

IO 1

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IO 1

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1. Introduction

This report provides a summary of the work conducted for Intellectual Output 1 for the definition of the skills framework for digital accessibility educators. It firstly explains the objectives of this Intellectual Output and the KPIs. It then summarizes the methods used to achieve the main goals and reports the time frames. Finally, the report presents the final outcomes and the dissemination.

2. Objectives

This Intellectual Output aims to define the skills framework for digital accessibility educators.

- to map the current situation of digital accessibility practices in public and private organisations in the EU
- to identify the level of knowledge of the current legislative and standards available for addressing digital accessibility
- to strengthen links between trainers, researchers and the primary players in digital accessibility provision including public companies, digital accessibility providers (e.g. web accessibility), users, and user associations (e.g. EFHOH), in order to promote digital accessibility inclusion
- to investigate the digital accessibility training and practices currently available in public and private organisations
- to identify the profile of trainers in digital accessibility
- to examine users' familiarity with digital accessibility standards and legislation

3. KPI

Numbers of participating private organisations – number of responses to online questionnaire	71
Numbers of participating public organisations – number of responses to online questionnaire	101
Numbers of participating digital accessibility services providers – number of responses to online questionnaire	57
Numbers of participating digital accessibility training providers– number of responses to online questionnaire	55
Number of participating users interested in digital accessibility training - number of responses to online questionnaire	51

Numbers of participating end users - number of responses to questionnaires	15
Total number of participants - number of responses to questionnaires	198
Numbers of participating private organisations – number of responses to online questionnaire	71

- Numbers of participating private organisations – number of responses to online questionnaire 71
- Numbers of participating public organisations – number of responses to online questionnaire 101
- Numbers of participating digital accessibility services providers – number of responses to online questionnaire 57
- Numbers of participating digital accessibility training providers– number of responses to online questionnaire 55
- Number of participating users interested in digital accessibility training - number of responses to online questionnaire 51
- Numbers of participating end users - number of responses to questionnaires 15
- Total number of participants - number of responses to questionnaires 198

4. Methods

During this intellectual output, all partners worked together over a period of 4 months. Previous skills definitions were gathered from:

- Different media accessibility projects in which UAB has been involved (ACT, LTA, EASIT)
- Different digital accessibility Erasmus+ projects (Digital Accessibility, DA4YOU)
- Current digital accessibility courses from organisations (W3C WAI Curriculum (in process), Austrian curriculum (provided by ECQA),
- Current digital accessibility courses from companies Siteimprove, Accessibility.nl, Deque, Intopia Digital
- Study on accessibility provided by KOENA based on the French market and articles from WEBAIM.
- Also the CEDEFOP document has been used to write the learning outcomes.

An overview of the available training in digital accessibility shows that existing training is divided in academic and vocational education. The first is usually carried out at universities, as part of a technological degree and mainly centred on providing low efforts solutions that allow compliance with the law. The latter is mainly provided by private companies or organisations in the form of task-oriented vocational courses, that last a short period of time. In both cases training is focused on compliance with existing digital accessibility legislation and standards, such as WCAG2.0/2.1. Existing training lacks to provide more inclusive and empathy-driven design, implementation and testing approaches.

The IMPACT project aims at developing the skills and designing the curriculum for one single profile “Digital Accessibility Educator” with three different levels (beginners, intermediate and advanced). A Digital Accessibility Educator may be in charge of understanding, detecting, planning, implementing and promoting digital accessibility in different digital contexts.

The skills cards for a “Digital Accessibility Educator” are attached as annex I.

The final outcome was developed after 4 rounds of comments from the partners, the timeline of which can be seen as below:

- 8 November 2019: the template of the skills cards was presented
- 29 November 2019: an updated version of the template was sent to all partners.
- 12 December 2019: all partners commented.
- 28 December 2019: based on the contents of the template filled in by partners, UAB developed the 1st draft of the curriculum design and sent it off for partners to comment.
- 15 January 2020: UAB implemented the suggestions from all partners and started working on the 1st draft of the online survey.
- 22 January 2020: UAB developed the 1st draft of the online survey to assess the proposed curriculum design and sent it off for partners to comment.
- 24 January 2020: UAB implemented the suggestions from all partners and sent off the final draft of the online survey for validation.
- 6 February 2020: Final version of the online survey was validated by all partners, and translation into the 5 languages of the consortium was requested. Languages: Catalan, English, French, German and Spanish.
- 12 February 2020: Final version of the online survey in 5 languages was launched.
- 1 March 2020: Online survey was closed and data collection started.
- 19 March 2020: first draft of the IO1 report was sent to partners for validation.
- 30 March 2020: the final draft of the IO1 report was validated by all partners.

5. Questionnaire design

The objective of the survey sent to different stakeholders in the digital accessibility field accessibilities was to map the digital accessibility practices and training currently available. The specific issues examined are available in Annex I and include the following:

(1) Please choose your age

(2) In which country do you work?

(2b) In which town/city do you work?

(3) Digital accessibility means that websites, tools, and technologies are designed and developed so that people with disabilities can use them. More specifically, people can perceive, understand, navigate, interact and contribute to digital content. How well are you familiar with the concept of digital accessibility? Please indicate it on the 5- point scale.

(4) How do you relate to digital accessibility (multiple answers possible),

(5) How important is it to provide digital accessibility in your opinion? Please indicate it on the 5-point scale,

(6) Is your own, or your organisation's website accessible?

(7) Has your or your organisation's website been audited according to any accessibility standard?

(8) How long have you been working in digital accessibility?

(9) What is your professional situation?

(10) Are you working for a private or a public organisation?

(11) What is the highest level of education, which you have completed?

(12) How familiar are you with the following legislation and standards? Please indicate it on the 5-point scale

(13) Are you aware of any other national or international legislation or standard about digital accessibility? If yes, which one?

(14) Do you think that there is a need for training in digital accessibility?

(15) How important do you consider the following skills in digital training

(16) Would you like to add any new competence that you consider important and is currently missing in accessibility digital training?

The questionnaire was designed to take approximately ten minutes to complete, with a majority of closed-ended items requiring the ticking of boxes to allow quick and easy feedback, some questions requiring graded responses using a variation on the Likert scale technique which replaced the standard set of responses (very important to not important at all or very familiar to not familiar at all) with a numerical 1-5 scale and a few open-ended questions for further details. Moreover, in order to gather further qualitative data to complement the quantitative data collected, most questions included an open-ended item in the form of room for comments.

6. Data collection

Whilst the same data collection method was used across the partner countries (i.e. on-line questionnaires in the five languages of the consortium), there were some variances in quantities. Therefore, scaling is used in the comparative analysis across the different language versions. The French questionnaire received 149 answers. The English questionnaire received 30 answers. The Catalan questionnaire received 12 answers, the Spanish questionnaire received 4 answers, and the German questionnaire received 3 answers. In each case the variance between the results from the different language versions is analyzed.

7. Survey results

The data collected provides a mapping of digital accessibility current practices and training across different countries. The collected quantitative and qualitative data offers the opportunity for further in- depth analysis of the findings for additional insights. Below the results for each question:

1. Please choose your age

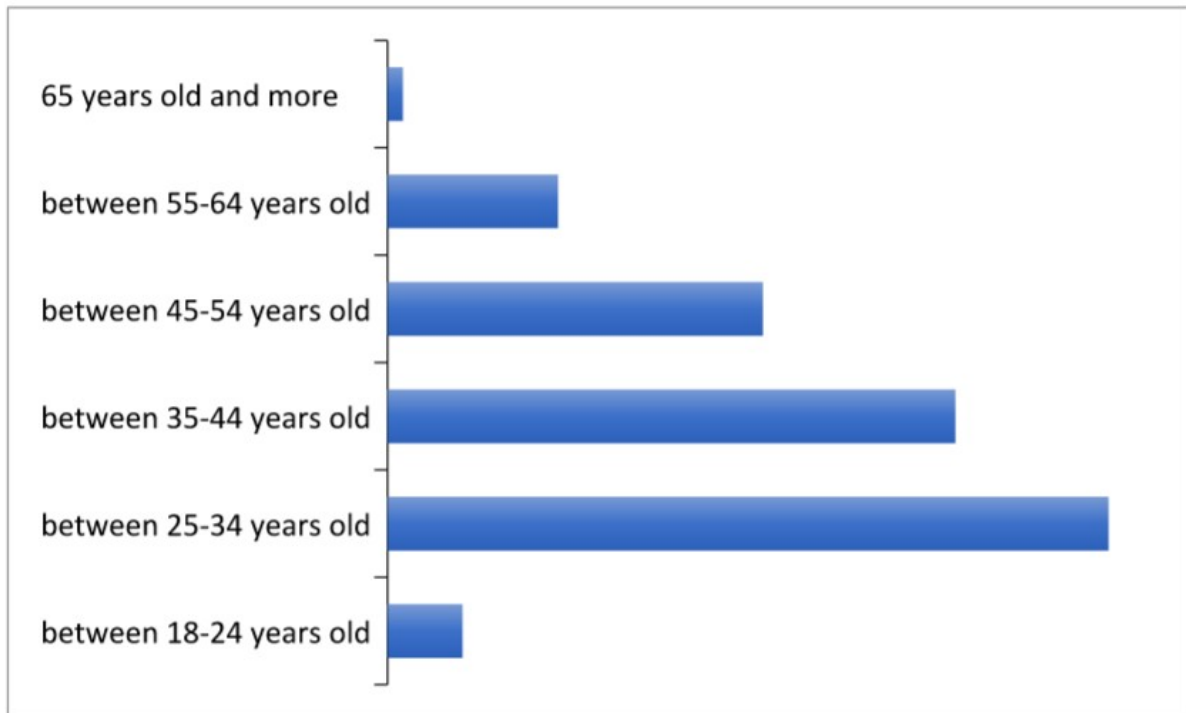


Figure 1: Results to the question "Choose your age". Description below

On average the main age range of the respondents was between 25 - 34 years old. While this is the main selected age range for the French, German and Spanish versions of the survey, in the English and Catalan versions the main age range was between 35 - 44 years old. This might be due to the fact that age is close related to question 8, which is the experience of the participant in digital accessibility. In all language versions, participants reporting 0-2 years experience were aged between 25-34 years old. On the other hand, in the English version, 46,6% of the participants reported more than ten years of experience in the digital accessibility field. Therefore, the main age ranges selected in the English version were first between 55-64 years old, and between 35 - 44 years old and 45-54 years old received the same number of responses.

2. In which country do you work?

2b.- In which town/city do you work?

Answers were received mainly from the following countries: Austria, France, Ireland, Spain, Germany and UK, but also from other European countries such as, Belgium, Denmark, Ireland, Italy, Luxembourg, Netherlands, Norway and Poland. Answers were also received from countries outside the EU, such as, Australia, Canada, India and United States.

In terms of cities and towns, most respondents reported to live mainly in urban areas.

3. Digital accessibility means that websites, tools, and technologies are designed and developed so that people with disabilities can use them. More specifically, people can perceive, understand, navigate, interact and contribute to digital content. How well are you familiar with the concept of digital accessibility? Please indicate it on the 5- point scale.

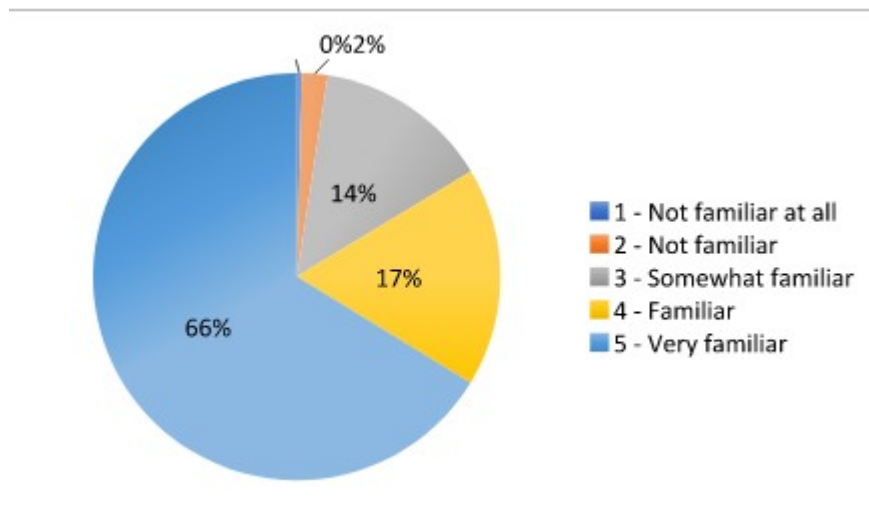


Figure 2: Results to the question "Digital Accessibility means".
Description below

In all versions participants reported to be very familiar (66%) in the first place, familiar (17%) in the second place and somewhat familiar (14%) with the provided definition. It should be mentioned that the provided text departed from the W3C definition and "web" term was replaced with "digital" allowing a broader inclusion of the different digital contexts that will be dealt in the coming stages of the project, in particular the curriculum definition.

4. How do you relate to digital accessibility (multiple answers possible)

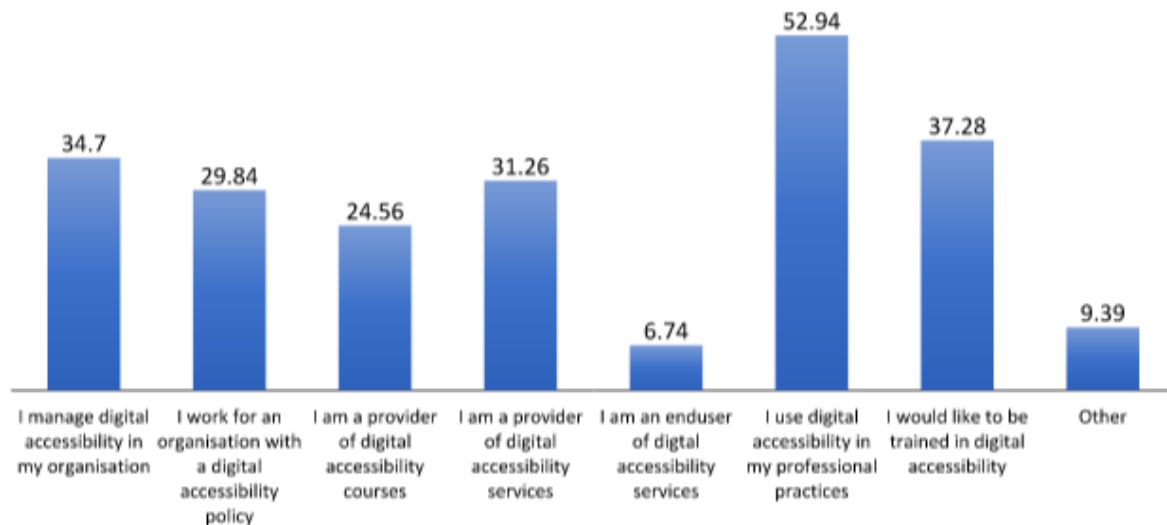


Figure 3: Results to the question "Relations Digital Accessibility". Description below

Regarding the relation of participants with digital accessibility it should be mentioned that it was possible to select more than one option. On average, the most selected one with 52,94% was 'I use digital accessibility in my professional practices'. Most participants selecting this option also selected 'I manage digital accessibility in my organisation' (34,7%) and 'I work for an organisation with a digital accessibility policy' (29,34%). A second combination was with 'I am a provider of digital accessibility services' (31,26%) and 'I am a provider of digital accessibility courses' (24,56%).

The second most selected option was that 37,28% of the participants would like to be trained in digital accessibility, which shows the need of training in this field. This option was mainly selected together with 'I manage digital accessibility in my organisation' (34,7%) and 'I work with an organisation with a digital accessibility policy' (29,84%). This fact, highlights the need for training in most organisations implementing digital accessibility services and policies. Thirdly, 34,7% of the participants reported that they manage digital accessibility in their organisations. Fourthly, 31,26% of the participants reported to be providers of digital accessibility services, some of the providers also offer digital accessibility training. Fifthly, 29,34% of the participants work in organisations with a digital accessibility policy. In most cases, this option was selected together with 'I would like to be trained in digital accessibility', which shows the need to provide training in organisations with an on-going accessibility policy. Sixthly, 24,56% of the participants are providers of digital accessibility courses, which shows that on-going training is already available in the market. Seventhly, 9,39% of the participants reported other relations to digital accessibility, which includes: researchers in the digital accessibility field, developers of accessibility webapps, recruiters of digital accessibility professionals, no current relation with digital accessibility but willing to be trained in the field and relation with end users using digital accessibility. Finally, only 6,74% of the participants reported being end users of digital accessibility services. Therefore, specific focus groups with end users might be planned in the next stages of the project in order to provide a deep insight of the current accessibility needs in ICT tools, services and products from an end user perspective.

5. How important is it to provide digital accessibility in your opinion? Please indicate it on the 5-point scale.

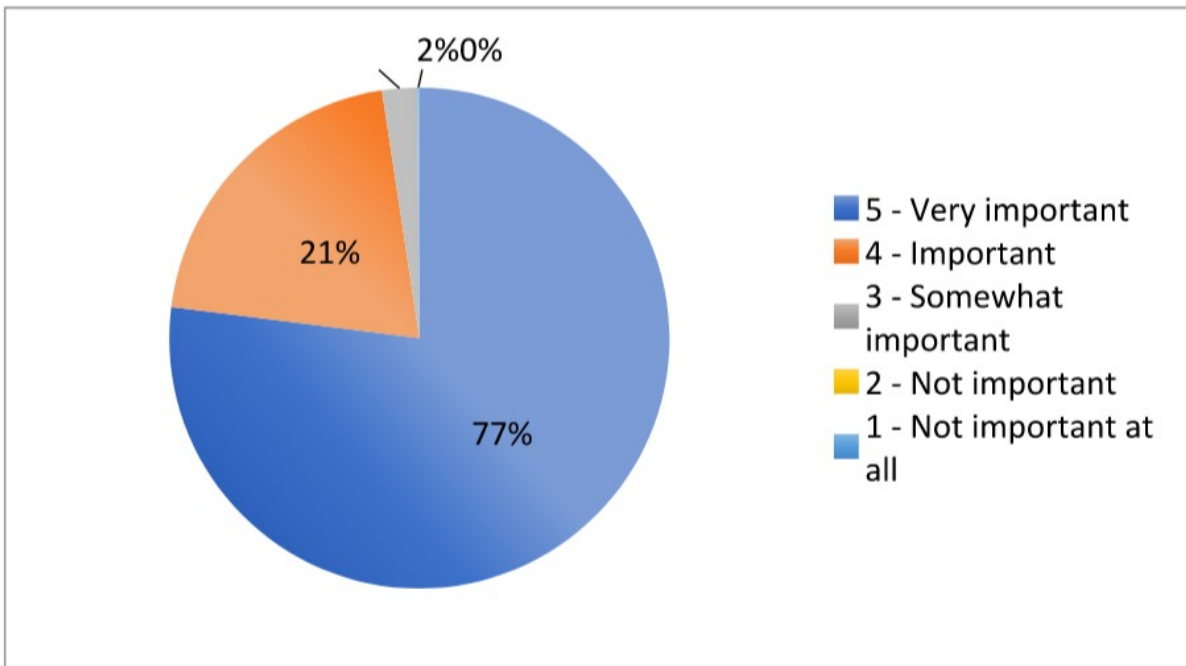


Figure 4: Results to the question "Opinions Digital Accessibility". Description below

On average, most of the participants reported that digital accessibility is very important (77%) or important (21%)

6. Is your own, or your organisation's website accessible?

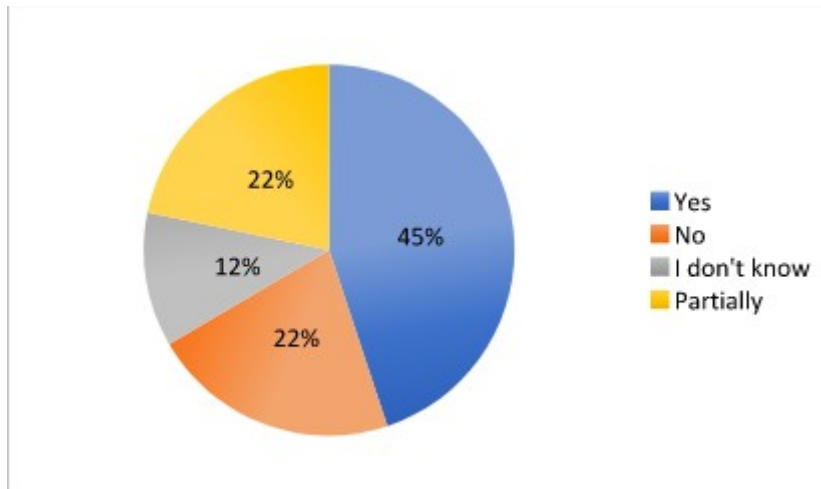


Figure 5: Results to the question "Organisation's website accessible". Description below

On average 45% reported that their website or the website of their organisation is accessible. 22% reported that their website is partially accessible or that measures for improving accessibility were being carried. On the other hand, 21% reported that their website was not accessible and 12% did not know.

7. Has your or your organisation's website been audited according to any accessibility standard?

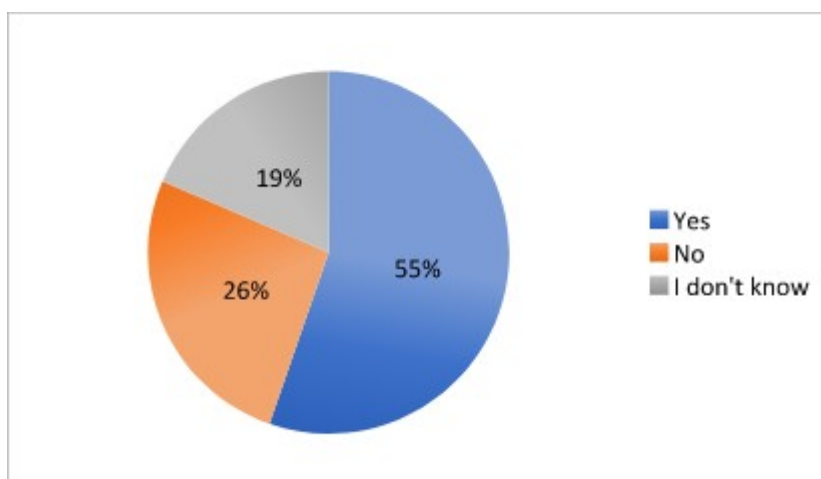


Figure 6: Results to the question "accessibility standard". Description below

Regarding the question has your own organization website been audited according to any accessibility standard, 55% of the participants reported that it was, 26% of the participants respond positively, 26% respond negatively and 19% did not know.

8. How long have you been working in digital accessibility?

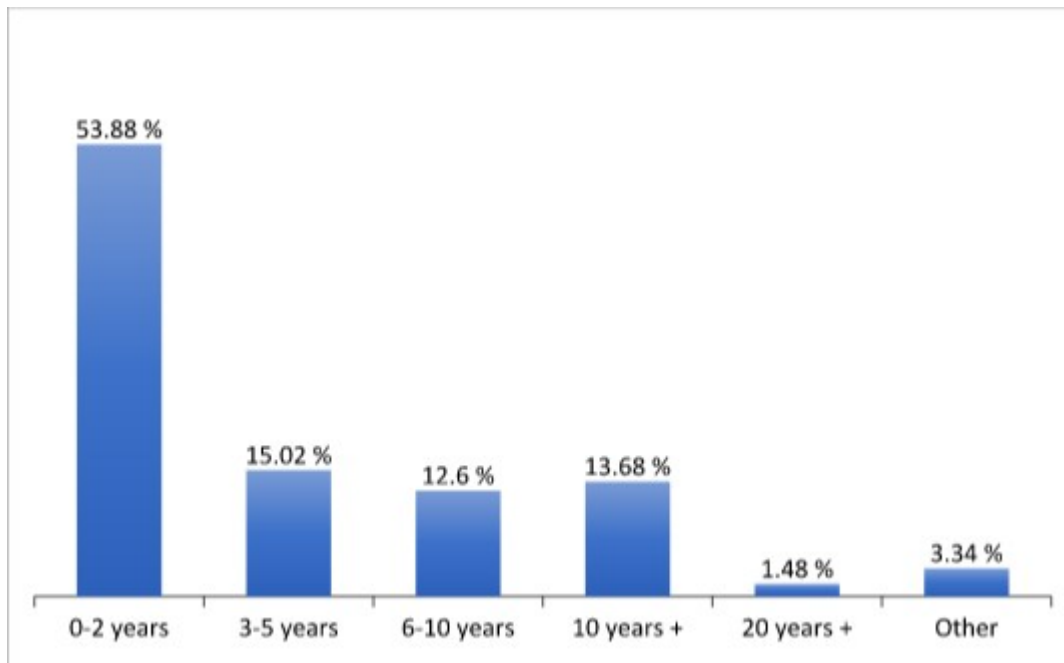


Figure 7: Results to the question "Digital Accessibility working". Description below

Regarding the experience of the participants in the digital accessibility field, on average 53,88% of the participants reported 0-2 years experience, which shows that the digital accessibility field is an emerging area, specially in the countries of the European Union. A close look at the different language versions shows that in the English version 46,7% of participants had more than 10 years experience. Participants with the larger experience were from UK, United States, Australia, and Canada. This might be due to the fact that these countries have adopted accessibility policies and standards before other countries in the European Union, such as the Equality Act (2010) in the UK, section 508 of the rehabilitation Act (amended in 1998) and American Accessibility Act (ADA) (1990) in the US, Disability Discrimination Act (1992) in Australia or Standard on Web Accessibility (2010) and Accessibility for Ontarians with Disabilities Act (AODA) (2005) in Canada.

In the case of the French version, most of the participants reporting more than 10 years experience were based in Paris, which also shows that digital accessibility professionals mainly concentrate in larger cities and smaller cities and towns may lag behind.

9. What is your professional situation?

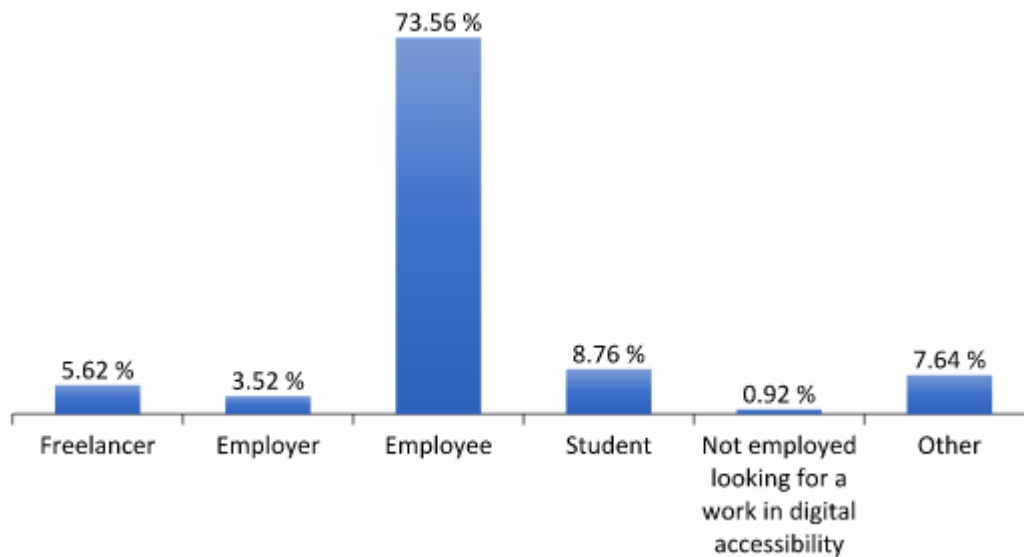


Figure 8: Results to the question "professional situation". Description below

10. Are you working for a private or a public organisation?

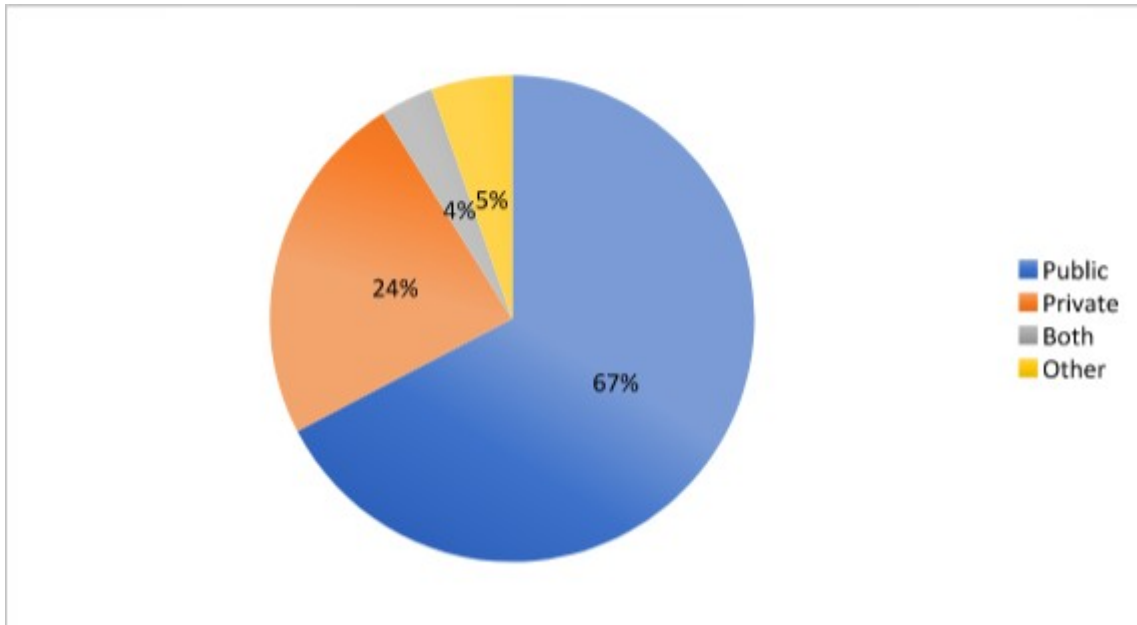


Figure 9: Results to the question "Working private or public organisation". Description below

Regarding professional situation and type of organisation, in average most digital accessibility professionals were employees (73,56%) working for a public organisation (67%). This might be due to the fact that public organisations were the first to adopt digital accessibility under legal obligation. Participants reported working for other organisations, such as: charity

11. What is the highest level of education, which you have completed?

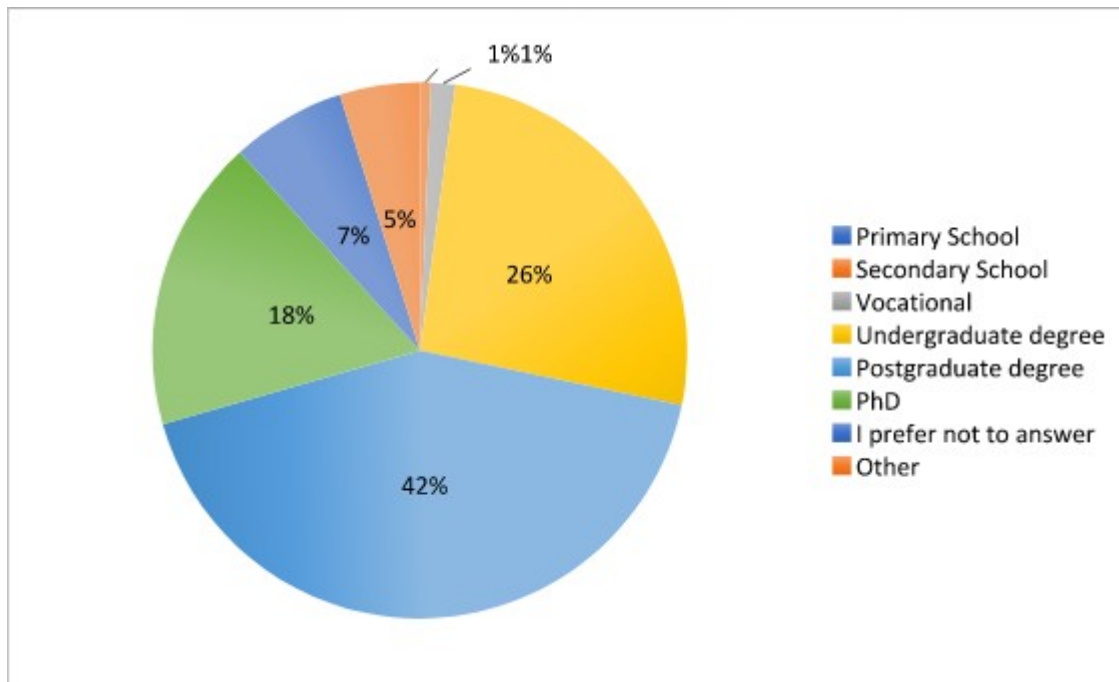


Figure 10: Results to the question "level of education". Description below

Regarding level of education on average 42% of the participants had completed a postgraduate degree, 26% of the participants had completed an undergraduate degree and 18% of the participants had completed a PhD. Only, 1% had completed secondary school and 1% had completed vocational training. 7% of the participants preferred not to answer and 5% reported having completed other levels of educations not described in the options. In some countries such as France the educational levels are more fragmented than in other countries and present a wider range of degrees such as DESS (Diploma of Specialized Higher Studies), HDR, Accreditation to Direct Research.

The results show that professionals working in the digital accessibility field are mainly highly skilled and have a strong educational background.

12. How familiar are you with the following legislation and standards? Please indicate it on the 5-point scale

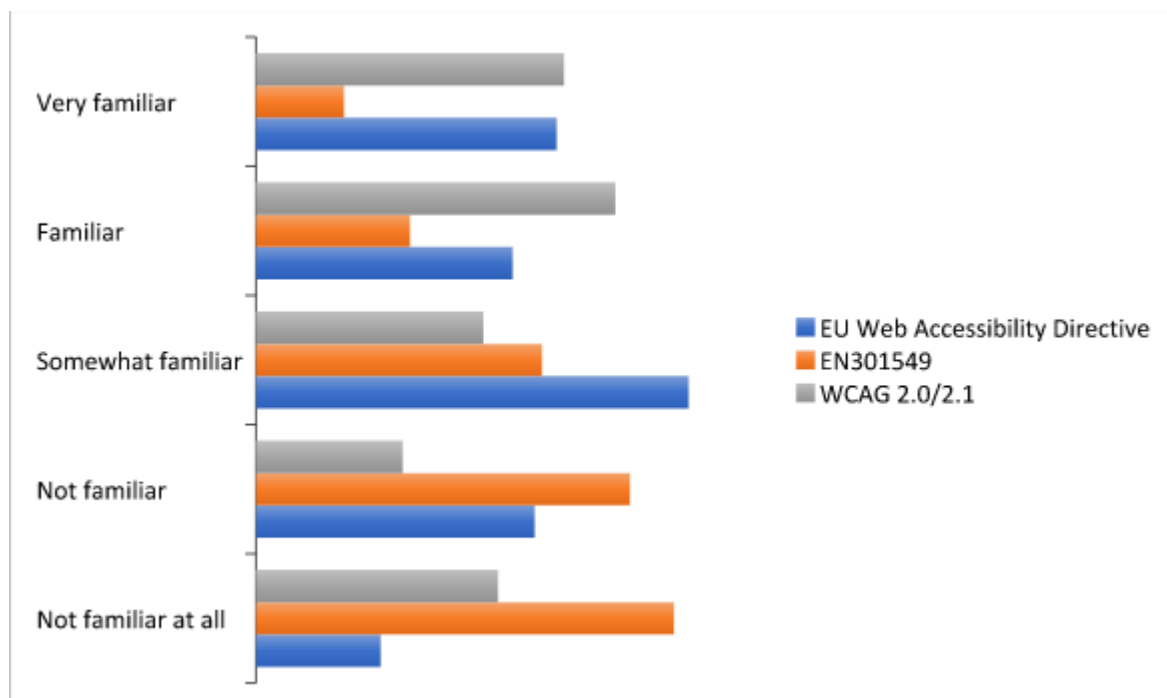


Figure 11: Results to the question "legislation and standards familiar's". Description below

In terms of familiarization with current legislation and standards in the digital accessibility field, on average WCAG2.0/2.1 is by large the most known standard among professionals in the field, followed by the EU Web Accessibility Directive. Regarding the standard EN301 549 a large number of professionals in the digital accessibility field were not familiar at all with it. This is an accessibility European harmonised standard that covers all ICT products, services and tools. It includes technical requirements and it also covers the web and other digital documents.

13. Are you aware of any other national or international legislation or standard about digital accessibility? If yes, which one?

The following international, European and national legislations and standards were reported:

- International legislation:

- UN Convention on the Rights of Persons with Disabilities (UNCRPD) (2006),
- Marrakesh Treaty (2013)
- International standards:
 - Authoring Tool Accessibility Guidelines (ATAG)
 - User Agent Accessibility Guidelines (UAAG),
 - ISO 30071-1 digital accessibility standard
- European legislation:
 - Audiovisual Media Service Directive (AVMSD),
 - European Accessibility Act (EAA),
- European Standards:
 - ETSI EG 203 350,
 - European Standards for making information easy to read and to understand.
- National legislation and standards:
 - Australia: Disability Discrimination Act (1992)
 - Belgium: Référentiel Inclunet, which is inspired in RGAA 3/4, A2RNE and Label Anysurfer
 - Canada: Standard on Web Accessibility (2010), Accessibility for Ontarians with Disabilities Act (AODA) (2005), SGQRI 008 in Quebec (2011).
 - France: Référentiel RGAA 3/4, Loi République Numérique (2016), Référentiels Accessiweb, Loi n°2016-1321 (article 106) ; Loi n°2005-102 (article 47); Code pénal (article 225-2).
 - Germany: BITV 2.0 (2011)
 - India: Indian National Policy for People with Disabilities (2006)
 - Italy: Lege Stanca (2004)
 - Japan: Japanese Industrial Standard
 - Luxembourg: Renow

- UK: Equality Act 2010, BS 8878, GDS Service Standard
- United States: ADA, section 508, section 501, 21st Century Communications and Video Accessibility Act (CVAA)
- Spain: Real Decreto 1112/2018 which is the transposition of the EU Web Accessibility Directive.

14. Do you think that there is a need for training in digital accessibility?

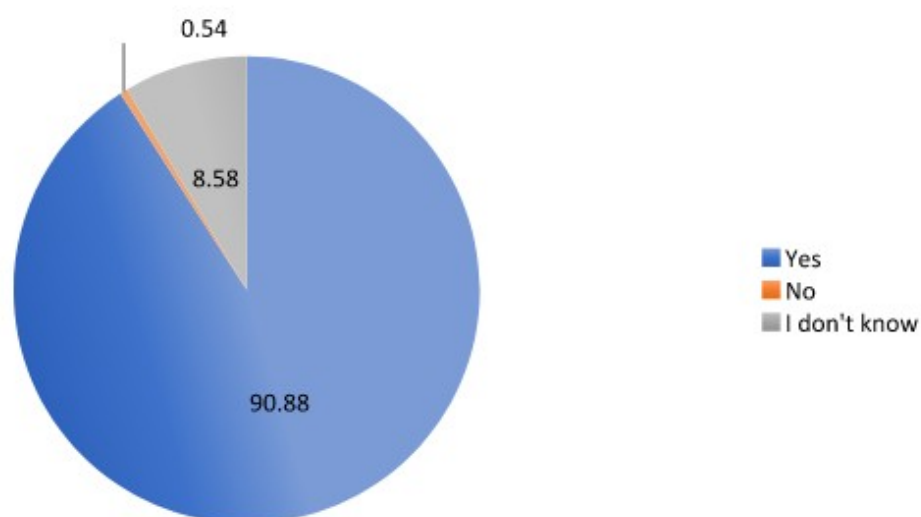


Figure 12: Results to the question "digital accessibility training". Description below

Regarding the need for training in digital accessibility 90,88% of the participants responded positively, 8,58% of the participants didn't know and only 0,54% of the participants responded negatively.

15. How important do you consider the following skills in digital training?

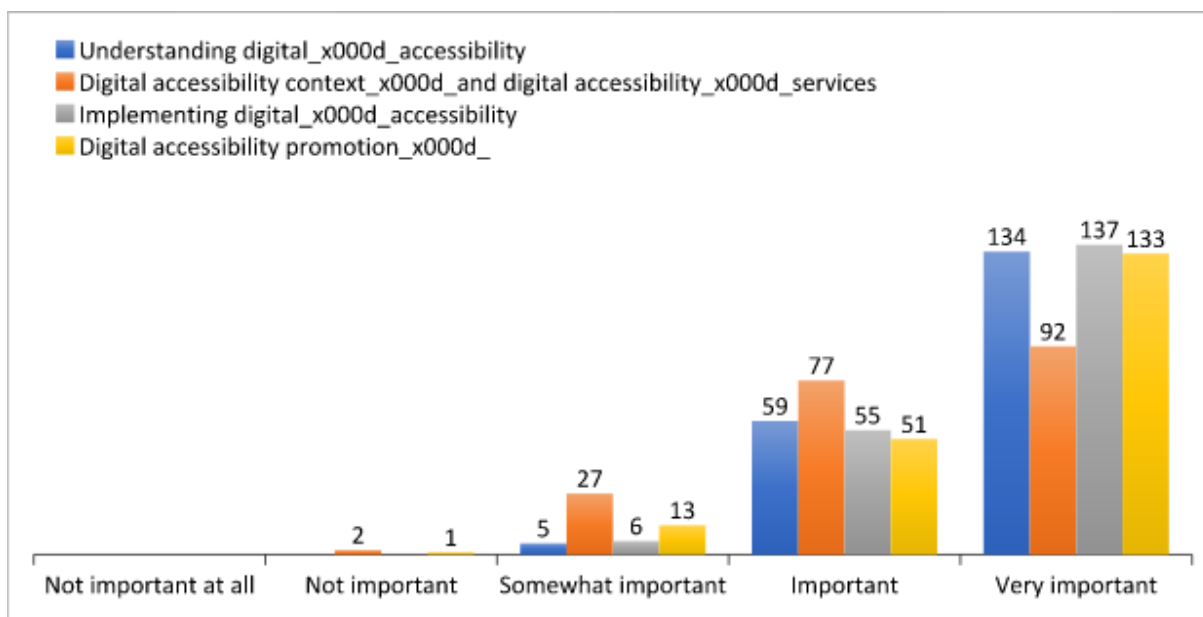


Figure 13: Results to the question "digital training following". Description below

Regarding the importance of the four proposed competences: 1) Understanding digital accessibility, 2) Digital Accessibility context and digital accessibility services, 3) Implementing Digital accessibility and 4) Digital accessibility promotion, all competences were reported as very important or important. The competence with the highest score was 'implementing digital accessibility', followed by 'understanding digital accessibility' and finally 'digital accessibility context and digital accessibility services'.

16. Would you like to add any new competence that you consider important and is currently missing in accessibility digital training?

Regarding new competences that emerged from comments provided by participants most of them are already included in the four competences defined in question 15.

As it can be observed in the comments below most comments refer mainly to the competence areas: 'Understanding digital accessibility', which deals with end users and 'Implementing digital accessibility', which deals with design for all principles:

- Easy and communicative writing, non-administrative
- Digital accessibility checking
- Digital accessibility auditing and monitoring
- Accessibility checking of a web/app
- Involving and informing end users is always a must

- Guidelines for Voice Recognition and smart devices
- Disability understanding and awareness
- How emerging technologies could contribute (e.g. tactile feedback in VR/AR; augmented hearing; etc.)
- Understanding of the user. People assume user needs and might skip empathy labs but user understanding can be incorporated into the training. Not just the user types but the user needs.
- Empathy training to ensure that designers know "why" they need to make accessible products
- Accessible content and Accessible design
- Mandated workflows, mandated outcomes
- Depends on the training. Screen reader and other AT use, HTML and JS knowledge, disability knowledge, barrier knowledge.
- Empathy training, people don't understand the importance until they experience the frustration of not being able to function.
- Auditing accessibility, Mobile accessibility, Inclusive research and design
- Understanding the importance of user interaction and limitations
- Reproducing the scenario of disabled people
- Awareness of disabilities, so as not to just treat accessibility as a technical or legal issue but above all a human and civic issue
- Accessibility of documents, such as pdfs
- Disability awareness
- Understand how people with disabilities use the web
- Know how to do web integration
- This is not a new skill, but I am currently a student for 5 years on the web and the subject of accessibility has never been discussed during my school career. It is from myself and in my work-study program (I absolutely wanted to find work-study programs with a11y assignments) that I learned everything! The basis would be to educate students, future actors in the world of work and to offer university training in this area
- Deaf audiences
- The basis to integrate accessibility into digital training
- Accessibility for UX designers, Accessibility for collaborative workshop facilitation (innovation game, liberating structure)
- Produce a code that respects standards
- Learn to raise awareness about accessibility to management positions

- Demystify the diversity of "disabled", and also individual disparities. And thus understand the problems before presenting solutions that will sometimes be misunderstood or inappropriate.
- Testimonials or demos of people with disabilities
- Compliance department
- Implementing digital accessibility
- Define the skills of professionals such as a digital accessibility referent, auditor, developer.
- Use of assistive technology by people with disabilities (Accessibility context...)
- ARIA for developers. Awareness for UX and web designers
- Project methodology, accessibility assessment
- Awareness of different types of disabilities and assessment
- An application with office automation tools (email, word document, ppt presentation, etc.)
- Audit performance
- Go beyond the web to set standards affecting all HMI on any device
- How to interact with a person with difficulties in digital access
- Universal design: Anglo-Saxon concept of design for all users
- Add the fact that a website compliant with laws and standards may not be accessible.
- 1) The culture of digital accessibility: it is not enough that the site is accessible. It must be maintained over time and changes in personnel do not affect that. 2) Understand the perimeter of digital accessibility: this does not stop at the web but with any document including word processing documents and posts on blogs
- Implement test protocols with people with disabilities
- Methodology and process for making digital projects accessible
- Assess accessibility
- Including the above 4 skills in all digital training would already be great
- People should be informed through conferences on digital accessibility.
- Design inclusive interfaces. Show disabled users interacting with an app or site. Links with HTML and SEO semantics
- Inclusive approach and link with the digital divide
- Inclusive design
- Know how to write for the web with digital accessibility standards
- UX design
- Taking temporary disability into account

- How to apply WCAG to the different stages of the creation of a site or service (design, code, products)
- How to do at any level (particular, professional...)
- Design ARIA patterns, audit and design of single page applications type React / Vue / Angular when we are not "really" front-end developers
- Manage digital accessibility. Evaluate digital accessibility.
- Empathy, user-centered approach
- UI/UX Design
- User tests with disabilities
- Recipe practices
- Test digital accessibility
- The importance for developers to know the basis of the web: HTML
- Awareness of "abandoners" (people without disabilities but who abandon digital technology (saturation, complexity, lack of ergonomics, loss of sight, loss of meaning...))
- Train the Web, especially its fundamental languages, HTML and CSS.
- Awareness to FALC (promoting access to justice)
- The political dimension - in addition to technical questions - is essential in organizations.
- Taking low vision into consideration
- Role of Assistive Tech (screen readers) -vs- WAI ARIA
- Organise your technological watch
- Accessible development
- Self-diagnose your site

17. During the project, we will carry out interviews with digital accessibility professionals in a specific online survey. Would you like to participate in these activities? If, yes please enter your email address

A total of 93 responses from participants interested in getting involved in a more specific survey on digital accessibility training were received.

8. Results

The findings discussed in this report contribute to the IMPACT project's global objective of establishing the professional profile and training for a 'digital accessibility educator'. This is achieved by providing an overview of the current context of digital accessibility from the perspectives of professionals related to digital accessibility across different countries, identifying gaps and good practices. These findings feed directly into the subsequent stages of the project including the definition and assessment of skills required of a digital accessibility educator.

The results from the survey reiterate the problem of training amongst organisations implementing accessibility policies and services. The findings suggest that at present digital accessibility training is needed specially in the case of the European standard EN301 549. As reported in question 12, most participants are familiar or very familiar with the European Web Accessibility Directive and the international standard WCAG 2.0/2.1. On the other hand, the European standard remains unknown even if it helps organisations to implement the European Web Accessibility Directive and includes WCAG2.0/2.1.

Furthermore, the results confirm the need and clear demand for training in digital accessibility in all countries. In short, there is a market for the training being developed as part of subsequent stages of the IMPACT project..

9. Dissemination

The outcome of this Intellectual outcome is disseminated on the project's website, available at

Annexes

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Annex I - Skills cards for “Digital Accessibility Educator”

IMPACT		LEVEL	ROLE	LEARNING OUTCOMES: Trainees are able to
IMPACT.MODULE 1				
Competence area		Beginners/ Intermediate /Advanced	Digital Accessibility Educator	
UNDERSTANDING ACCESSIBILITY				
IMPACT.M1.U1	Basic concepts Accessibility, multimodality and universal design			Distinguish between the medical and social model of disability. Explain the concepts of disability, accessibility, Universal Design and multimodality, and the differences among them from the perspective of the social model of disability.
IMPACT.M1.U2	Target groups and their needs diversity and inclusion			Explain the needs of endusers Explain the concepts of diversity and inclusion and how they relate to the needs of end-users
IMPACT.M1.U3	Web accessibility context			List web accessibility legislation and standards Difference between inaccessible web & accessible web Difference between an inaccessible word/pdf/ppt digital document/product and an accessible one. Identify accessible webpages and ICT tools and services by applying the principles of Universal Design and Design for All.
TOTAL				
IMPACT.MODULE 2				
Competence area		LEVEL	ROLE 1	LEARNING OUTCOMES: Trainees are able to
WEB ACCESSIBILITY CONTEXT AND ACCESSIBILITY SERVICES			Accessibility mediators/ Educators for adults	
IMPACT.M2.U1	What is an accessible web			List the different ICT tools and services described in the (EN301 549) Run easy checks according to WCAG 2.1. in webpages Explain the code of practice for creating accessible ICT products and services
IMPACT.M2.U2	Accessibility services			Explain the types of audio description and applicable scenarios Explain what Subtitling for the Deaf and the Hard-of-hearing (SDH) is and applicable Explain what sign language interpreting is and its applicable scenarios Explain what braille is and its applicable scenarios Explain how to prepare large print /easy-to-read accessible materials.
IMPACT.M2.U3	Accessibility tools			Distinguish between accessible and non-accessible digital documents Solve accessibility issues in digital documents (word/ppt/pdf) - open office
TOTAL				
IMPACT.MODULE 3				
Competence area		LEVEL	ROLE 1	LEARNING OUTCOMES: Trainees are able to
IMPLEMENTING WEB ACCESSIBILITY			Accessibility mediators/ Educators for adults	
IMPACT.M3.U1	Getting Started with Accessibility			Explain different organizational strategies to plan and manage accessibility. Describe how to develop accessibility policies for organizations and statements for Describe ways to explore the accessibility environment in organizations.
IMPACT.M3.U2	Management			Distinguish different roles and responsibilities for applying accessibility. Describe how to develop a sustainable accessibility policy Explain how to start addressing accessibility in an existing project.
IMPACT.M3.U3	Web accessibility toolkits			Apply EN 301 549 Toolkit (for developers) Apply EDF EN301 549 Toolkit (for managers) Apply ITU Accessibility Policy Toolkit
TOTAL				
IMPACT.MODULE 4				
Competence area		LEVEL	ROLE 1	LEARNING OUTCOMES: Trainees are able to
ACCESSIBILITY PROMOTION			Accessibility mediators/ Educators for adults	
IMPACT.M4.U1	Accessibility needs and benefits			Argue about the importance of accessibility Explain how to develop and implement an accessibility policy Describe the costs implication of accessibility solutions
IMPACT.M4.U2	Involve relevant stakeholders			Identify relevant stakeholders Involve relevant stakeholders Establish a collaboration with relevant stakeholders
IMPACT.M4.U3	Promote an accessible service/ product/ object			List existing devices, technologies and software that provide accessibility solutions Identifies how to promote the event through traditional media. Identifies how to promote the event through online and social media in an

Annex II - Online survey English version

IMPACT. Skills framework for digital accessibility educators

IMPACT is co-funded by the Erasmus+ Programme of the European Union

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IMPACT aims to create a training program on digital accessibility. This training will develop the skills of the new professionals in this field so that they are able to provide high quality accessible content in different digital contexts.

To know more about the project, please visit us at: <https://impact-access.eu>

By answering this questionnaire and indicating your contact details, you consent to the use of your personal data. The personal data collected in this form will only be used for the purpose indicated above. Except in the case of legal obligations, in no case will they be assigned or transferred to a third party. The recipients of the personal data is Koena. Your data will be kept for a period of 5 years. In accordance with the provisions of the General Data Protection Regulation N° 2016/679 (RGPD) and the Personal Data Protection Act N° 2018-493, you have rights of access, rectification, deletion, limitation and portability as to the data that concerns you. If you wish to exercise these rights, please contact erasmus@koena.net. For any question or remark related to this questionnaire, please contact erasmus@koena.net

This survey is part of the ERASMUS+ strategic partnership IMPACT (Inclusive Method based on the Perception of Accessibility and Compliance Testing), whose partners are :

Partners are KOENA (coordinator), Universitat Autònoma de Barcelona (Spain), ECQA GmbH (Austria), Dublin City University (Ireland), Normandie Université (France).

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Figure 14: Resume to the annex "online survey English question". Description below

1. Please choose your age

- between 18-24 years old
- between 25-34 years old
- between 35-44 years old
- between 45-54 years old
- 65 years old and more

2. In which country do you work?

- Austria
- France
- Germany
- Ireland
- Spain
- UK
- Other

2b.- In which town/city do you work?

3. Digital accessibility means that websites, tools, and technologies are designed and developed so that people with disabilities can use them. More specifically, people can perceive, understand, navigate, interact and contribute to digital content. How well are you familiar with the concept of digital accessibility? Please indicate it on the 5- point scale.

Not familiar at all (Never Heard of it) 1 – 2 - 3 - 4 – 5 (very familiar)

4. How do you relate to digital accessibility (multiple answers possible)

- I manage digital accessibility in my organisation
- I work for an organisation with a digital accessibility policy
- I am a provider of digital accessibility courses

- I am a provider of digital accessibility services
- I am an end user of digital accessibility services
- I use digital accessibility in my professional practices
- I would like to be trained in digital accessibility
- Other

5. How important is it to provide digital accessibility in your opinion? Please indicate it on the 5-point scale.

Not important at all 1 - 2 - 3 - 4 - 5 (Very important)

6. Is your own, or your organisation's website accessible?

- Yes
- No
- I don't know

7. Has your or your organisation's website been audited according to any accessibility standard?

- Yes
- No
- I don't know

8. How long have you been working in digital accessibility?

- 0-2 years
- 3-5 years
- 6-10 years
- More than 10 years
- Other

9. What is your professional situation?

- Freelancer
- Employer

- Employee
- Student
- Not employed, looking for work in the digital accessibility field
- Other

10. Are you working for a private or a public organisation?

- Public
- Private
- Both
- Other

11. What is the highest level of education, which you have completed?

- Primary school
- Secondary school
- Vocational/profesional qualification
- Undergraduate degree
- Postgraduate degree
- PhD
- I prefer not to answer

12. How familiar are you with the following legislation and standards? Please indicate it on the 5-point scale

- EU directive 2016/2102 on the accessibility of the websites and mobile applications of public sector bodies
 - Not familiar at all (Never Heard of it) 1 – 2 - 3 - 4 – 5 (very familiar)
- EN301 549 standard
 - Not familiar at all (Never Heard of it) 1 – 2 - 3 - 4 – 5 (very familiar)
- WCAG 2.0/2.1 Guidelines

- Not familiar at all (Never Heard of it) 1 - 2 - 3 - 4 - 5 (very familiar)

13. Are you aware of any other national or international legislation or standard about digital accessibility? If yes, which one?

14. Do you think that there is a need for training in digital accessibility?

- Yes
- No
- I don't know

15. How important do you consider the following skills in digital training?

- 1.- Understanding digital accessibility
- 2.- Digital accessibility context and digital accessibility services
- 3.- Implementing digital accessibility
- 4.- Digital accessibility promotion

16. Would you like to add any new competence that you consider important and is currently missing in accessibility digital training?

17. During the project, we will carry out interviews with digital accessibility professionals in a specific online survey. Would you like to participate in these activities? If, yes please enter your email address

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