



# ISEMOA

Improving seamless energy-efficient  
mobility chains for all



## Final training concept and materials

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## TABLE OF CONTENTS

1	About the project ISEMOA .....	4
1.1	The ISEMOA consortium: .....	5
2	Summary.....	6
3	ISEMOA EXTERNAL AUDITORS TRAINING – GUIDANCE PAPER.....	7
3.1	Aim of the guidance paper .....	7
3.2	Training organisation .....	7
3.2.1	Invitation and registration of participants .....	7
3.2.2	Venue of the training.....	8
3.2.3	Persons responsible for the training.....	9
3.2.4	Food .....	9
3.2.5	Documents.....	10
3.3	Training practice .....	10
3.3.1	Self-education.....	10
3.3.2	On site training.....	11
3.4	Training materials .....	15
3.4.1	Materials for the trainer .....	16
3.4.2	Materials for the participants .....	17
4	List of Figures.....	20
5	List of Annexes.....	21

# 1 ABOUT THE PROJECT ISEMOA

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ISEMOA - Improving seamless energy-efficient mobility chains for all – started in May 2010 and is a 3-year project supported by the European Commission within the IEE-programme.

ISEMOA aims to help local and regional authorities in Europe to increase energy-efficiency in transport by improving the accessibility of door-to-door mobility-chains and thus enabling all citizens and visitors (including people with reduced mobility (PRM)) to adopt a less car-dependent lifestyle. Furthermore, improving the accessibility of public spaces and public transport will increase the quality and attractiveness of public transport, and contribute to increasing safety for pedestrians and cyclists.

In order to achieve this goal, ISEMOA is developing tailor-made quality-management-schemes for the continuous improvement of the accessibility of the whole door-to-door mobility-chain in European municipalities, cities, and regions (henceforth referred to as ISEMOA-schemes). These ISEMOA-schemes will reflect a standardised quality management process based on the successful BYPAD, MaxQ and MEDIATE-schemes. At the core of the ISEMOA-schemes there will be a moderated audit process. The process will help local and regional stakeholders, together with an external auditor, to assess the state of accessibility of public space and public transport in their area and to develop strategies and measures to continuously improve the quality of this.

The ISEMOA-schemes will apply a holistic approach by taking into account:

- the needs of all categories of PRM (i.e. people with disabilities, people with heavy / bulky luggage, people with small children, people with temporal impairments, people with non-average stature, older people,...)
- the whole door-to-door mobility-chain made up of sustainable transport modes, including walking, cycling, public transport, and multi-modal mobility
- all kinds of barriers (i.e. barriers related to physical conditions, organisational aspects, attitudes of people,...)

In order to develop these ISEMOA-schemes according to the needs of the stakeholders, the project places much emphasis on the involvement of all relevant stakeholder-groups (PRM, city-consultants, local / regional authorities,...) from the very start of the project. The development of the ISEMOA-schemes will be an iterative process, as they will first be implemented in 15 test-sites all over Europe, and then improved according to the feedback of the test-sites'-stakeholders.

The implementation-process of the ISEMOA QM-schemes aims to raise awareness of the issue of accessibility for PRM among local and regional decision-makers. Making clear the link between accessibility and energy-efficiency in transport should encourage discussion among all relevant local and regional stakeholders, and help to bring forward a local / regional strategy for the improvement of accessibility.

Consultants, agencies, and organisations working with municipalities, cities, or regions all over Europe will be invited to attend the ISEMOA training-workshops for external auditors. These training-workshops will take place in 15 European countries in order to enable consultants, agencies, and city-advisors to use the ISEMOA QM-schemes in their daily work with local and regional authorities.

## 1.1 The ISEMOA consortium:

<b>Coordinator:</b>	
FGM-AMOR (AT)	
<b>Partners:</b>	
AGEAS (IT)	NP (CZ)
BSRAEM (BG)	SECAD (IE)
Ecuba (IT)	Sinergija (SI)
Edinburgh Napier University ENU (UK)	TAS (UK)
Energy Agency of Plovdiv EAP (BG)	Technische Universität Dresden TUD (DE)
ETT (ES)	Trivector (SE)
IEP (CZ)	UIRS (SI)
ITS (PL)	University of Zilina (SK)
Mobiel 21 (BE)	URTP (RO)
<b>Subcontractor:</b>	
Mobiped (FR)	
<b>Advisory Committee:</b>	
Adolf Ratzka, Christa Erhart, Graham Lightfoot, Jarmila Johnova, Petra Lukesova, Thomas Zwolinski	

## 2 SUMMARY

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The aim of this report is to present the final version of the training concept and materials which are to be used in order to train ISEMOA external auditors. The report includes the guidance paper of how to organise and implement the training workshops, including the overview of the materials to be used. The annexes to this report are the training materials (excluding the ISEMOA working materials – Annexes 1-13) and the evaluation materials to be used by the ISEMOA trainers.

## 3 ISEMOA EXTERNAL AUDITORS TRAINING – GUIDANCE PAPER

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### 3.1 Aim of the guidance paper

The aim of this guidance paper is to facilitate the training for ISEMOA external auditors. It gives tips on how to organise and carry out the training.

Each training session is divided into 2 parts: an organisational one, during which the training is prepared (participants are invited, the venue and catering are organised, etc.) and a practical part, when the participants are actually trained. This guidance is divided into the following sections:

1. TRAINING ORGANISATION
2. TRAINING PRACTICE
3. TRAINING MATERIALS

### 3.2 Training organisation

When organising a training session, each Partner must consider the following issues:

#### 3.2.1 *Invitation and registration of participants*

- Who? Each trainer has to decide upon the criteria according to which the participants will be invited to the training (e.g. education, experience, interest in the topic, etc.).
- Where to find participants? How to reach them?
- Invitation. An invitation including the date, duration of the training, venue of the training, terms of participation, contact information, etc. must be sent to institutions and/or individuals. Below is a sample invitation that can be sent to the selected institutions/individuals.
- Registration:
  - Participants can find information about the training on the ISEMOA website. The website also includes the contact details of auditor trainers in their countries and the option to register directly with them.
  - Registration can be done from 2 months until 1 week before the actual training, so the participants have enough time to carry out the self-education part of the training (if the appropriate version is chosen by the trainer).
- How to motivate the participants to attend ISEMOA external auditors training? The training is free of charge and leads to new business opportunities.

<p><b>INVITATION</b></p> <p><i>(Name of the institution)</i> is organising training for ISEMOA external auditors.</p> <p>The training will take place on <i>(date)</i>, <i>(hours)</i> at <i>(place, address)</i>.</p> <p>The aim of the training is to prepare future ISEMOA auditors who will implement ISEMOA QMS in municipalities, cities and regions.</p> <p><i>(Specify your requirements regarding who can be an ISEMOA auditor)</i></p> <p>After completing the training, the participants will become ISEMOA auditors and will be qualified to run ISEMOA audits in municipalities, cities and regions.</p> <p>Participation in the training is free of charge.</p> <p>The organiser does not cover the travel or accommodation costs of participants.</p> <p>In order to participate in the training, please register by e-mail <i>(address)</i> or fax <i>(number)</i>, by <i>(date)</i>.</p> <p>The number of places is limited. Participation is guaranteed on a first-come, first-served basis.</p> <p>Please find enclosed the training session programme and a map of the venue location, which is fully accessible.</p>
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**Figure 1: Exemplary invitation to ISEMOA external auditors training**

### **3.2.2 Venue of the training**

- The location chosen for the training must first and foremost be fully accessible!
- Number of participants – optimal 5-10
- Duration – depending on the version and local conditions can be 1 day or 2 days training; the start and finish times can be adjusted to suit needs best.
- Venue conditions:
  - The venue of the training must be accessible
  - The size of the room must be in accordance with the number of participants
  - There must be a chair and table for each participant

- Tables should be set in a semi-circle or as groups of chairs and tables to allow good communication among training participants – see pictures. If there are only 5 people, a round table will be sufficient.
- Make sure the air-conditioning/heating is working correctly
- Try to select a venue with a low noise level to enable work without any disturbances
- As the training is quite long, make sure the room has good lighting
- Make sure there are plugs in the middle of the room for laptops
- An Internet connection may be required
- Media. The following should be provided for the training:
  - Computer + projector + screen
  - Flipchart + markers
  - Paper, pens, 1 pair of scissors
  - Laptops. For the purpose of practical exercise 1, the best option would be to have 1 laptop per 1 participant; participants can also be asked to bring their own computers.
- Accessible toilets
- Room for coffee breaks
- Cloakroom/rack for coats

### ***3.2.3 Persons responsible for the training***

Assistance may be required when organising and carrying out the training. There are usually:

- Trainers / lecturers – responsible for the carrying out the training,
- Organisers – responsible for room hire, organising catering, providing media/equipment, providing information regarding the training for participants.

### ***3.2.4 Food***

Depending on the realised version of the training, several coffee breaks and lunch should be organised. It is also good to organise a welcome coffee for the participants.

- For the coffee breaks, ensure cold and hot drinks and some snacks are provided.
- For the lunch, provide warm meals or a buffet; depending on the location of the training venue, lunch can be held in a nearby restaurant or in-house catering can be arranged.

### 3.2.5 Documents

- The map with the location of the training venue and also the directions should be sent to participants in sufficient time.
- ISEMOA teaser postcards, leaflets, brochures and pens and any other relevant materials can be brought to the training.
- A participants list (file ISEMOA\_external\_auditors\_training\_participants\_list) should be brought and the date and place of the training marked on the top in red.
- It is a good idea to prepare name cards/tags with participants' names which can be set on the table or worn.

At the end of the training each participant must be given a certificate confirming that they have attended the ISEMOA external auditors training. Each trainer can prepare their own version of this certificate with ISEMOA and IEE logos and their organisation/company logo as well.

Participants should be reminded that accommodation and travel costs are not covered by the training organiser!

## 3.3 Training practice

There are two parts of the ISEMOA external auditors training: self-education and on site training. Depending on the version of the training, the self-education part can be skipped.

### 3.3.1 Self-education

The guide for self-education must be sent with other materials to the training participants as soon as they register for the training. The participants must be asked to follow the instructions included in the guidance paper.

Trainers should familiarise themselves with all materials relating to the self-education (especially *Self\_education\_guide\_for\_training\_participants* and *Self\_education\_Step-by-step\_guide\_for\_ISEMOA\_auditors*). The latter document includes control questions after each step of the ISEMOA audit. The answers for those questions can be easily found in the text, but will be familiar to trainers who have performed the ISEMOA audit at a test site.

Once participants have registered for the training of ISEMOA external auditors, they must be sent instructions for self-education, which they should follow prior to the actual training (on site training). The self-education part should take them around 8 hours but all materials should be sent as soon as they have registered for the training. Some participants may need more time to familiarise themselves with the materials or they may not have enough time to go through the materials at the last moment before the training.

Participants should receive the following documents, included in the self-education folder:

- Self\_education\_guide\_for\_training\_participants (mailed either as an attachment or included in the mail). Each trainer institution's name must be entered in the yellow field.
- ISEMOA\_audit\_algorithm
- Self\_education\_Step-by-step\_guide\_for\_ISEMOA\_auditors (including control questions)
- ISEMOA Quality Management System for improving accessibility in municipalities, cities and regions
- Annex 1: ISEMOA Short description of the ISEMOA Quality Management System
- Annex 2: ISEMOA Benefits of improving accessibility brochure
- Annex 3: Accessibility – why we need it
- Annex 4: Interview guide for the collection of background information
- Annex 5: List of accessibility indicators
- Annex 6: Tool for identifying stakeholders
- Annex 7: PowerPoint presentation for introduction meeting
- Annex 8: (and version for readers Annex 9) Self-assessment questionnaires
- Annex 10: Excel tool for analysing self-assessment questionnaires
- Annex 11: Generic site visit questionnaire
- Annex 12: Template for ISEMOA report
- Annex 13: ISEMOA certificate

Training participants may be asked to prepare a list of questions regarding unclear issues/parts of materials which they can mail to the partner organisation 4-5 days prior to the actual training to enable time to prepare the answers. Answers can then be presented during the on site training.

### **3.3.2 On site training**

The on site part of the training is based on the ISEMOA step-by-step implementation guide. The step-by-step guide has been divided into single steps with relevant annexes placed after each step.

All necessary information and materials required to carry out the training can be found in the materials for the trainers. The base is the training curriculum together with exemplary scenarios and training algorithm (in the printing materials for the trainer) and the training programme, elaborated as a basic Version of the training.

The date and place of the training session must be specified in the programme, as well as the trainer(s)' names.

The on site training is divided into 10 topics:

- Topic 1: The importance of improving accessibility

- Topic 2: Quality management requirements for improving accessibility: The ISEMOA QMS quality cycle and phases in quality improvement; Roles and tasks of the ISEMOA auditor
- Topic 3: The ISEMOA audit step by Step
- Topic 4: Step 1. Initiating implementation of the ISEMOA QMS
- Topic 5: Step 2. Preparatory meeting with the contact person
- Topic 6: Step 3. Creation of the ISEMOA team
- Topic 7: Preparation for the introduction meeting; Step 4. Introduction meeting with self-assessment of the accessibility work
- Topic 8: Preparation for the consensus meeting; Step 5. Consensus meeting
- Topic 9: Preparation for the strategy meeting; Step 6. Strategy meeting
- Topic 10: Step 7. ISEMOA report; Step 8. Final meeting with the contact person; Step 9. Follow up

The curriculum includes the duration of each topic, its aims, content and suggested methods to be used and also the educational tools and instruction materials. Sample scenarios on how to deliver the topics are also included.

There are 3 Powerpoint presentations ready to use (Introduction, Topic 1 and Topic 2). For the other topics, trainers must prepare short presentations of each step, according to the programme, using the step-by-step guide of ISEMOA audit (trainer's name and the logo of their organisation/company should be included in the presentations).

All materials for the trainer and for training participants should be printed in the suggested order.

The on site training can be realised in 4 additional versions (apart from the basic version), depending on the level of knowledge and experience of the training participants. The choice of the version is in the hands of the trainer, he/she has to decide whether choosing the version will allow them to accomplish the training aims, which is learning the skills of how to implement the ISEMOA audit and not only gaining the knowledge of how to do the audit.

The criteria for selection of the version are:

- previous experience of the participants in audit realisation,
- knowledge in the field of accessibility,
- learning from the self-education part of the training (if the participants do not meet the above criteria).

If the trainer has an educational background or is experienced with training realisation and is creative, the trainer can modify the training realisation according to the needs of participants, skip or add an exercise or create an own one. The trainer should always include own experiences from the audit realisation at test-site.

The materials for self-education and on site training should be used flexibly according to the current conditions and experience and knowledge of the participants in audit realisation as well as in the issues of accessibility. The training programme should be adjusted to the chosen version of the training and individual, local possibilities and needs.

- Version 1: For participants who have no previous experience in audit realisation or do not work with accessibility on a daily basis and have not familiarised themselves with self-education materials
- Version 2: For participants who have no previous experience in audit realisation or do not work with accessibility on a daily basis but have familiarised themselves with self-education materials
- Version 3: For participants who have previous experience in audit realisation and work with accessibility but have not familiarised themselves with self-education materials
- Version 4: For participants who have previous experience in audit realisation and work with accessibility and have familiarised themselves with self-education materials

At the outset of the training, the trainer must introduce himself/herself and ask all participants to do so as well. They must then present the aim of the training and the programme, and explain the training materials. It should be pointed out that there are two versions of materials for audit implementation: for municipalities, cities and regions. The PPT presentation “Introduction” can be used at this point.

After the introductory part, the programme should be followed starting with Topic 1. All necessary instructions are contained in the materials (See: curriculum).

Should any questions arise during the training that are difficult to answer, they should be written down and participants should be informed that they will be answered by email within “x” days.

Hint: At the relevant topic (step of the audit) the training participants may be shown the content of the ISEMOA final report together with the action plan developed for the city, municipality or region where the ISEMOA audit has been performed.

Trainer’s qualifications: Experience with ISEMOA audit implementation at a pilot site.

### **PRACTICAL EXERCISES**

In total there are 11 practical exercises to be carried out during the on site training plus one during the introduction part (“break the ice” exercise).

1. PRACTICAL EXERCISE “Break the ice”; duration: 10 min.
  - Earlier preparations: cut out the “funny faces” to have them ready for the training.
2. PRACTICAL EXERCISE 1: Work with the Excel tool for analysing self-assessment questionnaires (Annex 10); duration: 45 min.

3. PRACTICAL EXERCISE 2: Conflict resolution during the ISEMOA audit based on Consensus Meeting; duration: 35 min.
4. PRACTICAL EXERCISE 3: Developing proposals for accessibility improvement based on a case study; duration: 40 min.
  - Earlier preparations: prepare the template as suggested in the exercise instructions.
5. PRACTICAL EXERCISE A (Step 1) – Learning the skills of how to convince the authorities of the city/municipality/region to do ISEMOA audit – duration: 50 min.
6. PRACTICAL EXERCISE B (Step 2) – Learning the skills of how to run the preparatory meeting with the contact person – duration: 40 min.
7. PRACTICAL EXERCISE C (Step 2) – Familiarising with Annex 4 and 5; 2 parts – duration: 70 min.
8. PRACTICAL EXERCISE D (Step 4) – Learning the skills of how to run the introduction meeting – duration: 60 min.
9. PRACTICAL EXERCISE E (Step 5) – Learning the skills of how to run the consensus meeting – duration: 60 min.
10. PRACTICAL EXERCISE F (Step 6) – Consolidating knowledge regarding the 3 meetings of ISEMOA team – duration: 65 min.
11. PRACTICAL EXERCISE G – Analysing case studies – duration: 65 min.

The instructions provided for each exercise contain all necessary hints on how to carry out the exercises. For all the exercises, there are two versions of the instructions provided: for the trainers and for the training participants (included in the materials for printing for the basic version).

## **EVALUATION**

At the end of the training, and according to the programme, the ISEMOA evaluation questionnaires should be distributed among training participants and the aim of the evaluation should be explained. The instructions on how to carry out the evaluation process are located in the training evaluation folder (Evaluation\_guidance\_paper).

The ISEMOA evaluation concerns:

- Materials
- The training process
- Organisation of the training

## **SUMMARY**

At the end of the training, the trainer must prepare a summary of the whole training session and open a short discussion about participants' impressions from the training. Any unclear matters should be clarified for the participants.

### 3.4 Training materials

The training materials should ideally be printed in A4 format, if possible two-sided. Below is an overview of all materials for trainers as well as for the training participants for the basic version of the training. If the trainer decides to use a different version (1-4) he/she should adjust the materials accordingly.

### 3.4.1 *Materials for the trainer*

- Guidance paper on how to organise the training and how to prepare and carry out the ISEMOA external auditors training (file Guidance\_paper\_organization\_and\_realization\_ISEMOA\_training\_external\_auditors)
- Training materials (version for printing); the materials should be printed according to the numbers (found in the folder for the trainer):
  - Table of contents (1)
  - Introduction (2)
  - Training programme (3)
  - Curriculum with training algorithm and sample scenarios (4)
  - Methodological aid (5)
  - Beginning of the training (6)
  - Introduction –PPT presentation slides (7)
  - “Break the ice” exercise (8)
  - Topic 1: THE IMPORTANCE OF IMPROVING ACCESSIBILITY –PPT presentation slides (9, 10)
  - Topic 2: QUALITY MANAGEMENT REQUIREMENTS FOR IMPROVING ACCESSIBILITY: THE ISEMOA QMS QUALITY CYCLE AND PHASES IN QUALITY IMPROVEMENT; ROLES AND TASKS OF THE ISEMOA AUDITOR –PPT presentation slides (11, 12)
  - ISEMOA Quality Management System for improving accessibility in municipalities, cities and regions (13)
  - Topic 3: ISEMOA AUDIT STEP BY STEP (14)
  - ISEMOA audit algorithm (15)
  - Topic 4: STEP 1. INITIATING IMPLEMENTATION OF THE ISEMOA QMS (16)
    - Annex 1: ISEMOA Short description of the ISEMOA Quality Management System (17)
  - Topic 5: STEP 2. PREPARATORY MEETING WITH THE CONTACT PERSON (18)
    - Annex 2: ISEMOA Benefits of improving accessibility brochure (19)
    - Annex 3: Accessibility – why we need it (20)
    - Annex 4: Interview guide for the collection of background information (21)
    - Annex 5: List of accessibility indicators (22)
  - Topic 6: STEP 3. CREATION OF THE ISEMOA TEAM (23)

- Annex 6: Tool for identifying stakeholders (24)
- Topic 7: PREPARATION FOR THE INTRODUCTION MEETING (25)
- Annex 7: PowerPoint presentation for the introduction meeting – print PPT slides (26)
- Topic 7: STEP 4. INTRODUCTION MEETING WITH SELF-ASSESSMENT OF THE ACCESSIBILITY WORK (27)
- Annex 8: (and version for readers Annex 9) Self-assessment questionnaires (28)
- Topic 8: PREPARATION FOR THE CONSENSUS MEETING (29)
- Annex 10: Excel tool for analysing self-assessment questionnaires (not for printing)
- Practical exercise 1 (30)
- Topic 8: STEP 5. CONSENSUS MEETING (31)
- Annex 11: Generic site visit questionnaire (32)
- Practical exercise 2 (33)
- Topic 9: PREPARATION FOR THE STRATEGY MEETING (34)
- Annex 12: Template for the ISEMOA report (35)
- Topic 9: STEP 6. STRATEGY MEETING (36)
- Practical exercise 3 (37)
- Topic 10: STEP 7. THE ISEMOA REPORT (38)
- Topic 10: STEP 8. FINAL MEETING WITH THE CONTACT PERSON (39)
- Annex 13: ISEMOA certificate (40)
- Topic 10: STEP 9. FOLLOW UP (41)
- Overview of working materials (42)
- ISEMOA external auditors training evaluation:
  - Guidance paper on how to run the evaluation process (file Evaluation\_guidance\_paper)
  - Questionnaire for training participants (file Participants\_evaluation\_questionnaire\_ISEMOA\_external\_auditors\_training)
  - Summary file of the results from questionnaires for training participants (file Summary\_participants\_evaluation\_questionnaire\_ISEMOA\_external\_auditors\_training)

### **3.4.2 Materials for the participants**

- Materials for self-education:
  - Guide for training participants what to do in the self-education part of the training (file Self\_education\_guide\_for\_training\_participants)
  - ISEMOA audit algorithm
  - Step-by-step guide with control questions (file Self\_education\_Step-by-step\_guide\_for\_ISEMOA\_auditors)
  - All Annexes (from 1 till 13)
- Training materials (version for printing) –the materials should be printed according to the numbers (found in the folder for the participant):
  - Table of contents (1)
  - Training programme (2)
  - Topic 1: THE IMPORTANCE OF IMPROVING ACCESSIBILITY – PPT presentation slides (3, 4)
  - Topic 2: QUALITY MANAGEMENT REQUIREMENTS FOR IMPROVING ACCESSIBILITY: THE ISEMOA QMS QUALITY CYCLE AND PHASES IN QUALITY IMPROVEMENT; ROLES AND TASKS OF THE ISEMOA AUDITOR –PPT presentation slides (5, 6)
  - ISEMOA Quality Management System for improving accessibility in municipalities, cities and regions (7)
  - Topic 3: ISEMOA AUDIT STEP BY STEP (8)
  - ISEMOA audit algorithm (9)
  - Topic 4: STEP 1. INITIATING IMPLEMENTATION OF THE ISEMOA QMS (10)
  - Annex 1: ISEMOA Short description of the ISEMOA Quality Management System (11)
  - Topic 5: STEP 2. PREPARATORY MEETING WITH THE CONTACT PERSON (12)
  - Annex 2: ISEMOA Benefits of improving accessibility brochure (13)
  - Annex 3: Accessibility – why we need it (14)
  - Annex 4: Interview guide for the collection of background information (15)
  - Annex 5: List of accessibility indicators (16)
  - Topic 6: STEP 3. CREATION OF THE ISEMOA TEAM (17)
  - Annex 6: Tool for identifying stakeholders (18)
  - Topic 7: PREPARATION FOR THE INTRODUCTION MEETING (19)
  - Annex 7: PowerPoint presentation for introduction meeting – print PPT slides (20)

- Topic 7: STEP 4. INTRODUCTION MEETING WITH SELF-ASSESSMENT OF THE ACCESSIBILITY WORK (21)
- Annex 8: (and version for readers Annex 9) Self-assessment questionnaires (22)
- Topic 8: PREPARATION FOR THE CONSENSUS MEETING (23)
- Annex 10: Excel tool for analysing self-assessment questionnaires (not for printing)
- Practical exercise 1 (24)
- Topic 8: STEP 5. CONSENSUS MEETING (25)
- Annex 11: Generic site visit questionnaire (26)
- Practical exercise 2 (27)
- Topic 9: PREPARATION FOR THE STRATEGY MEETING (28)
- Annex 12: Template for the ISEMOA report (29)
- Topic 9: STEP 6. STRATEGY MEETING (30)
- Practical exercise 3 (31)
- Topic 10: STEP 7. THE ISEMOA REPORT (32)
- Topic 10: STEP 8. FINAL MEETING WITH THE CONTACT PERSON (33)
- Annex 13: ISEMOA certificate (34)
- Topic 10: STEP 9. FOLLOW UP (35)
- Overview of working materials (36)
- Materials to be distributed on pen-drives:
  - Deliverables 4.1 and 4.2 – translated versions in the appropriate local language
  - ISEMOA audit step by step guide
  - Annexes 1-13

## 4 LIST OF FIGURES

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Figure 1: Exemplary invitation to ISEMOA external auditors training ..... 8

## 5 LIST OF ANNEXES

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### Self-education part:

Self-education guide for training participants

Self-education: Step-by-step guide for ISEMOA auditors

### Training practice:

Training Programme basic version

Training Programme version 1

Training Programme version 2

Training Programme version 3

Training Programme version 4

Curriculum and exemplary scenarios ISEMOA external auditors training

ISEMOA audit algorithm

Methodological aid

Participants list

Practical exercise “Break the ice”

Practical exercise 1

Practical exercise 2

Practical exercise 3

Practical exercise A

Practical exercise B

Practical exercise C

Practical exercise D

Practical exercise E

Practical exercise F

Practical exercise G

Evaluation guidance paper

Evaluation questionnaire – participants

Evaluation questionnaire – participants – summary