

EFE

Expertise from Experience

Curriculum

Interreg



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1 Executive summary

With the tightening of legislation in Finland, Sweden and other EU countries, the need for accessibility expertise has increased, especially among municipalities and public authorities. People with disabilities have a wealth of experience of what works and what doesn't in digital services. Together with the knowledge of their own needs, this experience constitutes a unique form of informal expertise on accessibility.

Against this background, Funktionsrätt Åland and Stiftelsen Funka collaborated to develop and implement a joint training course aimed at people with disabilities in both Åland and the Stockholm region. The course was customised for the participants to suit people with different backgrounds and conditions. No technical expertise was required. Through the training, participants gained expertise in how to guide authorities and advise on accessibility on a consultancy basis.

The training plan presented in this document describes the structure of the training and the expected learning outcomes. Based on the plan, materials and exercises were developed in a format that is adapted for a digital and accessible implementation of the training.

2 Course information

The project “Expertise from experience” aimed to train persons with disabilities to become user experts in web accessibility, able to guide authorities and advise on accessibility on a consultancy basis.

Organisers and target group

Organisers: Funktionsrätt Åland and Stiftelsen Funka

Target group: Persons with disabilities in Åland and the Stockholm region

Training period: 2 September – 13 December 2024

Workplace training: 13 January - 14 February 2025: Practical training

Admission requirements

Minimum age: 18 years

Technical skills: Able to participate remotely via own computer and have sufficient technical knowledge to manage Teams.

Knowledge: At least completed primary school or equivalent. Interest in web / digital interfaces and some technical experience.

Self-identifying as a person with a disability.

Mode of study

The training takes place through digital distance learning on an open communication platform that is free of charge for users (Microsoft Teams or Zoom). The training has been adapted to be accessible to all participants according to their needs.

Participation requires a computer and internet connection, and that participants are comfortable participating with a camera and microphone. The training sessions are subtitled and recorded so that they can be viewed afterwards.

Study programme

The programme is designed to be carried out on a half-time basis (50%). The students are required to work on assignments every week between the teacher-led sessions.

The schedule takes into consideration the different time zones in Sweden and in Åland. Each week contains two compulsory sessions, at the beginning and end of the week, with the opportunity to ask questions during the week.

- Monday 9.00-11.00 (Swedish time), 10.00-12.00 (Åland time)
 - A theoretical, teacher-led session. At the end of the session, a task or question to work on during the week is presented. The training session is subtitled and recorded.
- Wednesday 9.00-10.00 (Swedish time), 10.00-11.00 (Åland time)
 - Optional open time - the training leader is available online to answer any questions.
- Thursday 12.00 (Swedish time), 13.00 (Åland time)
 - Submission of written assignments.
- Friday 9.00-11.00 (Swedish time), 10.00-12.00 (Åland time)
 - Students present the results of the task or question to the trainer, in groups. The training session is subtitled and recorded.

3 Modules and learning objectives

The course is divided into five modules covering theory and practice of web accessibility:

1. Digital skills
2. Introduction to web accessibility, including a rights-based perspective
3. Technical requirements in web accessibility
4. Formulating user needs and providing feedback
5. Theory and practice of web accessibility testing

Module 1: Digital skills

Content:

- Introduction to different abilities in the context of using the web and digital services.
- Review of abilities and assistive technologies.
- Review of formats and channels for communication, and how authorities communicate on the web.

Learning outcomes:

- Understanding your own and others' needs and preconditions for using the web and digital services.
- Identify and discuss different online communication tools and channels used by public authorities and reflect on how these channels meet the participants' own needs and pre-conditions.

Lessons:

- Introduction
- Skills, abilities and assistive technologies
- Government channels and tools

Module 2: Introduction to web accessibility

Content:

- Introduction to European legislation on web accessibility
- Overview of how the legislation relates to the UN Convention on the Rights of Persons with Disabilities
- Review of how the legislation is applied in Sweden, Finland and Åland
- Introduction to how authorities report on accessibility on their websites
- Review of how feedback from users works

Learning outcomes:

- Understand what the legislation means, who is covered and what should be accessible
- Understand and be able to explain the concepts behind the requirements of the legislation
- Be able to find and interpret accessibility statements
- Be able to explain how the feedback mechanism works

Lessons:

- Web Accessibility Directive (WAD)
- Application of the Web Accessibility Directive
- The accessibility statement
- The feedback mechanism

Module 3: Technical requirements

Content:

- Overview of the technical standard behind the legal requirements (EN 301 549)
- Review of requirements per area: design, content, technology

Learning objectives:

- Understand how the standard is structured and how it is applied

- Be able to identify and explain examples of requirements in each area: pedagogy, content, technology
- Be able to apply test methods for requirements in each area: pedagogy, content, technology

Lessons:

- EN 301 549 - an overview
- Examples of pedagogical requirements and test methods
- Examples of content requirements and test methods
- Examples of technical requirements and test methods

Module 4: Formulating user needs

Content:

- Tips for giving feedback in a constructive way
- Methodology to describe user problems
- Formulations of user problems linked to the legal requirements and based on the needs and conditions of the participants

Learning outcomes:

- To be able to describe user problems based on their own experiences, needs and conditions and link these to the legal requirements in a clear way
- Understand and apply principles for giving constructive feedback on user problems

Lessons:

- Constructive feedback
- Methodology and formulations of individual user problems (based on participants' needs, pre-conditions and knowledge)

Module 5: Web accessibility testing

Content:

- Methodology for making the selection of pages to test
- Repetition of test methods linked to the requirements of standard EN 301 549
- Exercise on describing user problems linked to the requirements, based on your own needs and conditions

Learning outcomes:

- Be able to identify and apply methods for selecting pages to test
- Be able to apply test methods related to the requirements to identify and describe user problems based on your own needs and conditions

Lessons:

- Selection of pages to test
- Rehearsal and practice for the practical assignment