



MINUTES OF THE ONLINE MEETING OF 4 SEPTEMBER 2025

The next meeting will take place on 9 October from 9 a.m. to 11 a.m. (CET)

Meeting link:

[From https://teams.live.com/join/937646759082?p=xx21YEXk9pRGwwF1kh](https://teams.live.com/join/937646759082?p=xx21YEXk9pRGwwF1kh)

1) The MOOC

Updating content

- Stando will continue his interviews with young people and experts.
- In France, interviews with young people have been conducted and quizzes completed. The technical editing of the videos, their translation and their online publication remain to be finalised. The same applies to the quizzes. They will be created using the dedicated plugin on WordPress/Elementor (H5P) in French and English.

The partners undertake to update the dedicated Excel file, which is accessible from the project drive.

Each partner is continuing to develop the MOOC content for each module and level.

Immediately after the meeting, Aux Couleurs du DEBA redesigned the MOOC to ensure it complies with digital accessibility standards.

The construction of the evaluation questionnaire for the site and the MOOC

Stando already has templates. Myrianthi will adapt them for the project and share them on the drive by next week.

To complete the questionnaire, Aux Couleurs du DEBA will propose questions related to the evaluation of MOOC learning.

The questionnaire must be developed and validated by all parties by the end of September at the latest in order to meet the provisional testing schedule.

Testing will take place throughout October using the online questionnaire.

The profile of the testers was already defined last June (see report).

The modules to be tested will be those that are available!



Note regarding interviews with young people.

They must participate in the development of their quiz by taking a step back from their personal stories to reflect more broadly on issues relevant to professionals and policymakers (moving from the micro to the macro level). To assist with this task, we have included, in the appendix below, an example of a quiz developed by a participant (Céline) with a disability, based on her personal story.

The supervisor must be able to help the young person identify the problems they have experienced and present them in a more global approach in order to draw out a general issue. Do not hesitate to encourage the young person to use artificial intelligence (e.g. chatgpt) to learn how to use it as a tool, an aid, a resource and not as an end in itself.

Comments regarding the "learn more" tab.

It has been decided to include only resources already created by our organisations (or our partners) and related to the topics covered.

Nevertheless, we will also ensure that we respect the expected content based on the results of field surveys, both for professionals and young people. (see report on the website)

Remember that the MOOC has a long version and a short version (in FALC method).

2) Erasmus Days 2025

In the final quarter of the project, we will hold an event to present it to the general public and local decision-makers.

It will take place during Erasmus Days 2025 (2nd week of October).

A presentation of the MOOC and its interface is essential.

Similarly, the young people interviewed and the experts will be able to give feedback on their experience and the benefits of participating in this type of European project.

3) The newsletter

The third newsletter will be published at the end of Erasmus Days.



The fourth and final newsletter will be published in mid-December after the forum day in France.

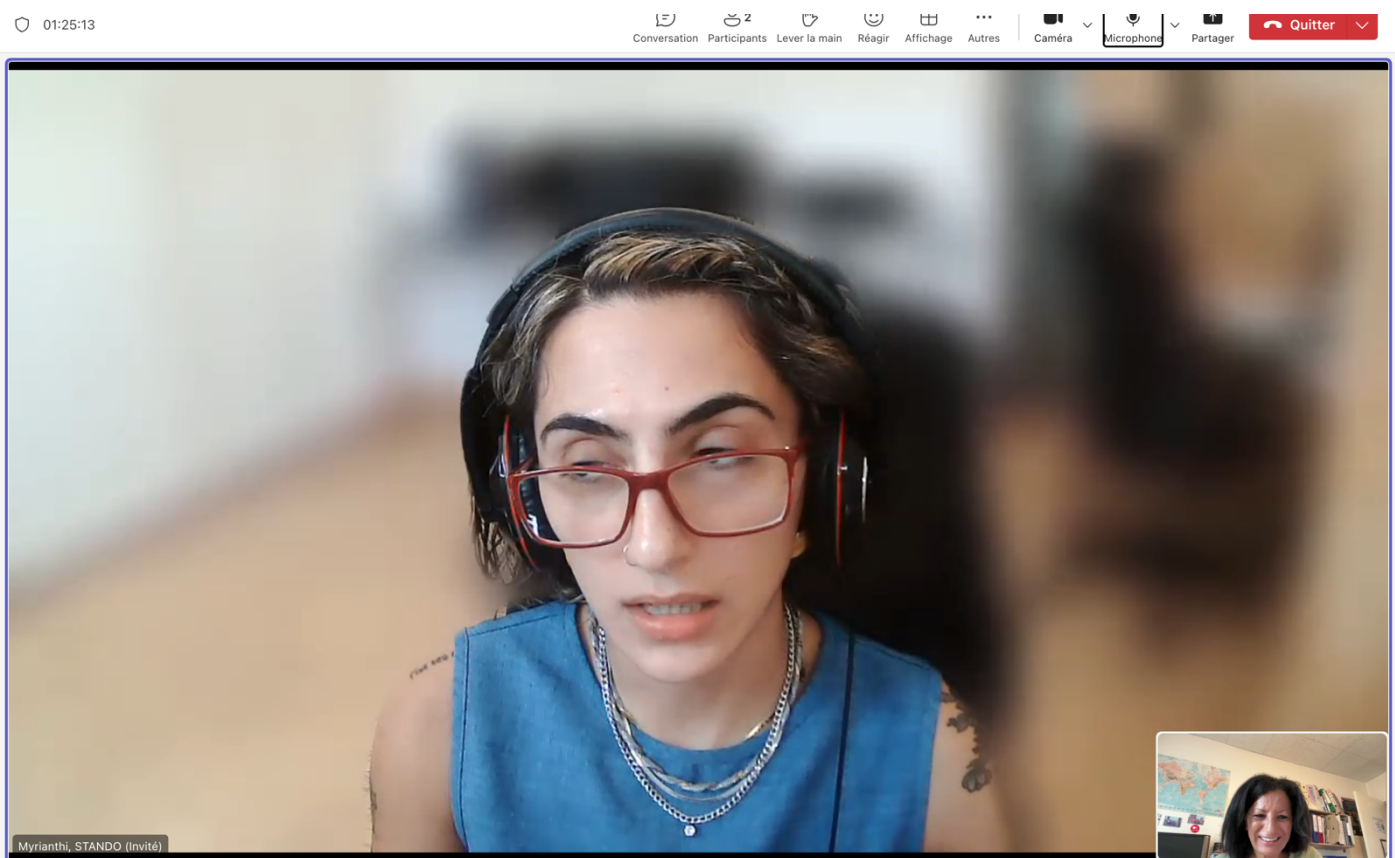
4) The project closing meeting

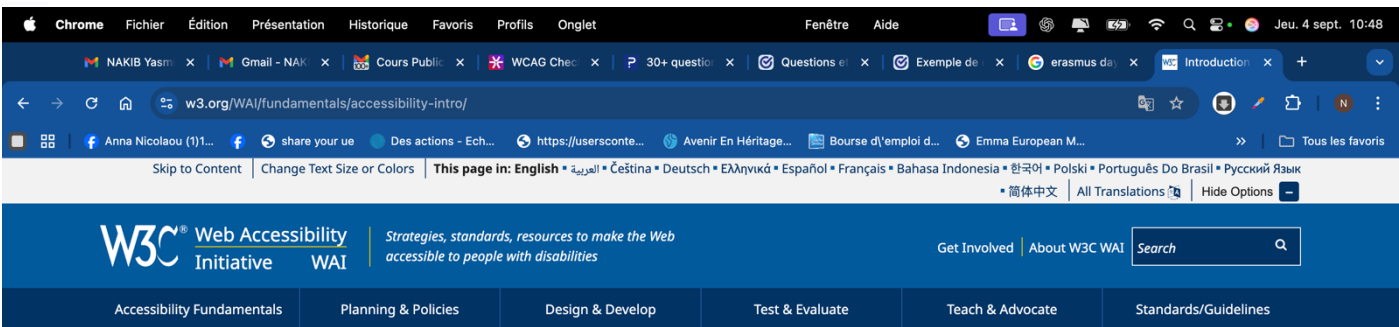
is scheduled for December in Cyprus.

However, depending on the cost of travel to Cyprus for the participants, we will ask the agency to transfer funds between these two deliverables.

Therefore, if necessary, the meeting will be held online rather than in person.

The decision will be made at the next meeting scheduled for 9 October.





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Accessibility Fundamentals

Introduction to Accessibility

Video Introduction

Accessibility is About People

Components of Web Accessibility

Accessibility Principles

Research

Digital Accessibility Courses

Languages/Translations

English (Original)

العربية

Introduction to Web Accessibility

Summary

When websites and web tools are properly designed and coded, people with disabilities can use them. However, currently many sites and tools are developed with accessibility barriers that make them difficult or impossible for some people to use.

Making the web accessible benefits individuals, businesses, and society. International web standards define what is needed for accessibility.

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- [What is Web Accessibility](#)
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- [Making the Web Accessible](#)
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Test & Evaluate

Easy Checks - A First Review

Easy Checks - Draft Update

Evaluation Tools

Conformance Evaluation, Reports

Using Combined Expertise

Involving Users

Languages/Translations

- English (Original)
- Español
- Français

All Translations

Translating WAI Resources

Evaluating Web Accessibility Overview

Summary

This page links to resources to help evaluate web accessibility. Accessibility evaluation is also called "assessment", "audit", and "testing".

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Introduction

When developing or redesigning a website or web application, evaluate accessibility early and throughout the development process to identify accessibility problems early, when it is easier to address them.

There are evaluation tools that help with evaluation. However, no tool alone can determine if a site meets accessibility standards. Knowledgeable human evaluation is required to determine if a site is accessible.



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01:56:08

Conversation Participants Lever la main Réagir Affichage Autres Caméra Microphone Partager Quitter



Myrianthi, STANDO (Invité) ...



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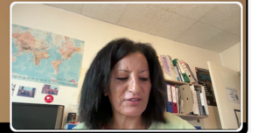
Erasmus+
Enrichit les vies, ouvre les esprits.

02-03-13

Conversation Participants Lever la main Réagir Affichage Autres Caméra Microphone Partager Quitter



Myrianthi, STANDO (Invité) ...



Microsoft Teams Modifier Afficher Fenêtre Aide

Jeu. 4 sept. 11:04

02:03:40

Conversation Participants Lever la main Réagir Affichage Autres Caméra Microphone Partager Quitter



Myrianthi, STANDO (Invité) ...





Appendix:

The quiz (provisional) from Céline's interview

To be corrected and adapted so that it is understandable to all Europeans
(e.g. acronyms and abbreviations specific to France)

Link to the video in French (it may be modified for the MOOC)

<https://www.facebook.com/61570123572938/videos/712460091314657/>

1. What is one of the major impacts of geographical distance on the education of students with disabilities?

- ☐ **A. Better concentration in rural areas** ❌
 - This has not been proven. Geographical distance can even lead to difficulties in accessing support.
- ☐ **B. Limited access to specialised institutions** ✅
 - Remote areas often have few suitable facilities, which complicates access to specialised support.
- ☐ **C. Enhanced support for teachers** ❌
 - Far from large cities, specialised human resources (AVS, AESH, trained teachers) are sometimes insufficient.
- ☐ **D. Smaller class sizes** ❌
 - This is not always the case and does not compensate for the difficulties associated with the lack of suitable infrastructure.

2. What are the possible consequences of school isolation for a student with a disability?

- ☐ **A. Better academic performance** ❌
 - Isolation generally undermines motivation, self-confidence and learning.
- ☐ **B. Greater independence** ❌
 - Isolation hinders the development of independence, especially in the absence of support.
- ☐ **C. Risk of dropping out and withdrawal** ✅
 - Isolation increases the risk of absenteeism, psychological distress and dropping out of school.
- ☐ **D. No significant impact** ❌
 - Isolation has serious consequences, particularly on mental health and social inclusion.

3. What measures are in place to ensure that pupils with disabilities receive an education tailored to their needs?

? **A. The PAI** ❌

► The PAI (Individualised Support Plan) mainly concerns pupils with health problems (e.g. allergies, diabetes).

? ❌

► **B. The PPRE** (Personalised Educational Success Programme) The PPRE (Programme Personnalisé de Réussite Éducative) is aimed at pupils with learning difficulties that are not directly related to a disability.

? ✅

► **C. The PPS** (Personalised Education Plan) The PPS (Personalised Education Plan) is a scheme specifically for disabilities. It is set up by the MDPH (Local Disability Centre) and coordinated with teaching teams.

? ❌

► **D. The ULIS** (Localised Unit for School Inclusion) The ULIS (Localised Unit for School Inclusion) is a support structure, but does not replace the PPS.

4. What is a common difficulty encountered by students with disabilities when integrating into a new school?

? **A. Too many sports activities** ❌

► This is not the main cause of integration difficulties.

? **B. Difficulty following online classes** ❌

► This can be a problem, but it is not specific to physical integration into a school.

? **C. Inadequate infrastructure and teaching materials** ✅

► Many schools are not yet sufficiently accessible (stairs, toilets, unsuitable equipment).

? **D. Excessive support from teachers** ❌

► This is not a common difficulty. Lack of support is more often a problem.

5. The educational guidance of students with disabilities takes into account:

? **A. Only academic results** ❌

► The assessment of abilities is not limited to academic results. Disability requires a comprehensive approach.

? **B. Parents' wishes only** ❌

► Parents are involved, but the guidance is based on the opinion of the educational team and health professionals.

? **C. The specific needs and abilities of the pupil** ✅

► The guidance is personalised, based on the pupil's profile, needs and abilities.

? **D. The number of places available in mainstream schools** ❌

- This criterion may impose practical constraints, but does not guide the main guidance decision.

6. Which professional plays a key role in developing the guidance for a student with a disability?

? **A. The education authority inspector** ❌

- They can validate certain decisions, but are not directly involved in individualised support.

? **B. The head teacher** ❌

- They facilitate implementation, but are not responsible for developing the PPS.

? **C. The reference teacher** ✅

- They coordinate the various parties involved, monitor students with disabilities, and lead the teams responsible for monitoring their education.

? **D. The physical education teacher** ❌

- They can contribute to inclusion in their classes, but do not play a central role in overall guidance.

7. Geographical distance can lead to:

? **A. Better academic support** ❌

- Rural areas are often underserved in terms of trained staff and appropriate equipment.

? **B. Difficulty accessing specialised care and support** ✅

- Families sometimes have to travel long distances to consult professionals (speech therapists, psychologists, etc.).

? **C. Rapid care by medical and social services** ❌

- On the contrary, waiting times are often longer.

? **D. Easier social relationships** ❌

- Geographical isolation can actually hinder socialisation, especially if the child is the only one with a disability in their school.

8. What are some solutions to combat the isolation of students with disabilities in rural areas?

? **A. Abolish inclusive classes** ❌

- This is a step backwards: inclusion is a right and a necessity.

? **B. Develop distance learning and adapted school transport** ✅

- These solutions make it possible to provide educational support despite distance and constraints.

? **C. Prohibit referral to ULIS** ❌

- ULIS are precisely the inclusive measures that are needed.

? **D. Encourage compulsory boarding school attendance** ❌

- Boarding school may be a solution for some, but it should never be imposed



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