

# Digital Accessibility Policy

Erasmus+ project “Pathways towards inclusion: Transitions from Sheltered Employment for People with Intellectual Disabilities into the Regular Labour Market: Identification, Dissemination and Implementation of Good Practice in Europe (include<sup>3</sup>)”

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## Contents

1. Introduction .....	4
2. Plain language, text formatting, typefaces .....	4
3. Design, illustrations and graphic elements .....	5
4. Include <sup>3</sup> project website .....	6
1. Website elements .....	7
5. Template for text documents .....	11
6. Template for presentations .....	11
7. Documents and content posted on the project website .....	12
8. Podcast and videos .....	13
9. Project social media .....	15
10. Standards .....	18
11. Accessibility of events .....	18
12. Literature .....	22

## 1. Introduction

**Digital accessibility** provides the ability for all persons, including people with disabilities, to use information and communication technologies (ICT) to access digital content, including websites, software, mobile apps and other digital products without barriers.

During the implementation of project „**Pathways towards inclusion: Transitions from Sheltered Employment for People with Intellectual Disabilities into the Regular Labour Market: Identification, Dissemination and Implementation of Good Practice in Europe**“ (Include<sup>3</sup>) the rules of digital accessibility apply to all digital results of the project:

1. Project website
2. Templates for documents, presentations
3. Documents and other content presented on the project website
4. Podcasts and videos
5. Content of social networks

### Common rules for accessibility of the web [1] and digital content

- **Alternative text** for images and tables, which is read aloud by screen readers for people who are visually impaired. Including alternative text ensures that all users, including those who cannot see the images, can still understand the content.
- The use of headings, by defining titles and headlines with heading tags as such to make it easier for screen readers.
- The use of bullet **points** to structure content. Bullet points help to break up large blocks of text, making the information easier to read and understand. Additionally, screen readers can interpret bullet points effectively, aiding users in navigating through the content more efficiently. Using bullet points can improve the overall accessibility and usability of digital content for all users.
- The use of **captions and transcripts** for audio and video multimedia elements.
- High text and background **contrast**.
- **Easy-to-read typefaces**.
- Ensuring that all **functions can be accessed using only the keyboard**, as some users may not be able to use a mouse or other pointing device.
- Ensuring that the website is compatible with **assistive technologies** [2]: the website is compatible with **screen readers**, magnification software, alternative input devices, voice recognition software, **voiceover** software.

## 2. Plain language, text formatting, typefaces

- It is recommended to use **simple, structured plain language**, to reprocess long paragraphs into shorter ones, to formulate short sentences, to avoid jargon and complex technical terms.

- According to International Plain Language Federation [3] *A communication is in plain language if its wording, structure, and design are so clear that the intended audience can easily find what they need, understand what they find, and use that information.*
  - In addition, it's essential to explain any abstract or difficult terms that may still be present in the content. This can be accomplished by providing clear definitions or explanations of these terms, using a new line for every sentence. Breaking down explanations into separate lines can improve readability and comprehension, especially for users who may have difficulty processing dense or complex information.
- It is useful to use **attention-grabbing headings** that make the topic very clear.
  - It is useful to use **bullet points** in the text to highlight key points (Bullet list, Numbering list).
  - The text must not cover the entire space of the slide area, the font size of the text in slides must be at least **20pt**.
  - **Paragraph spacing** should be clear.
  - **Key words** should be **highlighted**.
  - **Line spacing** should be at least 1.15 - 1.5pt, but not too wide. Same line spacing in slides help users set the rhythm and follow the text more easily.

It is recommended to use **Sans-serif** typefaces such as *Arial, Calibri, Open San, Helvetica, Verdana, Roboto, Tahoma, Segoe UI*

The most **web-friendly** (safe) typefaces [4]:

- Arial (sans-serif)
- Verdana (sans-serif)
- Tahoma (sans-serif)
- Trebuchet MS (sans-serif)
- Times New Roman (serif)
- Georgia (serif)
- Garamond (serif)
- Courier New (monospace)
- Brush Script MT (cursive)

### 3. Design, illustrations and graphic elements

The overall presentation / website must be clear and simple, but also engaging. Navigation within the presentation / website shall be intuitive, with buttons and other interactive elements arranged in a consistent manner. However, the total number of elements should not be excessive in a single slide in order to avoid distraction.

The **order of elements** (headings, text boxes, graphical elements, pictures, diagrams and other elements) provided in the presentation must be **noted** so that they can be read in the correct order when "**read out loud**" or **screen reader** function is selected.

The **contrast** between the font and the background must be sufficient. An online tools can be used to check the contrast:

- [colourcontrast.cc](http://colourcontrast.cc)
- [contrastchecker.com](http://contrastchecker.com)
- [siteimprove.com/toolkit/color-contrast-checker/](http://siteimprove.com/toolkit/color-contrast-checker/)

To illustrate the text, it is recommended to **use an associative photo**, graphic element, diagram, etc., which is **related to the textual content** and which can be understood immediately upon seeing it. The illustration should be equally visible on a **desktop** monitor, **tablet** or **mobile** device. The screen resolution of the illustration must be at least **72 PPI** (pixel per inch). The file size of the illustration is also important - **large files** may **slow down** the display of the presentation.

In order to make the content of the image accessible to people with visual impairments, it is necessary to provide **alternative text**, which allows the content of the image to be made audible using **screen readers**. It is recommended to provide a **few detailed sentences** describing the content of the image.

#### 4. Include<sup>3</sup> project website

[include3.eu](http://include3.eu)

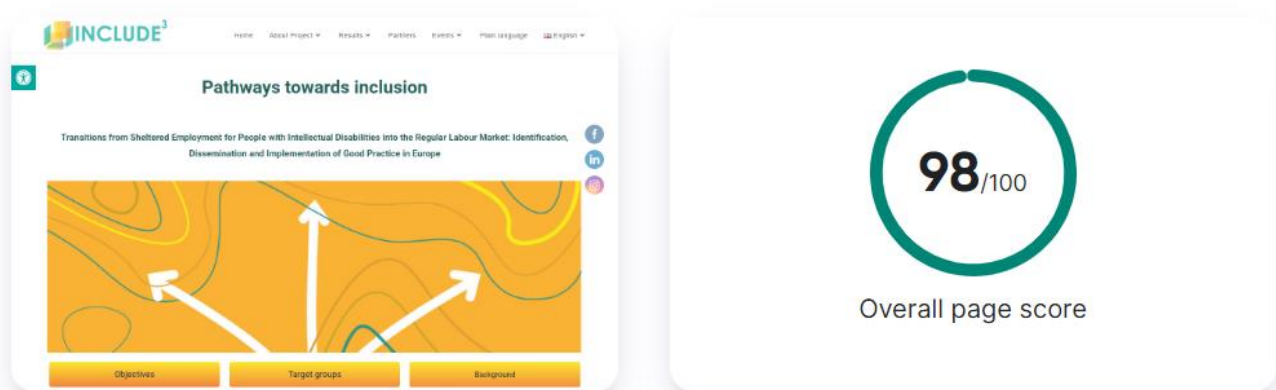
To check if the website is accessible, digital tools are available:

[siteimprove.com](http://siteimprove.com) checks if website matches accessibility requirements based on WCAG (Web Content Accessibility Guidelines)/

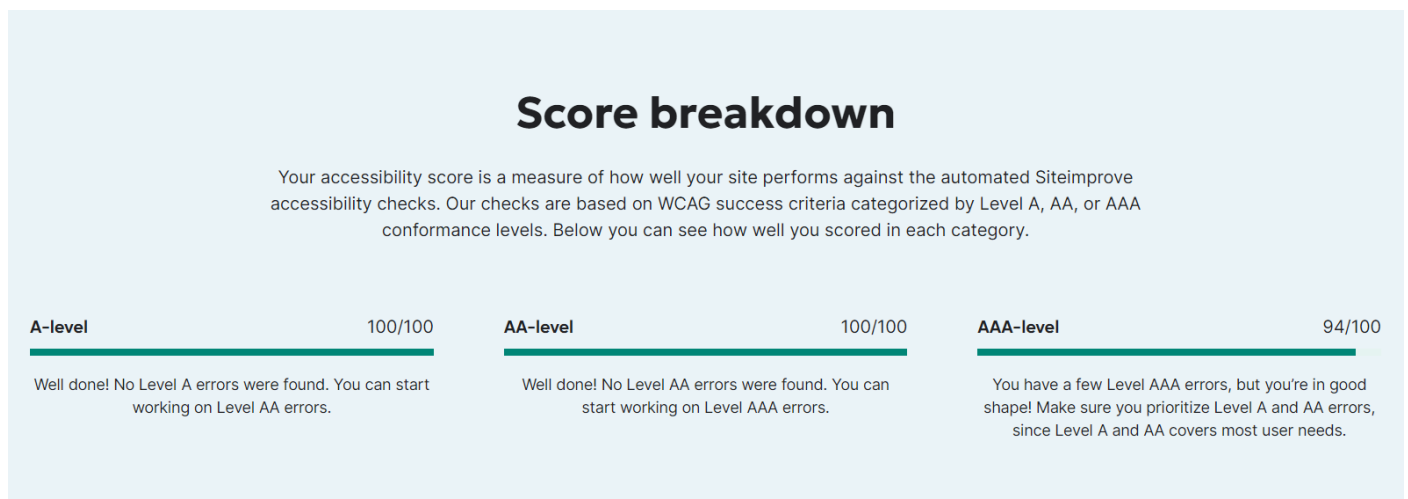
[wave.webaim.org](http://wave.webaim.org) WAVE can identify many accessibility and Web Content Accessibility Guideline (WCAG) errors, but also facilitates human evaluation of web content.

[include3.eu](http://include3.eu) website results using [siteimprove.com](https://www.siteimprove.com)

Your website has only a few accessibility issues. Stay ahead by ensuring accessibility is a part of your design and development process from the start. Maintaining an accessible website is an ongoing journey.



1 image. Website accessibility check results using siteimprove.com



2 image. Website accessibility check results using siteimprove.com

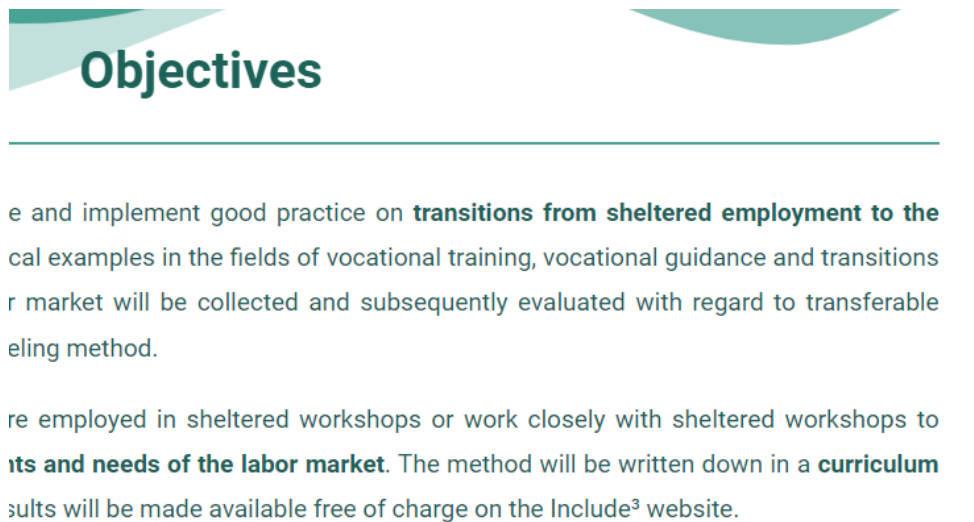
## 1. Website elements

[include3.eu](http://include3.eu)

Special attention should be paid to the accessibility of links. Accessibility of links involves making sure that links are distinguishable and easily identifiable for all users, including those with visual impairments or color vision deficiencies. This can be achieved by ensuring that the link text contrasts sufficiently with the background color and

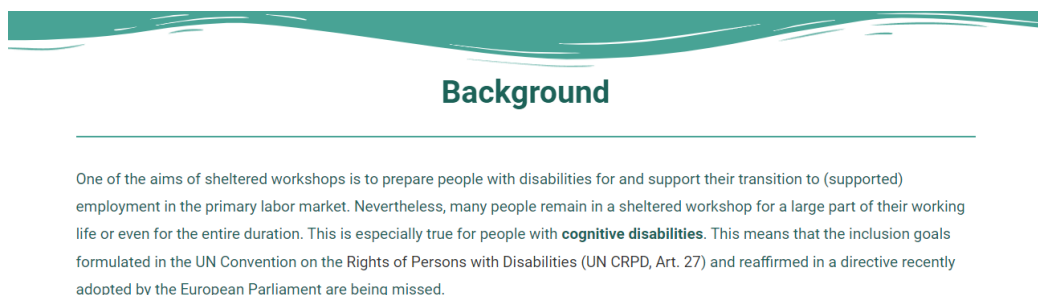
that there are additional visual cues, such as underlining or bold formatting, to indicate that the text is a clickable link. By prioritizing the accessibility of links, the usability and inclusivity of the website are enhanced, allowing all users to navigate the content effectively.

- Contrast: white background, dark green text font.



3 image. Website background and text contrast.

- Text typeface in website: Roboto.
- The text is aligned on the left-hand edge. Key words are in highlighted in bold.



4 image. Left-hand alignment of the text.

- The background of the buttons and the contrast of the text are sufficient.



## Project Introduction

[Include3 Newsletter n°1 – EN.pdf >>](#)

[Include3 Newsletter n°1 – DE.pdf >>](#)

[Include3 Newsletter n°1 – SI.pdf >>](#)

[Include3 Newsletter n°1 – GR.pdf >>](#)

[Include3 Newsletter n°1 – LT.pdf >>](#)

## Kick-off meeting

[Include3 Newsletter n°2 – EN.pdf >>](#)

[Include3 Newsletter n°2 – DE.pdf >>](#)

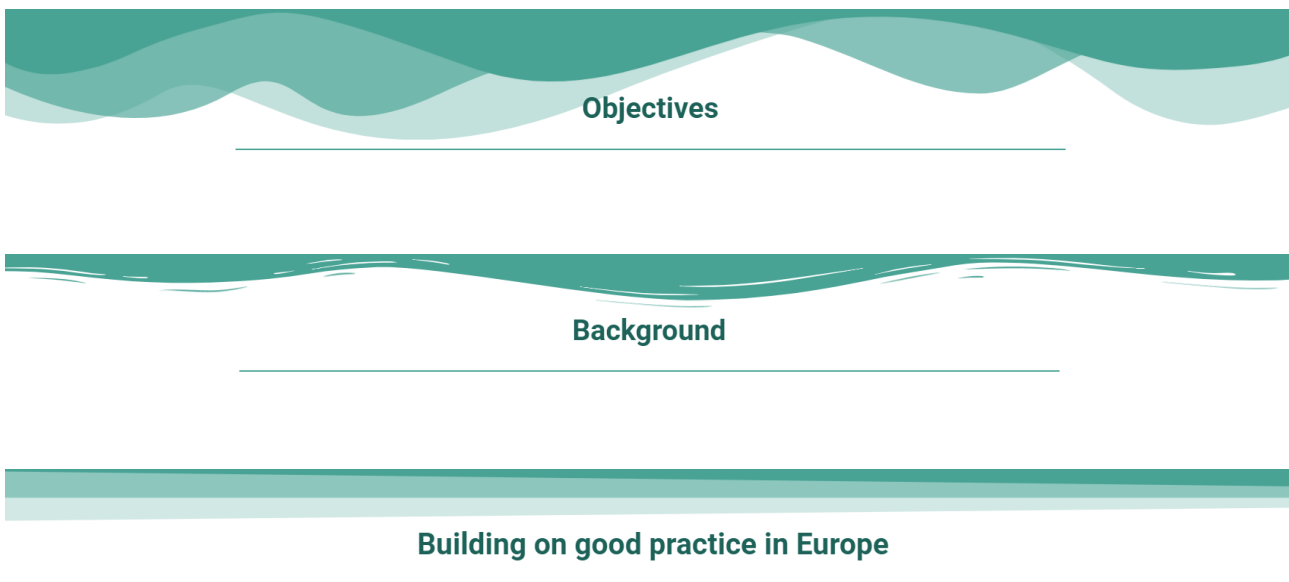
[Include3 Newsletter n°2 – SI.pdf >>](#)

[Include3 Newsletter n°2 – GR.pdf >>](#)

[Include3 Newsletter n°2 – LT.pdf >>](#)

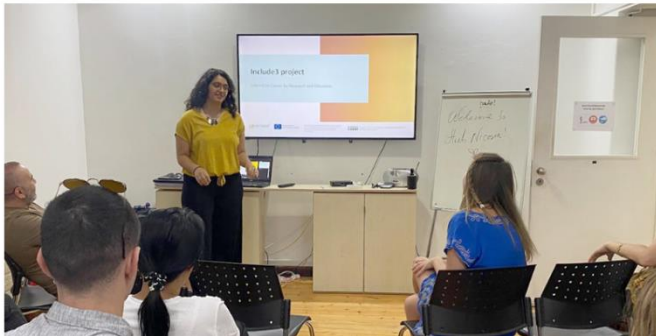
5 image. Button background and text contrast.

- Graphic decorative elements do not impede reading but enliven the page design.



6 image. Decorative website elements

- Non-decorative graphic elements such as logos, images have alternative text.



Uploaded on: September 8, 2023  
 Uploaded by: admin@include3.eu  
 File name: 001.jpg  
 File type: image/jpeg  
 File size: 374 KB  
 Dimensions: 1000 by 587 pixels

Alternative Text:   
Learn how to describe the purpose of the image. Leave empty if the image is purely decorative.

Title:

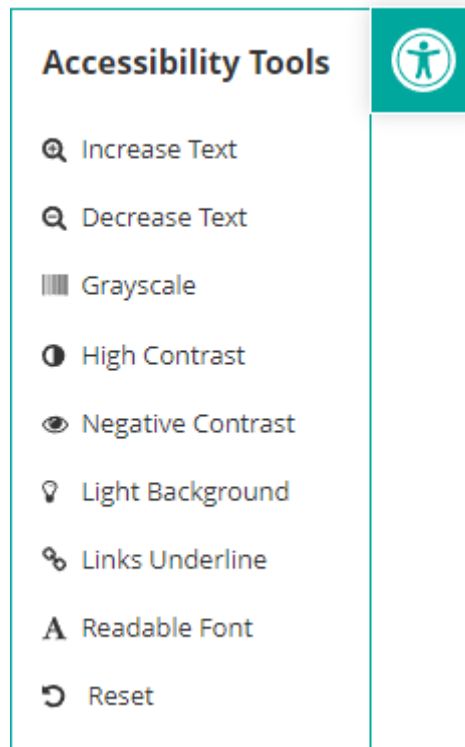
Caption:

Description:

File URL:

7 image. Alternative text of the image, provided in the website content management system.

Accessibility plugin is installed on the website, which allows to increase and decrease text, display the page using only grey tones, display the page with high contrast, underline links, highlight text etc.



8 image. Accessibility plugin functions.

## 5. Template for text documents

A template for text documents has been created in Microsoft Word program using the project's style: logo, colours, decorative elements; text alignment has been set to the left; line spacing has been set to 1.15 pt; headings have been created, automatic formatting of the table of contents has been set.

The tables require:

- a title, a source (if taken from external sources)
- alternative text
- the first line of the table must be defined and repeated on every new page. This requirement helps maintain consistency and clarity, especially if tables span multiple pages

Document accessibility can be checked using the function Review → Check Accessibility

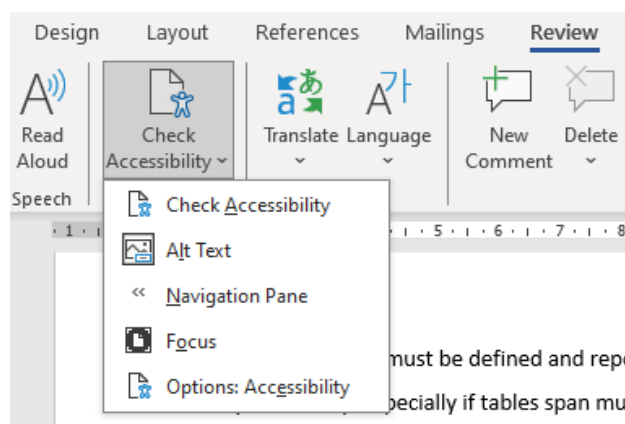
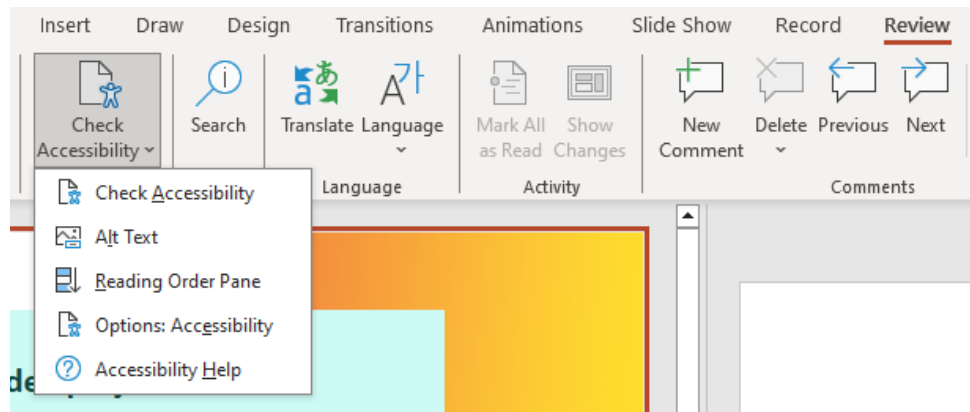


Figure 9 image. Check Accessibility function button in Microsoft Word program.

## 6. Template for presentations

A template has been created in Microsoft PowerPoint program for the presentation using the project's style: logo, colours, decorative elements; the alignment of the text has been set on the left side, the line spacing has been set at 1.5 pt; the size of the headings (36 pt) and the paragraph text (20 pt) has been set; the order of the objects on the slide has been set, the pattern of the bars of the diagrams used has been set in order to make them stand out from one another, and the addition of alternative text has been made to the figures used.

Document accessibility can be checked using the function Review → Check Accessibility



10 image. Check Accessibility function button in Microsoft PowerPoint program

## 7. Documents and content posted on the project website

Part of project results are text documents uploaded to the website in pdf format, using the templates described above.

National report: [include3.eu/national-reports](https://include3.eu/national-reports)

Transnational report: [include3.eu/transnational-report](https://include3.eu/transnational-report)

Policy documents: [include3.eu/policy-documents](https://include3.eu/policy-documents)

Hyperlinks should be easily reachable, user-friendly, easy to understand, and reliable for visitors to the project website.

The links should be:

- prominently displayed and easy to locate on the website
- labelled clearly and descriptively, indicating what type of document or content they lead to
- should function correctly across different devices and browsers
- should lead to the intended content consistently, without leading users to error pages or broken links

## Transnational report

**Transnational report** presents and summaries the individual systems in Belgium, Cyprus, Germany and Slovenia. It give an insight into the promotion of the inclusion of people with cognitive disabilities in the labour market. At the same time, the general explanations serve as a basis for understanding the examples of good practice listed.

The report is an essential first building block in the process of creating pathways from targeted training into sustainable and appropriate work in regular employment as it focuses on good practices at European level. This report presents the results of the collection and evaluation of good practices and derives conclusions regarding the role of centring processes on the needs and wishes of people with intellectual disabilities.



[Download transnational report in English >>](#)

[Download transnational report in Greek >>](#)

[Download transnational report in Slovenian >>](#)

11 image. Project result - transnational report submission on the website.

Alternative text should be included for all screenshots used in the project's documents or materials.

It ensures that the content remains accessible to all users, including those with disabilities.

It enables individuals using assistive technologies to understand the visual information presented in the screenshots and assures that they are not excluded from accessing important project-related content.

## 8. Podcast and videos

### Podcasts


Podcast are prepared in English, German, Slovenian and Greek, provided in website to listen to directly [include3.eu/podcasts](https://include3.eu/podcasts)

Despite the assertion that podcasts should be prepared in plain language, they may not actually adhere to that standard. Plain language refers to a style of writing that prioritizes clarity, simplicity, and accessibility for a wide audience, including those with cognitive or language-related challenges. It involves using straightforward language, avoiding unnecessary jargon or complex technical terminology, and breaking down information into easily understandable chunks.

It's important to ensure that the content of the podcasts aligns with the intended goal of accessibility and inclusivity, especially considering that they might be provided in multiple languages and are accompanied by transcripts for individuals with hearing disabilities.

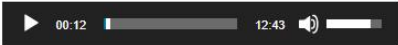



Also podcast are provided in project SoundCloud account [soundcloud.com/include3-project](https://soundcloud.com/include3-project)

The contents of podcasts also are provided in transcripts (text form), so it would possible to use it for people with hearing disabilities.



**Jobcoaching**

This episode is about jobcoaching at the Diakoniewerkstätten Rhein-Neckar. Four guests from Diakoniewerkstätten Rhein-Neckar in Germany explain why they love being a jobcoach.

<b>Podcast in German</b>		<b>Transcripts</b>
		<a href="#">Podcast transcript in German.pdf &gt;&gt;</a>
<b>Podcast in English</b>		<a href="#">Podcast transcript in English.pdf &gt;&gt;</a>
<b>Podcast in Slovenian</b>		<a href="#">Podcast transcript in Slovenian.pdf &gt;&gt;</a>
		<a href="#">Podcast transcript in Greek.pdf &gt;&gt;</a>
		<a href="#">Podcast transcript in Lithuanian.pdf &gt;&gt;</a>
<b>Podcast in Greek</b>		

12 image. Project results – podcasts submission on the website.

## Videos

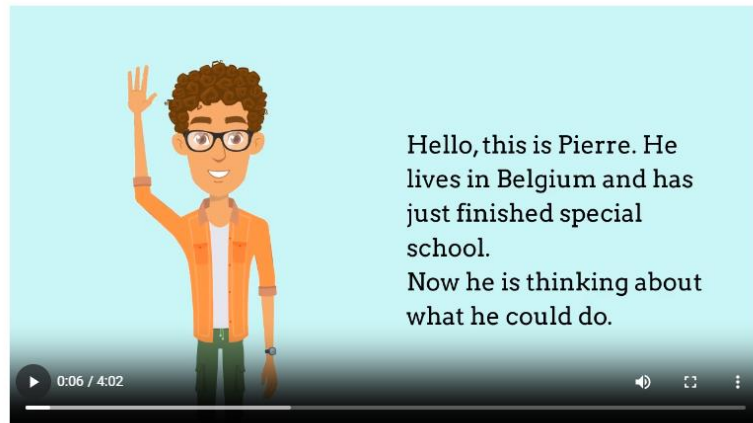
The videos in plain language describe the path for people with disabilities into the primary labour market in Slovenia and Belgium. Videos can be watched directly on the website or on project youtube channel

[youtube.com/@Include3Project/videos](https://youtube.com/@Include3Project/videos)

Videos are prepared using animated characters and texts, that appears synchronically with characters. Belgium case video has 5 versions of different languages (EN, DE, GR, SI, LT). Slovenian case videos has subtitles for different languages.

Video in English

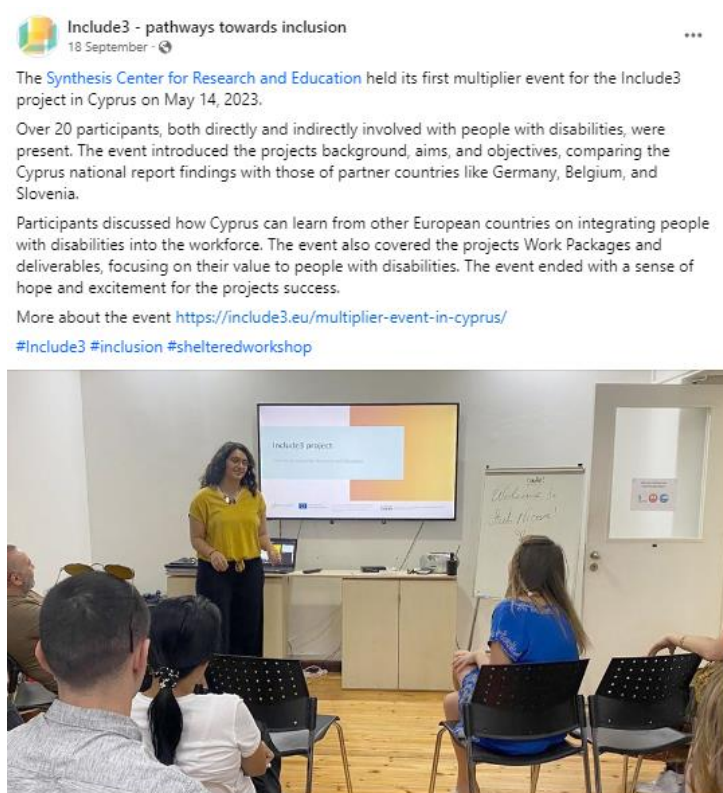
[Video transcript in English.pdf >>](#)



13 image. Project results – videos submission on the website

## 9. Project social media

Social media posts combine texts, images, links, hashtags. Some posts texts have plain language version also. Text content of the posts have a clear and consistent structure, images are provided with alternative texts, describing in 2-3 sentences image content. Hashtags are easy to understand, avoiding special characters or acronyms that may be confusing for screen reader users.



13 image. Project post in social media Facebook platform.



Podcast about Jobcoaching

What is job coaching in sheltered workshops? What does it involve? And what do clients and companies have to bring with them in order to come together through job coaching?

Konstanze Reidenbach and Jürgen Wallenwein answer these and many other exciting questions in a new edition of our podcast "Stay Inclusive". Both bring with them many years of experience as job coaches in Germany - making them the perfect guests for our podcast hosts Silvia and Jenny from the University of Applied Labour Studies.

The picture shows our hosts Silvia and Jenny, Ms Reidenbach and Mr Wallenwein - we had a lot of fun recording the podcast. 😊

You can find the podcast by using the following link:  
<https://lnkd.in/eDAFpxHN>

Text in plain language:

There is a new podcast episode.  
A podcast is like a radio play.  
You hear people talking in a podcast.

The podcast is called "Stay inclusive".  
Silvia and Jenny talk to Ms Reidenbach and Mr Wallenwein.  
They talk about:  
What is job coaching in sheltered workshops?  
What do you have to bring with you to find a company in job coaching?  
Ms Reidenbach and Mr Wallenwein answer the questions.

In the photo are Silvia and Jenny, Ms Reidenbach and Mr Wallenwein.

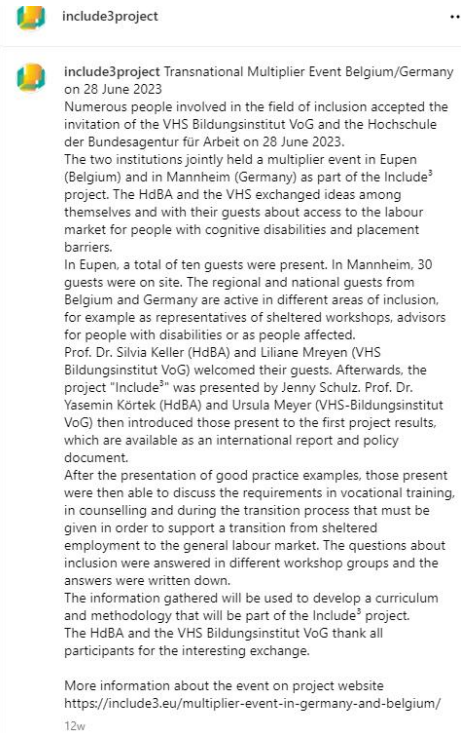
The podcast is on the internet:  
<https://lnkd.in/eDAFpxHN>

#inclusion #podcast #edutainment #jobcoaching



14 image. Project post in social media LinkedIn platform.





15 image. Project post in social media Instagram platform.

## 10. Standards

One of the most recognised standards is the **Web Content Accessibility Guidelines (WCAG) 2.1** [1], a set of guidelines developed by the World Wide Web Consortium (W3C), which describes recommended practices web developers should follow to make their websites accessible to the widest possible range of users, including people with disabilities, such as visual or hearing impairments, motor or cognitive impairments and others.

Other standards that describe digital accessibility requirements:

- The Americans with Disabilities Act (ADA) protects people with disabilities from discrimination [ada.gov](http://ada.gov)
- Section 508 (accessibility standards for American federal agencies' electronic and information technology) [section508.gov](http://section508.gov)
- The European Accessibility Act (EAA) [ec.europa.eu/social/main.jsp?catId=1202](http://ec.europa.eu/social/main.jsp?catId=1202)
- Harmonised European Standard EN 301 549 defines accessibility requirements for ICT products and services. [etsi.org/deliver/etsi\\_en/301500\\_301599/301549/03.02.01\\_60/en\\_301549v030201p.pdf](http://etsi.org/deliver/etsi_en/301500_301599/301549/03.02.01_60/en_301549v030201p.pdf)

## 11. Accessibility of events

Accessibility in event planning is multifaceted, extending beyond considerations solely for wheelchair users. Recognizing individual needs is pivotal, with no hierarchy among disabilities. Failure to address specific needs leads to exclusion.

A barrier-free environment is mandatory for 10% of citizens, necessary for 30 to 40%, and beneficial for all. Universal design principles promote comfort for everyone. Prioritizing accessibility in event planning fosters inclusivity and ensures that all participants can engage fully, regardless of their abilities.

### Best practices in organizing accessible events:

1. Prioritization of individual needs without hierarchical ranking of disabilities.
2. Accessibility integration early in event planning for efficiency and cost-effectiveness.
3. Clear event type definition to inform subsequent decisions.
4. Registration process, online platform, venue choice based on features and accommodations.
5. Structured agenda preparation for effective time management.
6. Target audience identification for accordingly tailored content and format.
7. Various channels use for event marketing and promotion.
8. Technology testing to ensure smooth operation.
9. Establishment of a support team to address both technical and other communication issues during the event.

**Accessibility policy:**

1. Ensurement of compliance with the disability equality act, with a focus on meeting minimum accessibility requirements (M).
2. Provision of accessible information for both participants and organizers.
3. Consideration of the diverse spectrum of disabilities when planning events.
4. Creation of a barrier-free environment to ensure accessibility benefits all citizens.
5. Implementation of internet accessibility measures, such as screen readers and keyboard navigation to enhance internet accessibility.
6. Translation of content into plain language and provision of sign language interpretation as needed.
7. Offering wheelchair-accessible booking options to ensure venue accessibility.
8. Emphasis on accessibility in event management training.
9. Prioritization of accessibility integration considerations in all aspects of event planning to foster inclusivity.

**Accessibility policy key points:**

1. Arrival and departure: accessibility checking by public transport, including availability of lifts, level crossings, low-floor buses, trams, and tactile guidance strips, by car, by taxi, as well as shuttle service and escort to/from transport hubs. Provision of directions, including navigation information or a map. Provision of information regarding accessible parking spaces, ensuring at least 3% are designated for people with disabilities.
2. Accommodation: provision of information on barrier-free hotels and reservation of accessible rooms in advance for event attendees, ensuring hotels offer detailed accessibility information and amenities upon request.
3. Care Services: provision of information on emergency contacts for medical supply stores in the region.
4. Communication and accessibility: multiple contact methods (telephone, email, fax, post, SMS) for accessibility. Provision of emergency contact numbers during the event. Ensuring post-event information is provided in a barrier-free manner, such as downloadable documentation and multimedia.
5. Accessibility information: in advance offer of information on accessibility areas or with registration confirmation for large events, as well as during the event, including any last-minute changes. As well as escape routes with wheelchair or unavoidable sources of danger (water bodies, construction sites).
6. Venue accessibility: ensuring entrance areas are step-free and obstacle-free, with safe and well-lit pathways. Provision of clear signage and orientation aids for blind and visually impaired individuals. Ensuring that ramps meet specific dimensions and safety features for wheelchair access, doors meet accessibility standards, with appropriate width, height, and contrast markings, accessible lift options with adequate width, controls, and visual/auditory announcements. Maintaining outdoor areas with level surfaces, clear pathways, and accessible features such as tactile guidance. Sanitary facilities with accessible toilets, washbasins, and emergency call devices. Flexibility of furnishings and equipment to accommodate different needs and heights. Implementation of guidance systems and lighting considerations for improved

accessibility. Adaption of presentations and communication to cater to various needs, including easy language and descriptions for visuals.

7. Information sources: obtaining of the information on accessibility from self-help organizations for people with disabilities, relevant authorities, and local companies.

#### **Accessibility policy points of interest:**

1. Large events: provision of large overview maps at various points with important information and tactile features for accessibility and handouts of overview maps, ideally in easy-to-read language, for attendees' convenience.
2. Smaller events: consideration of additional service staff to point out or convey important information to guests for smaller events.
3. Ensurement of recognition and accommodation for individuals with assistance dogs, providing necessary support and access.
4. Audio guide technology incorporation in public spaces and facilities to aid individuals with visual impairments in navigation and information access.
5. Floor-based guidance systems implementation, such as attention fields, to facilitate orientation for blind and visually impaired individuals in public areas.
6. Creation and distribution of documents in accessible PDF format to ensure information is easily shared and comprehended by all individuals, including those with disabilities.
7. Availability of Braille displays to facilitate tactile reading for blind individuals, ensuring equitable access to information.
8. Advocating for the installation of Euro Key systems in public toilets, enabling individuals with disabilities to access barrier-free facilities.
9. Provision of mobile folding ramps in public spaces to facilitate wheelchair users in overcoming architectural barriers.
10. Recognition and use of sign language as a means of communication, ensuring provision of interpretation services for deaf individuals in public settings.
11. Use of neck-loop headphone systems to assist hearing-impaired individuals in accessing auditory information, supporting compatibility with hearing aids.
12. Advocating for the availability of various hearing aid technologies, including induction and FM systems, in public venues to enhance accessibility for individuals with hearing impairments.
13. Provision of other service areas, e.g. for repairing aids, charging electric wheelchairs.
14. Provision of training and support for communication assistants to ensure seamless assistance for individuals with sensory impairments, facilitating their engagement in various activities.
15. Promote universal design principles in the planning and construction of facilities and environments, ensuring accessibility for individuals of all abilities.

16. Consider dietary preferences and restrictions, including veganism, in event planning and catering to accommodate diverse needs and preferences.

### Accessibility of online events

Accessibility in online events is crucial to ensure that all participants, including those with disabilities, can fully engage and participate. This inclusivity can be achieved by following the best practices for organizing online events and maintaining a strong focus on accessibility key points.

### Best Practices for Organizing Online Events

1. **Event type definition:** before hosting, the online event type must be clearly defined, as it determines other important aspects, including those regarding the activities and participants.
2. **Suitable platform selection:** choice of an online platform should be based on its features and accommodations, making sure it provides the necessary tools and best meets the needs.
3. **Agenda preparation:** an agenda helps to structure the event and manage time effectively.
4. **Target audience identification:** during the early stages of the event development process. Knowing the audience helps tailor the content and format of the event.
5. **Event marketing and promoting:** through various channels to reach out to potential attendees.
6. **Technology testing:** ensuring all technical aspects work smoothly before the event.
7. **Support team:** a support team or a designated person can help address any technical problems during the event.
8. **Digital support tools:** use of digital tools to enhance interaction and engagement.
9. **High quality content:** ensuring that the content, whether it's documents, videos or presentations is readily accessible to the participants.
10. **Online registration set up:** an online registration process makes it easy for attendees to sign up.
11. **Event rehearsal:** a rehearsal can help identify and fix any potential issues before the actual event.
12. **Breaks:** intermediate breaks during the online event can help space out activities and alleviate audience fatigue.
13. **Follow up:** shortly after the online event ends, it is advisable to follow up with the participants, through adequate digital means, sending a survey, asking for a feedback or simply giving thanks for participating.
14. **Virtual event recording:** for guests that could not attend and for later viewing.

### Accessibility policy for online events

1. **Detailed access information sharing:** clear communication of the measures that have been taken to make the event accessible and any potential barriers participants should be aware of.

2. **Keeping it simple:** being mindful that people face different barriers when using new technology. Using apps and software which feel complex or need strong internet can create extra barriers.
3. **Text presentation:** the font should be sans serif and size 14 or larger. An audio copy and a short version of long texts is recommended. Texts should be clear and simple, with short sentences and paragraphs. The use of an online readability test helps to see whether it's written in too complex a style.
4. **Images:** if images are used, alternative text descriptions should be provided. It is not advisable the use of images alone to communicate important text, as people using screen reader technology won't be able to read it.
5. **Sound:** any audio content must be clear and captions or text transcripts of sounds and what is said should be provided. Sharing the script in advance, posting key points in the chat, or sharing them on a slide show as they are being said aloud in the event, can be very helpful.
6. **Non-verbal engagement:** allowing ways for participants to engage non-verbally, by including options to give input through writing, drawing, doing hand signals and interacting with slides.
7. **Flexible material formats:** preparation of the materials in different formats to accommodate various needs. Sharing event materials in advance can also be of help, by letting people to identify format barriers before the event and giving the possibility to change it themselves, for example turning the event script into a word document to access it with a braille display device.
8. **Working with and listening to people experiencing barriers:** engaging with people who experience barriers openly about how the online event could be more accessible can help adjust and prepare it to accommodate various needs.
9. **Use of a simulator to learn about digital barriers:** complementary to people engagement, the use of online simulators tools, such as distractibility simulation or screen reader software, can help learn about barriers or test the online materials.

## 12. Literature

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6. Outside The Box. (2023). *Accessible online events: Why everyone should care about accessible online events*. Outside The Box Development Support. Retrieved from <https://otbds.org/online-event-tips/>

[HdBA – the University of Applied Labour Studies](#), as the national institution responsible for the education of specialists to work in the Federal Employment Agency, has a particular expertise on questions of vocational education and training (VET) and counselling with regards to such questions. This includes the education and training of counsellors working in the specialist departments for supporting people with disabilities who are, among other things, responsible for assigning clients into the VET section of sheltered workshops. HdBA has a specialised chair for inclusion studies and focused resources on this area over recent years.

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[OZARA](#) service and disability company d.o.o. is one of the national key service providers in the field of vocational rehabilitation and social inclusion. Enjoying indisputable status of professional authority in the field of training, employment of persons with disabilities, social inclusion, vocational and employment rehabilitation in Slovenia, OZARA d.o.o. brings crucial resources to the consortium by transferring its knowledge regarding the needs identified in the scope of project proposal. It has around 150 potential end users, and tens of professional workers and mentors, supporting these disadvantaged groups.

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[The VHS Bildungsinstitut](#) (Adult Education Centre) is the educational service of the Christian Labour Movement (CAB) in East Belgium, in the German speaking Community. The CAB is the largest social movement in Belgium. The VHS is engaged mainly in social-political learning activities, such as trainings for project coordinators for cultural and social projects, and in the ACADEMY 50+ in training for elderly people in different subjects such as politic sciences, sociology, philosophy, history, cognitive stimulation, etc. After 2015, the VHS coordinated the integration pathway in East Belgium with language classes (German) on different levels and civic lessons for all people coming to the German speaking Community. The VHS is also involved in trainings for unemployed persons in application techniques, and integration into the labour market. These are also topics that are discussed in several Erasmus+ projects.

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[SYNTHESIS](#) Center for Research and Education Ltd is a pioneering organisation which initiates and implements projects of positive social impact, with a focus on social inclusion and accessibility of services and products for everyone. SYNTHESIS is one of the leading institutions in Cyprus in the fields of social entrepreneurship and social innovation. It founded and manages HUB NICOSIA, an educational centre and a community of organisations with cultural, environmental and social aims. SYNTHESIS main target groups are people from the marginalised/ disadvantaged / vulnerable parts of the society, such as youth, adults and the aging population, migrants, refugees and asylum seekers, people with physical and mental disabilities.

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[VšĮ "eMundus"](#) has a broad expertise in the development of various ICT applications. The mission of eMundus is to actively promote the development of the knowledge society by developing services related to educational activities, information technology, innovation and practical applications in education and social activities, ecology, healthy lifestyles and harmonious education in order to ensure quality cooperation.

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