

Equinet training report

Inclusive design in communication: Improving the accessibility of Equality Bodies' outputs

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- [Event webpage](#): includes the training recordings and resources

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Introduction

Accessibility can entail a variety of practices, ranging from accessibility of services to accessible work spaces and, as is the case in this publication, accessibility of information.

Equality Bodies are national institutions that promote equality and tackle discrimination. Among other things, they assist victims of discrimination, collect data on equality, raise awareness, and communicate on rights and equality.

The nature and importance of Equality Bodies' work calls for their communication to be accessible to everyone. It is fundamental that clear information on rights and equality is available to all individuals. This includes, for instance, persons with visual or hearing impairments, persons with intellectual disabilities, as well as individuals who are not familiar with these topics, have little knowledge of technology, or do not speak the language fluently. These groups may be discriminated against, and anyone who experiences discrimination should be able to access information on how an Equality Body can support them.

Moreover, inclusive communication facilitates the full participation in society of all individuals. For instance, equal access to information for persons with intellectual disabilities, especially if such information directly concerns their life, can grant them independence and empower them to make decisions and advocate for themselves. This ultimately benefits society as a whole, which is enriched by the equal participation of everyone. For all the reasons listed here, it is fundamental that Equality Bodies adopt an inclusive approach when designing their communication.

Inclusive communication is a process of designing communication outputs that seek to accommodate the broadest range of people possible. Such an inclusive approach is adopted from the planning phase through realisation and dissemination. All the phases should be shaped according to the characteristics of the desired audience and should try to involve members of that audience as they are developed.

So, how can Equality Bodies adopt an inclusive design in their communication? In January 2023, Equinet held a training titled "Inclusive design in communication: Improving the accessibility of Equality Bodies' outputs", with the objective of addressing this question. The

training was aimed at staff members of Equality Bodies and National Human Rights Institutions. It took place over two days: the first session focused on accessibility, and the second focused on easy-to-read.

This report summarises the learnings of the training and includes examples of good practices on inclusive communication from four Equality Bodies. At the end of the report, readers can access a short checklist on how to make digital outputs accessible and easy to read. The checklist can be downloaded from our website or printed to be consulted when producing communication outputs.

Making materials accessible and easy-to-read: Dos and Don'ts

1. Accessibility

The first session of the training focused on the accessibility of digital outputs produced on Microsoft Word and converted into PDF. However, many of the following suggestions apply to other communication outputs, such as Microsoft PowerPoint presentations or social media posts, which will be briefly touched upon at the end of this section.

Accessible digital outputs allow a variety of assistive technologies, such as screen readers or speech recognition programmes, to access the information on them. Such technologies are in constant development, as is our use of language, and we must do our best to keep informed of both.

1.1. Does the output have a clear structure?

Screen readers navigate a document using headings. So, a good heading structure allows screen reader users to easily search for a section, as well as find and access the information they are interested in, without having to listen to the entire document.

- ✓ Define a clear heading structure through Word Styles, which contains preconfigured headings recognized by assistive technology. You can find them in the Home tab, under “Styles”. Heading 1 is usually applied to the title and is used only once. This is

followed by Heading 2 for the sub-headings, then Heading 3, and so on. Using more than six heading styles is not a good practice.

- ✓ Verify headings using the Navigation Page, which can be accessed on the View tab under “Show”.

1.2. Is the format of the document accessible?

- ✓ Set the document language so that the screen readers look for words in that language. You can do that by going to the “Review” tab, clicking on “Language” and then on “Set proofing language”;
- ✓ Set the font size at 12 or larger;
- ✓ Use a Sans Serif font, such as Arial, Helvetica, Calibri, or Verdana, and be consistent with the font chosen throughout the document;
- ✗ Avoid using italics or upper-case letters for emphasis. If the use of upper-case is necessary, write in lower case, right-click on the text, click on “Font” and “All caps”;
- ✓ Use bold if there is a need to emphasize part of the text;
- ✓ Set the line spacing at “double” or “1.5 lines”;
- ✓ Align the text on the left;
- ✗ Do not justify the text.

1.3. Do all images in the document have Alternative Text?

Alternative Text allows persons with visual impairments to access the content of a picture, an infographic, or a graphic. When the screen reader goes through the document and encounters a picture, it will read out the Alternative Text.

- ✓ Consider the added value of each picture and what important information it gives to the readers. The Alternative Text should not repeat what is already part of the text. Ask yourself: “What am I missing if I cannot see the picture?”;
- ✓ Right-click on the picture, click on “Edit Alt Text” and enter the description of the image in the “Description” field;
- ✓ Keep the description of the image short;
- ✗ Do not start the Alternative Text with “Image of ...” or “Picture of..”;

- ✓ Use keywords;
- ✓ Add any text that is included in the image;
- ✓ If an image does not add anything to what is already written in the document, there is no need to add Alternative Text. Select “mark as decorative” and the screen reader will skip the picture;
- ✓ For graphs, explain the meaning in the Alternative Text or directly in the document text. In case of complex graphs and if there is a need to make all the data available, you can insert a summary of the key points in the Alt Text and mention that an annex has been added at the end of the document with a complete description of graphs.

1.4. Are all the hyperlinks meaningful?

It is important to make the display text of hyperlinks meaningful. This is the case for digital outputs, as well as newsletters and websites.

- ✓ Write a display text for the hyperlink that is unique, concise, and clear. For instance, if there are many hyperlinks to the event registration form, one of them could be: “Register for the training on inclusive communication”. In this way, it is clear to which registration form the hyperlink brings the user;
- ✓ Make sure the hyperlink text describes the content of the link;
- ✗ Avoid using general expressions such as: “Click here”, “Read more”, “Learn more”, “More info”;
- ✗ Avoid using the word “Link” in the hyperlink text or using naked URLs, meaning URL links directly copied from the webpage;
- ✗ Do not capitalize links;
- ✓ Format the hyperlink text using Word Styles so they will be visually distinct in blue and underlined.

1.5. Are tables formatted as such?

Tables that are not formatted correctly may create accessibility issues. Screen readers, as well as other assistive technologies, read the code behind the screen. So, it is important that tables are codified as such.

Before setting up a table, ask yourself if it is necessary or if there is another way to present that information. You can also consider creating a text version of the table to add to the document for accessibility purposes.

- ✗ Avoid creating page layouts with tables;
- ✗ Do not create your table using the Draw Table Tool;
- ✓ Format the table text as a table. You can do that in the “Insert” tab by clicking on “Table”, then selecting the number of rows and columns by highlighting the boxes in the grid;
- ✓ Title the table through the caption tool. You can do that by first selecting your table, then going to the “References” tab and clicking “Insert caption”. In the popup window, type the title of the table in the “Caption” textbox. In the Label textbox, select “Table”. Then select “OK”;
- ✗ Avoid merging and splitting table cells, or controlling spacing in your table with blank rows or columns. Adjust line spacing instead.

1.6. Does the document have enough colour contrast?

- ✓ Make sure the text and the background have adequate contrast;
- ✓ The contrast ratio needs to be at least 4.5 : 1. Text that is larger than 14 and bold or larger than 18 can have a ratio of 3 : 1;
- ✓ You can check the colour contrast through [the Contrast Checker of Web accessibility in Mind](#), or with the [Colour Contrast checker](#).

1.7. Have you run the Accessibility Checker?

Accessibility Checker is a built-in tool for Microsoft Word and PowerPoint. It scans the document to make a list of the accessibility issues found and can explain why they need to be fixed and how.

- ✓ You can find the Accessibility Checker on the “Review” tab. If it is not there, go to “File”, select “Info” and then click on the “Check for Issues” button;
- ✓ Keep in mind that the Accessibility Checker does not check for colour contrast, inaccurate Alternative Text, headings that are not real or lists that are not formatted as such;
- ✓ While it is essential to run the Accessibility Checker before finalizing the document, it can be run throughout the entire drafting process so that accessibility issues are resolved right when they occur.

1.8. What about PDF documents?

The creation of an accessible PDF requires Adobe Acrobat Pro, which also includes an Accessibility Checker. When converting a Word document to PDF, it is important to first run Word’s Accessibility Checker. The exported PDF preserves Word’s accessible features, such as heading structure, Alternative Text, lists, and tables. To ensure your PDF file maintains the heading structure set up on Word, when saving it as a PDF, click on “Options” and select “Create bookmarks using headings”. The “Options” menu can be reached in different ways depending on the Microsoft Word version. You can try going to the “File” tab, clicking on “Export” and “Create PDF document”.

1.9. What about PowerPoint presentations?

- ✓ Set the font size at 22/24 for content and between 32 and 44 for titles;
- ✓ Set a clear slide layout. PowerPoint provides pre-set layouts that are fully accessible. You can use a pre-set layout by going to the Home tab, clicking on “New slide” and then choosing one of the layouts proposed;
- ✓ Slide titles provide the heading structure of a PowerPoint presentation. Each slide title should be unique, and if more than one slide refers to the same topic, you can differentiate their titles by adding numbers: Title 1, Title 2, etc.;
- ✓ Screen readers will read the title first and then the slide’s text included in Content Placeholders. To make sure that the title and the body text are correct in each slide, check the “Outline view”, which can be found in the “View” tab;
- ✗ Avoid overcrowding the slides with text. Highlight bullet points instead;

- ✓ Use clear and concise language;
- ✓ Copy all text into the notes below the slides;
- ✓ Support text with images (containing Alt Text or marked as decorative!);
- ✗ Limit the use of animations and transitions;
- ✓ Remember to share your PowerPoint slides in advance with your audience so they can access the information in them before the presentation.
- ✓ When presenting on Microsoft Teams, use the PowerPoint Live function. The viewer can enlarge the slides, change colour contrast, and turn on translation in several languages. Learn more on the [Microsoft support page on how to “Share slides in a Teams meeting with PowerPoint Live”](#).

For additional suggestions on how to make PowerPoint presentations accessible, consult [the European Disability Forum toolkit on accessible PowerPoint](#).

1.10. What about social media?

- ✓ Add Alt Text to any pictures and GIFs you post;
- ✓ Use simple and easy-to-read text;
- ✓ Keep in mind that on social media there is a maximum amount of characters for the Alt Text: 1,000 characters on Twitter, 300 on LinkedIn and no limit on Facebook;
- ✓ To make hashtags accessible, use camel case, that is to say capitalizing the first letter of each word in a hashtag such as #StandardsForEqualityBodies. If possible, place hashtags at the end of posts;
- ✓ You can use emojis. Screen reader users will hear the assigned description for the included emojis;
- ✗ Do not include a link in the Alt Text. It is not possible to copy what is in the Alt Text;
- ✓ For banners, pictures, or infographics, check the colour contrast;
- ✓ Add captions to videos.

For additional suggestions on how to make social media accessible, consult [the European Disability Forum toolkit on accessible social media](#).

2. Easy-to-read

Easy-to-read text is easier to understand not only for persons with intellectual disabilities but, for instance, for those who do not speak the language fluently or have difficulties understanding certain subjects.

When writing an easy-to-read text, it is important to remember that your audience may have different intellectual disabilities. What is easily understandable for one person can be very difficult for someone else. After finalizing an easy-to-read text, it is good practice to have someone with intellectual disabilities review the text to ensure it is understandable.

The following suggestions on writing easy-to-read text apply to digital outputs, as well as websites and social media. [For more information regarding easy-to-read materials and examples, see Inclusion Europe's website.](#) Consider using Inclusion Europe's easy-to-read logo in materials developed following their guidelines.

2.1. Before you start writing

- ✓ Define who your audience is and what is important for them to know;
- ✓ In an ideal world, all information would have an easy-to-read translation, but where this is not realistic, the most important thing is that there are easy-to-read translations of any information relevant or related to people with intellectual disabilities. Equality Bodies should consider having an easy-to-read translation of anything related to persons with intellectual disabilities, easy-to-read contact information, and easy-to-read translations of important news and updates, for instance, on Covid-19 or changes in the law.

2.2. When formatting the text

- ✓ Set the font size at 14 and the line spacing at 1.5 lines;
- ✓ Align the text left;
- ✓ Number the pages. The front cover does not need a number. Place the number on the bottom right of each page;
- ✗ Do not use different colours. Use only black font.

2.3. When writing

- ✓ Use words that are easy to understand. Add an explanation for the terms that are difficult to understand;
- ✓ Use words that people know well;
- ✓ Use the same word for the same thing throughout the text;
- ✓ Write short sentences, on one line or divided into two short lines. One sentence should only express one thing;
- ✓ Each paragraph should be about only one topic;
- ✓ Make sure the information is in order and easy to follow;
- ✗ Do not split a word into two lines;
- ✓ Use bullet points for lists rather than commas;
- ✗ Avoid using abbreviations. For instance, write “European Union” and not “EU”;
- ✗ Do not use pronouns. Instead, use full names. For instance, write “Teresa goes shopping” and not “She goes shopping”. Names can be repeated in the text;
- ✗ Do not use words from other languages unless they are important for the text;
- ✗ Avoid using big numbers. Use ‘few’ or ‘many’ instead;
- ✓ Use digits when writing numbers, not words;
- ✓ Use examples to explain things;
- ✓ Clarify what the links are and make sure that the content of the link is easy-to-read;
- ✓ Use pictures to support your text and make it easier to understand.

Good practices from Equality Bodies

1. Developing accessible websites

1.1. Ombudsman's Office of the Republic of Latvia

The Ombudsman's Office of the Republic of Latvia worked with web developers for seven months to create [a new accessible website on Word Press](#), which was officially launched in July 2022.

In Latvia, the Web Accessibility Directive sets the standards that websites should follow to be accessible to all. The Latvian Ombudsman was appointed as the body in charge of the Web Accessibility Directive's enforcement. In order to fulfil this function, the Ombudsman needed an accessible website.

Steps for the creation of an accessible website

First of all, the Ombudsman reached out to accessibility experts, who carried out an analysis of the website. The results showed that changes were indeed needed.

The Ombudsman contacted website developers who are also accessibility experts. It was easier for the developers to create an entirely new website rather than adapt existing functions and make them accessible.

One of the points raised during the discussion with the developers was the accessibility of information. Making all the content in the previous website accessible would require huge resources, so the Ombudsman's staff decided to re-upload inaccessible content in an accessible way only if the content was vital and make new content accessible by using HTML formats or accessible PDFs and Word documents.

The entire communication team was involved in making decisions on structure and functionalities, including the level of accessibility. One team member was designated as the contact point for matters related to visual identity: considering different tastes would have slowed down the process.

Accessibility training was organised for the entire Ombudsman's staff so that the Ombudsman could fulfil its enforcement function in relation to the Web Accessibility Directive, and all staff members would gain a better understanding of the process of making accessible websites, as well as of the importance of an accessible website for persons with disabilities and beyond.

1.2. Office of the Equal Opportunities Ombudsperson of the Republic of Lithuania

The Office of the Equal Opportunities Ombudsperson is currently working on creating a new website, which will be accessible to people with different degrees of visual impairments, users of the Lithuanian sign language, and older people with lower digital competencies.

Steps for the creation of an accessible website

The first step was looking for examples of accessible websites, preferably from other Equality Bodies, and drafting a technical specification or terms of reference. After that, the Office of the Equal Opportunities Ombudsperson consulted a digital accessibility specialist to make sure all requirements for website accessibility were taken into account. At the same time, the Office asked UI/UX designers to develop a wireframe for desktop and mobile versions of the website, which was eventually sent to a graphic designer who created the final design.

The first version of the website, when available, will be shared with a digital accessibility specialist from the Lithuanian Union of the Blind and Visually Impaired, and the Office of the Equal Opportunities Ombudsperson will make the necessary edits to improve the website's accessibility.

The Office of the Equal Opportunities Ombudsperson is also working on making all the documents and presentations that are or will be uploaded online accessible, and will soon translate the most important information into easy-to-read format and Lithuanian sign language.

1.3. For best results, make sure to...

- **Collaborate with accessibility experts, web developers, and persons with disabilities.** It is vital to consult the right specialists every step of the way: web developers who are ready to invest time even after the launch of the website, accessibility specialists, persons with visual impairments, and IT specialists who use screen readers so that they can test the website. It is essential to involve the communities that have accessibility needs in the process of making the website truly inclusive. All these experts should receive adequate compensation for their work.
- **Focus on the users.** It is important to always keep in mind who the user is when designing an accessible website and to consider how users would interact with it. The Ombudsman's Office of the Republic of Latvia created six user profiles when developing the new website structures and conducted user tests. The Ombudsman staff found the participants by focusing on average users, not experts on human

rights terminology and language. It is vital that information on the website is accessible to those who are not human rights professionals.

- **Accessibility and a visually pleasing design are not mutually exclusive.** Creating a visually pleasing inclusive website is possible and can be achieved through a strong collaboration with experts and developers.
- **Use Search Engine Optimisation.** To ensure the complete accessibility of Equality Bodies' online information, it is important to make the website reach the broadest audience possible. Search Engine Optimization (SEO) is a key tool to increase online visibility. It is a process of adjusting online content to make it rank higher on the Google result page, one of the most used search engines. For more information on SEO and practical tips on how to use it, [consult the learning materials of Equinet training on the online presence of Equality Bodies.](#)

2. Creating easy-to-read text

2.1. Commission for the Rights of Persons with Disabilities

The Commission for the Rights of Persons with Disabilities (CRPD) in Malta has been working on easy-to-read for some years, producing various documents, such as [information on Covid-19, a summary of a research on the impact of Covid-19 on persons with disabilities \(in Maltese\)](#) or [information on the United Nations Convention on the Rights of Persons with Disabilities \(in Maltese\)](#). The CRPD team also assists other entities that need to create easy-to-read documents and provides proofreading. Both when drafting and when assisting, the CRPD team refers to the [Guidelines on easy-to-read by Inclusion Europe](#).

The Commission for the Rights of Persons with Disabilities has a team of five people with disabilities who carry out trainings to raise awareness on disabilities, the legislation related to people with disabilities, and how to design inclusive communication. Isabel Bonello, a person with intellectual disabilities who is part of the team, reviews easy-to-read documents produced by the CRPD team to ensure they are understandable. After her review, the necessary edits are made, and Isabel carries out a final check. In some cases, when the CRPD team wanted to make sure a document was accessible to as many people as possible, other persons with intellectual disabilities were asked to proofread the text.

2.2. Equality Ombudsman

There is an [easy-to-read section on the Swedish Equality Ombudsman's website \(in Swedish\)](#) where all easy-to-read texts can be accessed. Initially, the Ombudsman hired a consultant to produce easy-to-read texts, from which the Ombudsman's team gained consistent knowledge of easy-to-read and decided to start writing the texts autonomously.

The Ombudsman's team asks users to check the text to understand how it can be interpreted and makes changes when necessary.

The most challenging text that the Equality Ombudsman translated into easy-to-read was about [the grounds of discrimination \(in Swedish\)](#). Because of the importance of this information in order to understand discrimination, the Ombudsman used several different examples to explain the grounds.

2.3. Main challenges

- **Length of a document.** When a document is very long, easy-to-read translations should be as short as possible, focusing on the essence of the document and keeping only the key concepts. The Commission for the Rights of Persons with Disabilities in Malta includes a note in the first pages of the easy-to-read translation indicating that it is a shorter version of a longer document and includes a link to that document for further information.
- **Difficult words.** There are some terms that are difficult to understand but cannot be removed from the document because of their importance. For instance, when working on a leaflet regarding the changes in the Maltese cohabitation law, the Commission for the Rights of Persons with Disabilities in Malta realised that the word 'cohabitation' was difficult to understand. However, they decided not to remove it from the easy-to-read text as it is part of the bill's name. It is important that persons with intellectual disabilities can understand that this law is being referred to when they hear it mentioned by the media. By contrast, they included a definition that explained the word. Developing a dictionary explaining some of the concepts that you regularly refer to could be a worthwhile exercise. [Be inspired by the work that Inclusion Europe has already done on that.](#)

— **Find people to proofread documents.** There are different types of intellectual disabilities, and different people can have difficulties understanding different words. It would be beneficial if, like in Malta, you have someone in your team who can check your easy-to-read documents. If this is not possible, establish a partnership with a local NGO representing people with intellectual disabilities that could cooperate with your Equality Body. In any case, proof-readers should always receive adequate compensation for their work.

Checklist: How to make digital outputs accessible and easy-to-read

Accessible Word document

- Set the language of the document (e.g. English)
- Clear heading structure
- Document text: aligned left, 12 or larger, Sans Serif font, double or 1.5 lines line spacing
- Bold text for emphasis
- All pictures and graphs have Alternative Text or are marked as 'decorative'
- All hyperlinks are styled as such (blue, underlined), and the display text is meaningful
- Table text is formatted as a table, with no merged or split table cells, no blank rows or columns
- Colour contrast is at least 4.5:1. If the text is larger than 14 and bold or larger than 18, the colour contrast is 3:1
- Always run the Accessibility Checker to check for issues

Easy-to-read text

- Document text: aligned left, 14 or larger, black, 1.5 lines line spacing
- All pages have the page number on the bottom right
- Short sentences structured around one idea
- One topic per paragraph
- Information structured and easy to follow
- Bullet points for lists
- No difficult words without an explanation, and no foreign words
- No abbreviations or big numbers
- Names instead of pronouns
- Numbers expressed in digits
- Pictures and examples to make the text easier to understand
- All the content of the hyperlinks is in easy-to-read

Equinet Member Equality Bodies

ALBANIA

Commissioner for the Protection from Discrimination
www.kmd.al

AUSTRIA

Austrian Disability Ombudsman
www.behindertenanwalt.gov.at

AUSTRIA

Ombud for Equal Treatment
www.gleichbehandlungsanwaltschaft.gov.at

BELGIUM

Institute for the Equality of Women and Men
www.igvm-iefh.belgium.be

BELGIUM

Unia (Interfederal Centre for Equal Opportunities)
www.unia.be

BOSNIA AND HERZEGOVINA

Institution of Human Rights Ombudsman of Bosnia and Herzegovina
www.ombudsmen.gov.ba

BULGARIA

Commission for Protection against Discrimination
www.kzd-nondiscrimination.com

CROATIA

Ombudswoman of the Republic of Croatia
www.ombudsman.hr

CROATIA

Ombudsperson for Gender Equality
www.prs.hr

CROATIA

Ombudswoman for Persons with Disabilities
www.posi.hr

CYPRUS

Commissioner for Administration and Human Rights (Ombudsman)
www.ombudsman.gov.cy

CZECH REPUBLIC

Public Defender of Rights
www.ochrance.cz

DENMARK

Danish Institute for Human Rights
www.humanrights.dk

ESTONIA

Gender Equality and Equal Treatment Commissioner
www.volinik.ee

FINLAND

Non-Discrimination Ombudsman
www.syrjinta.fi

FINLAND

Ombudsman for Equality
www.tasa-arvo.fi

FRANCE

Defender of Rights
www.defenseurdesdroits.fr

GEORGIA

Public Defender of Georgia (Ombudsman)
www.ombudsman.ge

GERMANY

Federal Anti-Discrimination Agency
www.antidiskriminierungsstelle.de

GREECE

Greek Ombudsman
www.synigoros.gr

HUNGARY

Office of the Commissioner for Fundamental Rights
www.ajbh.hu

IRELAND

Irish Human Rights and Equality Commission
www.ihrec.ie

ITALY

National Office against Racial Discrimination - UNAR
www.unar.it

KOSOVO*

Ombudsperson Institution
www.oik-rks.org

LATVIA

Office of the Ombudsman
www.tiesibsargs.lv

LITHUANIA

Office of the Equal Opportunities Ombudsperson
www.lygybe.lt

LUXEMBURG

Centre for Equal Treatment
www.cet.lu

MALTA

Commission for the Rights of Persons with Disability
www.crpdp.org.mt

MALTA

National Commission for the Promotion of Equality
www.ncpe.gov.mt

MOLDOVA

Council on Preventing and Eliminating Discrimination and Ensuring Equality
www.egalitate.md

MONTENEGRO

Protector of Human Rights and Freedoms (Ombudsman)
www.ombudsman.co.me

NETHERLANDS

Netherlands Institute for Human Rights
www.mensenrechten.nl

NORTH MACEDONIA

Commission for Prevention and Protection against Discrimination
www.kszd.mk

NORWAY

Equality and Anti-Discrimination Ombud
www.ldo.no

POLAND

Commissioner for Human Rights
www.rpo.gov.pl

PORTUGAL

Commission for Citizenship and Gender Equality
www.cig.gov.pt

PORTUGAL

Commission for Equality in Labour and Employment
www.cite.gov.pt

PORTUGAL

High Commission for Migration
www.acm.gov.pt

ROMANIA

National Council for Combating Discrimination
www.cncd.ro

SERBIA

Commissioner for Protection of Equality
www.ravnopravnost.gov.rs

SLOVAKIA

Slovak National Centre for Human Rights
www.snslp.sk

SLOVENIA

Advocate of the Principle of Equality
www.zagovornik.si

SPAIN

Council for the Elimination of Ethnic or Racial Discrimination
www.igualdadynodiscriminacion.igualdad.gob.es

SPAIN

Institute of Women
www.inmujer.es

SWEDEN

Equality Ombudsman
www.do.se

UNITED KINGDOM - GREAT BRITAIN

Equality and Human Rights Commission
www.equalityhumanrights.com

UNITED KINGDOM - NORTHERN IRELAND

Equality Commission for Northern Ireland
www.equalityni.org

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