit also gives a brief introduction and some resources on providing training for users with disabilities. However, this handbook provides more details on this aspect.

## How to use the Repository with the Model Curriculum

The Repository contains best practices for how the various aspects of feedback mechanisms can be set up and handled. The Repository lists best practices for building feedback mechanisms which the users can easily use. The best practices support people with disabilities to provide relevant and actionable feedback on web accessibility issues. The Repository is based on existing examples of the feedback mechanism under the Web Accessibility Directive and suggestions received when researching the subject. The recommendations from the Repository can be used for any accessibility feedback.

### **The methodology used for creating the Repository**

The Repository is based on research conducted in the project for the Methodological Toolkit, and on a survey and interviews gathering information about feedback practices. The research for the Methodological Toolkit identified aspects of the feedback mechanism that are relevant for the user and influence their willingness to provide feedback, as well as the quality of their feedback. This user input was kept in mind when building the survey targeting public sector bodies,



looking for the practices used in their feedback mechanisms. Based on the responses received in the survey, assessing the structure, clarity, quality, efficacy, cost-effectiveness, actionability, increased accessibility and target group satisfaction of the different practices, we interviewed public sector bodies with selected best practices. The Repository is the result of this process, considering both user preferences and existing public sector practices.

### **The key elements of the Repository**

The Repository is built to reflect the feedback process, from beginning to end, providing best practices for different parts and elements of the feedback mechanisms:

- ⇒ the access points to providing feedback;
- ⇒ the content of the accessibility statement;
- ⇒ general aspects, like alternatives and guidance;
- ⇒ different feedback formats and channels (e-mail, phone, feedback forms in general and complex feedback forms);
- ⇒ the response given to the feedback.

The Repository lists best practices in the categories above, providing descriptions and explanations of the benefits of using the practice, presenting also some real-life examples.

### **How to link the Model Curriculum with the Repository**

The best practices in the Repository can help trainers and end-users to understand what to expect from PSBs. Understanding the presented best practices can help assess the quality of the feedback mechanism and its influence on user feedback. From the perspective of training users to give feedback, the best practices help categorising and better understanding feedback mechanisms, the different channels used and their location within the website. These aspects are mainly relevant for Module 2, but they also provide examples of accessibility, the topic of Module 1.

Learning about best practices is also useful for identifying how to provide actionable feedback using different feedback mechanisms of different

quality: how to take advantage of good practices and how to proceed, when the feedback mechanism does not follow them (or some of them) – relating to Module 3.

Furthermore, although this is not in the scope of the curriculum in this project, the collection of best practices also allows for a specialised training for PSBs. Training in this context may aim for sensitising PSBs to prioritise accessibility and user feedback. To get more feedback, PSBs should make sure that end-users are aware of the organisation's willingness to act on feedback and have trust in the PSB that a change will occur as a result of giving feedback. Here, the best practices can help to provide information on implementing various feedback channels that meet different user needs. PBS related training should also provide the persons who handle the feedback with the necessary accessibility knowledge and foster their competence to communicate with persons with different disabilities. Such training can be supported by raising awareness and demonstrating the relevance of accessibility and user feedback (referring to disability statistics, demographic changes, legislation, and benefits to the wider population (i.e., without disabilities), inviting a person with a disability for a guest lecture, etc.). Improving the quality of the feedback mechanism and the reception of the feedback helps users trained in this course – and also all other users – to provide better feedback.

## THE ORGANISATIONS BEHIND THE PRACTICAL GUIDELINES



### European Blind Union

EBU is a non-governmental, non-profit-making European organisation founded in 1984. One of the six regional bodies of the World Blind Union, it represents the interests of 30 million blind and partially sighted persons at European level. EBU aims to protect and promote the interests of all blind and partially sighted persons in Europe and works towards an accessible and inclusive society with equal rights and opportunities for them to fully participate in all aspects of social, economic, cultural, and political life.



### Funka

Funka was started in the 1990s as a joint, non-profit initiative among all disability organisations in Sweden. The knowledge, staff and technology of the non-profit was turned into a privately owned company in 2000. Today, Funka is market leader in the field of accessibility and enjoys a close relationship to end user organisations, ensuring a unique level of quality control.



## **SYNTHESIS Center for Research & Education**

SYNTHESIS Center for Research and Education is a pioneering organisation which initiates and implements projects of social impact, with a focus on social inclusion and integration of people with fewer opportunities. SYNTHESIS is the leading organisation in Cyprus in the fields of social entrepreneurship and social innovation.



## **TU Dortmund University**

TUD participates in the project with the Department of Technology in Rehabilitation, which is part of the research cluster Technology, Inclusion, Participation. Research and teaching focus on new technologies, digitalisation processes, assistive technologies and accessibility and their use to support people with disabilities.