



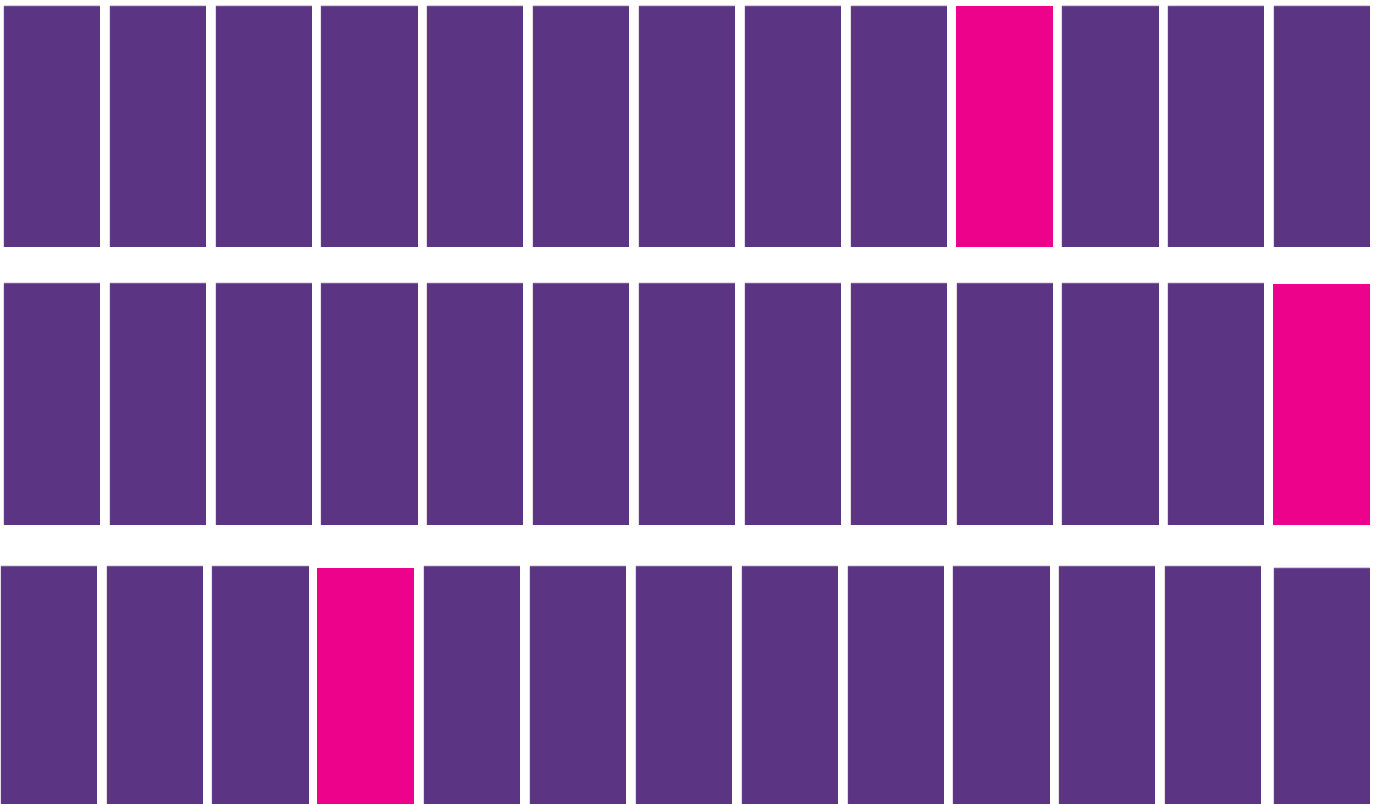
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ATENA

Access to education for all report

Project number 2019-1-IT01-KA202-007434





Towards a model of Declaration of intent on accessibility as a reference document for the promotion and application of accessibility policies in the educational context and, above all, in the production of information and educational materials.

“In education, the term access typically refers to the ways in which educational institutions and policies ensure - or at least strive to ensure - that students have equal and equitable opportunities to take full advantage of their education.”

[The Glossary of Education reform](#)



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Introduction

ATENA is a project of exchange of good practice in the VET sector (Vocational Education and Training) under the Erasmus+ programme.

The project timeline is September 2019 - Ottobre 2021.

Approved by the Italian National Agency, the project has the main goal is to identify and implement - starting from the context of reference that characterises each single partner organisation - concrete strategies and methods for the application of the principles of accessibility in VET, as a moment of growth and an essential step towards achieving inclusive education and trainers and teachers' attitude regarding inclusive education.

In line with this goal, the project has the primary purpose of drafting, evaluating and implementing, in a process of co-construction of contents, a "Declaration of intent on accessibility", as a reference document for the promotion and application of accessibility policies in the educational context and, above all, in the production of information and educational materials and documents¹.

As a first step in this process, the project partners implemented a questionnaire to survey a group of stakeholders, with the goal to analyse the level of knowledge and understanding of Information accessibility in learning. It does not want to investigate the relationships among answers - this could be the aim for the development of the project in the future - but it wants to be the basis on which building next steps of the project, according to specific needs detected of the involved organizations.

The document is the result of the survey in four different countries: Italy, Lithuania, Portugal and Slovenia.

In Italy the data were collected within Boselli institute and within three VET providers at local level.

¹ Within the accessibility framework, an accessible document is considered as such when it is available to anyone, including people with disability or impairment. The document must be created with certain characteristics that allows its use on the widest possible range of peripherals and devices, taking for granted that also the contents of the document are accessible themselves.



In Lithuania, the data were collected both inside the partner's organisation and externally within two Panevėžys VET providers.

In Portugal, the data were collected within TecMinho and within the University of Minho of which Tecminho is the interface.

In Slovenia, the data were collected within the partner's organization.

The questionnaire proposes 21 questions and 5 additional requests of investigation when the answer provided has been "Other".

In this document you will find the basic elements of the questionnaire and the report of the data collected. The answers collected have been 367: 71 of which by external staff. The questionnaire has been addressed to people working in the following areas: Educational area; Educational area - Special needs; Administrative area and Management area.

The respondents were provided with a general introduction of the project and an explanation of its aims; they were informed that their identity and responses would be kept confidential, participation in the study was purely voluntary and that their feedback was their consent to participate in the study.

The report is organized as follows:

- structure of the questionnaire

In this section you can find the description of the structural elements of the questionnaire.

- Single national reports

In this section you can find the national reports to further investigate the individual answers at national level.

- Conclusions
- Annexes

In this section you can find a selection of the graphical data at national level in national languages.

Structure of the questionnaire

The questionnaire is divided into three main sections:

1. General data
2. Attitude towards accessibility



3. Self-assessment

General data

The first section of the questionnaire proposes a series of general questions designed with the goal to outline the profile of the respondents from different points of view: gender, age, previous experiences in the educational sector, type of digital tools used.

- Gender
The options include the following: male; female; other.
- Age
The age ranges indicated are as follows:
 - less than 29;
 - 30-39;
 - 40-49;
 - 50-59;
 - more than 60.
- I work in the following areas...
The selected areas are four: Educational area (teacher, trainer, tutor, educator); Educational area - Special needs (teacher, trainer, tutor, educator); Administrative area (administrative staff); Management area (headmaster, director, leadership position...).
- Please let us know your specific role (teacher or trainer or educator or headmaster or director or other)
To deepen the above mentioned point, the questionnaire proposes a second open question.
- Years of working in this role...
The ranges indicated are as follows: 01-14 years; 05-10 years; More than 10 years; More than 20 years.
- If you work in the Educational area, in what field are you teaching or working the most?



The proposed options are the following: Science and technology; Humanities; Practical Training (hairdresser, catering, etc.). To complete the possible range of answer the point “other” has been included.

- In the context of the activities foreseen by your role, do you happen to design and implement educational and/or information materials? (Examples: questionnaires for your students, list of books to read, excel tables to be filled...) The answer presents a linear scale from 1 - never - to 5 - always.
- If yes, in designing and implementing educational and/or informative materials, I use...
The question presents a list of the more popular software and tools used in the educational context: Word, Excel, PowerPoint, Pages, Keynote, Numbers, Adobe pdf, Google Drive, Google classroom, Dropbox, Google form. To complete the possible range of answers the point “other” has been included.
- My knowledge of the following tools (Word, Excel, PowerPoint, Pages, Keynote, Numbers, Adobe pdf, Google Drive, Google classroom, Dropbox, Google form) is... Please answer even if you don't use these tools in designing and implementing educational and/or informative materials).
The answer presents a range of four potential options: I don't know the tool; I know it superficially; I know it and use its main features; I'm an expert user.

Attitude towards accessibility

The second section of the questionnaire proposes a series of questions aimed at investigating the respondent's attitude towards accessibility and in particular towards the accessibility of educational materials for training.

The proposed questions are as follows.

- Accessibility is... (Please choose the most relevant answers)
The proposed options are the following: Accessibility is essential for some, useful for all; Giving equal opportunities to everybody; Contributing to inclusion; I have never reflected on it. To complete the possible range of answers the point “other” has been included. Multiple choices are available.



- In designing and implementing educational and/or informative materials I have accessibility in mind ...
The answer presents a linear scale from 1 - never - to 5 - always.
- If your answer is between 3 and 5, please let us know your most relevant motivations.
In case the respondent's answer is comprised between 3 and 5, the questionnaire asks the respondent to express the most relevant motivations chosen among the following: I have specific skills; my interlocutors have specific needs that justify an action in this direction; I have reflected on the need/opportunity to work in this direction; I know many tools available for accessibility; I noticed sometimes my students can't access to educational material when I don't take accessibility into account; I noticed sometimes my students do not understand the educational material when I don't take accessibility into account. To complete the possible range of answers the point "other" has been included.
- If your answer is less than 3 (1 and 2), please let us know your most relevant motivations.
In case the respondent's answer is comprised between 1 and 2, the questionnaire asks the respondent to express the most relevant motivations chosen among the following: I do not have specific skills to work in this direction; My interlocutors do not have specific needs that justify an action in this direction; I have never reflected on the need/opportunity to work in this direction; I don't know any tools available for accessibility; I never noticed my students can't access the educational material I make; I never noticed my students do not understand the educational material I make. To complete the possible range of answers the point "other" has been included.

Self-assessment

The third section of the questionnaire proposes a series of self-assessment questions for the definition of some basic parameters in relation to the specific knowledge of the respondents.

The proposed questions are as follows.



- Office Check Accessibility is...
The proposed options are the following: a tool that makes sure your Office content is easy for people of all abilities to read and edit; a tool that makes sure your Word, Excel and PowerPoint content is easy for people of all abilities to read and edit*; I don't know.
- WAVE is...
The proposed options are the following: a suite of evaluation tools that help authors make their web content more accessible to individuals with disabilities; a platform collecting available models for designing and implementing accessible documents; I don't know. Multiple choice is available.
- Information accessibility in learning via video must...
The proposed options are the following: have a text equivalent or captions; have subtitles; avoid the user can control the video (adjust volume, pause the video...); ensure the video can be downloaded; avoid automatic playing of video; have all the above mentioned features. To complete the possible range of answers the point "other" has been included. Multiple choice is available.
- Accessible Information accessibility in learning via text must...
The proposed options are the following: uses the simplest language that is appropriate for the document; uses a point size of minimum 10; uses sans-serif fonts such as Arial, Helvetica or Verdana; be justified (aligned to left and aligned to right); allow the user to change font and point size as needed in online texts; have all the above mentioned features. To complete the possible range of answer the point "other" has been included.
Multiple choice is available.
- Alternative text...
The proposed options are the following: describes an image so that the user's assistive technology may convey what information is being provided; is a text that explains in simple words the content of a more complex text; I don't know.
- Assistive technology (AT) are...



The proposed options are the following: products, equipment and systems that enhance learning, working and daily living for persons with disabilities; softwares specifically designed for persons with disabilities, i don't know.

- The "Guidelines for accessible information" - ICT4IAL project - is a reference to... The proposed options are the following: text accessibility; images accessibility; online resources accessibility; all the above answers.



National reports

Italy

In Italy the survey has been conducted internally to the partnership by the IIS Boselli, an High School Institution of Turin, offering training courses within technical, business and touristic area and externally to the partnership by Bluebook srl a social communication agency with special focus on social communication and applicant of the project ATENA.

Boselli involved its internal staff while Bluebook involved three VET providers of Turin: Bosso Monti Institute, Majorana Institute and Engim Piemonte. The total amount of questionnaires collected is 203: 150 questionnaires coming from internal staff of Boselli and 53 from the above mentioned VET providers.

As regards promotion activities to spread the project, its aims and its activities, including the questionnaire, Boselli introduced the project during teachers' meetings, through emails, phone messages, calls and word of mouth. Moreover it uses its website: a banner has been created within the Institute home page and a link to the project was published on the School section devoted to Erasmus activities.

In the meanwhile Bluebook pursued direct contact with the staff of the VET providers involved. Here below their profiles.

The [Bosso Monti Institute](#) offers three study paths: Commercial Services; Social and Health Services; Tourism, in line with the demands of the territory and labour market. The objectives of the educational offer combine professionalising learning paths and well-being at school, so that each learner is the protagonist of his/her growth path. According to this specific vocation and to specific activities conducted in the field of accessibility, also in close collaboration with Piedmont Region, the Institute has been invited to participate in the project: the questionnaire has been sent to 100 persons with a percentage of response of about 20%.

The [Majorana institute](#) is an Institute of Higher Education (scientific high school and Technical Commercial Institute). About 1.000 learners and 130 teachers and trainers are on these courses.



The Institute has been invited to participate in the project as it works with particular attention for the integration of learners with special educational needs, promoting socialization, the acquisition of autonomy with respect to self-management and improvement in the cognitive sphere according to the possibilities of each one, through a concrete programmatic commitment to inclusion, based on a careful reading of the degree of inclusiveness of the school and on improvement objectives shared with families and health and social services.

The collaboration with the Institute is in line with the project objectives and opens ATENA to future exploitation activities. The questionnaire has been sent to 80 persons with a percentage of response of about 20%.

[ENGIM Piemonte](#) is a vocational education and training organization located in Turin. Its main actions have always been devoted to young people and their initial vocational training as it started its activities in the late XIX century but, since 2005, a lot of actions have been developed also in the field of vocational training in a broader sense by different kinds of courses for migrants, unemployed people, companies and local authorities. The main fields of training are: environment, ICT and communication, management and social care. The organization is part of several networks in order to provide training which is both tailor made and also responding to the needs of the labour market. During the years ENGIM has also developed a know-how in e-learning and content management system developing on-line courses and providing tools for distance learning using web 2.0 tools and devices. Engim has – in its Torino main centre around 50 employees full time and around 700 learners; in the whole region a total of 200 employees and more than 3500 learners. The questionnaire has been sent to a total number of 20 people working in Turin. In this case people have been personally contacted by telephone. Thanks to this activity, the collected answers had a percentage of response of about 80%.

General data

Gender

Internal to the partnership

72% of the respondents are women, 28% are men.

External to the partnership

About 80% of the respondents are women, 20% are men.



The collected data express a majority of women in the teaching profession. This trend is confirmed by data at National levels.

The collected data are in line with the ones reported in the following reports by OECD (English) and by INDIRE (italian). Both the reports underline the gender imbalance in the teaching profession: to deepen the topic you can read the following documents:

Gender imbalances in the teaching profession

<https://www.oecd-ilibrary.org/docserver/54f0ef95-en.pdf?expires=1578930892&id=id&acname=guest&checksum=4E55DCB0498E93D309BFDCCBB0A59D0B>

Gli insegnanti in Europa e in italia: contesto demografico, formazione e stipendi

<http://www.indire.it/wp-content/uploads/2015/08/Gli-insegnanti-in-Europa-e-in-Italia-2.pdf>

Age

Internal

About 75% of the respondents are older than 40 years old and about 25% of the participants are younger than 40 years old.

External

About 89% of the respondents are more than 40 years old and 11% are less than 40 years old.

Also on this point, the collected data are in line with the ones reported by the above mentioned report by INDIRE: Italy, where the percentage of teachers under 40 is only 10%, is the country with the "oldest" teachers in Europe.

Role - I work in the following areas...

Internal

The large majority of respondents - 99% are teachers with a percentage of about 17% of people working with special needs learners. Only 1% of respondents work within the management area,

With regards to people who work in the educational area, about 60% of the respondents work on Humanities; about 22% on the Scientific Area, the 6% of the respondents works on Practical Training. About 13% of respondents chose the option "Other" regarding Law and Economics, Physical Education.



In addition some of them didn't recognize themselves in the other proposed options, but actually some of them are working with Special Need students (such as Foreign Language teachers).

External

More than 90% - are teacher, trainer, tutor or educator with a percentage of 15% of people working with special needs learners. Among them three are the people working as project managers, both at national and European level. One administrative referent person and one manager out of three responded to the questionnaire.

With regards to people who work in the educational area, about half of the respondents work on scientific subjects; about 40% on the humanities and social sciences area while only 4% of the respondents work on Practical Training.

Among the people who choose "Other" we have 1 person who works on transversal competence; 1 person who teaches physical education and 2 people who work as special education teachers.

Role - Years of experience

Internal

About 35% of the respondents have more than 20 years of experience, the 22% more than 10, 20% between 5 and 10 and about 23% less than 5.

External

The majority of the respondents - 77% - have more than 10 years of experience. About 41% more than 20 years.

Design and implementation of educational and/or information materials

Internal

On the linear scale from 1 to 5, 84% of respondents are between 3 and 5; 16% of respondents are between 1 and 2.

External

80% of respondents are between 3 and 5; 20% of respondents are between 1 and 2.

Tools and softwares used

Internal



The respondents declared that the softwares they use the most, in designing and implementing educational and/or information materials, are the ones included in Microsoft Office suite (Word 97%; PowerPoint 66%; Excel 50%). Adobe PDF is used by 37% of the respondents; Google Drive by 35 % of the respondents; about 19% of the respondents declared to use Dropbox. The iWork tools provided by Apple are used just by 21% of the respondents. In addition, a few respondents added, among the tools for designing and implementing educational and/or information materials, the following: Padlet, Kahoot, Prezi, WeSchool, Moodle.

External

As above, the main softwares the respondents declare to use are the one included in Microsoft Office suite (Word 85%; PowerPoint 77%; Excel 75%). Google Drive is widely used (81% of the respondents); Google classroom is used by about a third of the respondents while Adobe pdf is used by about half of the respondents. The iWork productivity suite is used by a minority and so it is for Google Form and Dropbox. In addition, some respondents added the following tools: GeoGebra; Microsoft OneDrive; SILP Sistema Piemonte (a regional tool available only in Piedmont); Kahoot!

Level of knowledge of tools and softwares used

Internal

With regards to the tools and softwares mainly used (Word, PowerPoint and Excel) the majority of the respondents declare to know them and use their main features. Only regarding the Microsoft Office suite about 63 respondents declare to be an advanced user of Word, 34 of Powerpoint and 23 respondents for Excel.

External

The tools and softwares mainly used are here as well Words about 40% of respondents declare to be an advanced user while the percentage falls to 30% for PowerPoint; to 20% for Excel, Adobe pdf and Google Drive; to 10% for Google Classroom.

The majority of the respondents declare to know them superficially or use only their main features.

A few respondents declared to use also the following tools: Notability; Software for creating maps; AutoCAD; EasyEDA; Canva.

Attitude towards accessibility

Accessibility is...



Internal

The 54% of the respondents thinks that Accessibility is connected to the principle of equal opportunity; 38% declare it is a topic linked to inclusion; about 33% - agrees on the 3WC motto - Accessibility is essential for some, useful for all, while just 6% declare to have never reflected on the topic.

External

Same situation as above: about 50% of the respondents think that Accessibility is connected to the principle of equal opportunity; about 43% declare it is a topic linked to inclusion but a minority - 27% - agrees on the 3WC motto. The 6% declare to have never reflected on the topic. The suggested additional answers - 4% - declare accessibility is a condition of communication.

Accessibility in mind

Internal

When asked if, in designing and implementing educational and/or informative materials, they have accessibility in mind, the majority of the respondents assess yes: on the presented linear scale (from 1 - never - to 5 - always) 23% choose the options 3; 30% the option 4 and 30% the option 5 while only about 17% of the respondents chose option 1 and 2.

Among the people who declared to take care of accessibility in designing and implementing educational and/or informative materials, the majority of the interviewed people confirmed their needs for accessibility and reflected on this, and about 21% declared to have specific skills

The followings are the results in detail:

- my interlocutors have specific needs that justify an action in this direction: about 73%
- I noticed sometimes my students do not understand the educational material when I don't take accessibility into account 47%
- I have reflected on the need/opportunity to work in this direction 63%
- I noticed sometimes my students can't access to educational material when I don't take accessibility into account 48%

Among the people who declared to not take care of accessibility in designing and implementing educational and/or informative materials, the majority of the respondents



declared to have no adequate skills and knowledge and/or to have never reflected on it. 17% of respondents declared to have detected no specific needs among their students.

External

The majority of the respondents declare to have accessibility in mind in fact about 85% choose the options 3, 4 and 5 (25,5% chooses option 3; 39,2% chooses option 4; 21,6% chooses option 5) while only about 15% of the respondents choose option 1 and 2.

Among the people who declare to take care of accessibility in designing and implementing educational and/or informative materials, the majority of the interviewed people confirm to have detected need for accessibility and to have reflected on this, but only a minority - 7% - assesses to have specific skills and to know tools available for accessibility - 9%.

The followings are the results in detail:

- my interlocutors have specific needs that justify an action in this direction: 67%
- I noticed sometimes my students do not understand the educational material when I don't take accessibility into account 58%
- I have reflected on the need/opportunity to work in this direction 51%
- I noticed sometimes my students can't access to educational material when I don't take accessibility into account 48%

Among the people who declare to not take care of accessibility in designing and implementing educational and/or informative materials, the majority of the respondents declare to not have adequate skills and knowledge and/or to have never reflected on it. Only a minority - 10% - declares to not have detected specific needs among their students.

Self-Assessment

Office Check Accessibility

Internal

The majority of the respondents, 59,3%, declare not to know the tool.



External

Same situation as above. Only 10% of the respondents answered correctly to this question.

WAVE

Internal

73,3% declared not to know the tool.

External

Also within external respondents, the majority declare not to know the tool. Only 8% of the respondents answered correctly to this question.

Information accessibility in learning via video

Internal

The majority demonstrated to have some knowledge but the information appeared to be fragmented. These are the percentages of the answers in detail:

- ensure the video can be downloaded 48,7%
- have subtitles 55,3%
- have a text equivalent or captions 50,7%
- avoid automatic playing of video 10%

21,3% of the respondents chose the incorrect following option: have all the above mentioned (it is incorrect as it includes the following wrong option: avoid the user can control the video)

External

Only 2 persons among this group of respondents chose all the correct options. The majority demonstrates to have some knowledge but the information appears to be fragmented. These are the percentages of the answers in detail:

- ensure the video can be downloaded 51%
- have subtitles 47%
- have a text equivalent or captions 41%
- avoid automatic playing of video 18%

The 30% of the respondents choose the incorrect following option: have all the above mentioned (it is incorrect as it includes the following wrong option: avoid the user can control the video) that is chosen by 2% of the respondents.



4% of the respondents suggest that videos should be adequate, in content, to the audience to which it is intended for.

Accessible Information accessibility in learning via text must...

Internal

With regard to this question the results are similar to the previous even if, in this case, nobody chose all the correct elements.

The majority demonstrates to have some knowledge but the information appears to be fragmented.

- uses the simplest language that is appropriate for the document 71,3%
- allow the user to change font and point size as needed in online texts 38%
- uses sans-serif fonts such as Arial, Helvetica or Verdana 29,3%

24% of the respondents chose the incorrect following option: have all the above mentioned (it is incorrect as it includes the following wrong options: justified format with 13% of the respondents

External

Confirmed, as expressed above, these are the percentages of the answers in detail:

- uses the simplest language that is appropriate for the document 67%
- allow the user to change font and point size as needed in online texts 39%
- uses sans-serif fonts such as Arial, Helvetica or Verdana 35%

22% of the respondents choose the incorrect following option: have all the above mentioned (it is incorrect as it includes the following wrong options: justified format and point size of minimum 10 points).

The option: uses a point size of minimum 10 points is chosen by 35% of the respondents while the option: be justified is chosen by 10% of the respondents

Alternative text...

Internal

The majority of the respondents chose the correct answer 47.3%, while 35.3% chose the incorrect answer - a text that explains in simple words the content of a more complex text. 17.3% of the respondents declare not to know.

External



44% of the respondents chose the correct answer, 26% chose the incorrect answer and 30% of the respondents declared not to know.

Assistive technology (AT)

Internal

52% of the respondents chose the correct answer, while 16% chose the incorrect answer - softwares specifically designed for persons with disabilities. The 32% of the respondents declared to not know.

External

35% of the respondents chose the correct answer, 18% the incorrect answer and the 47% declared to not know.

The "Guidelines for accessible information" - ICT4IAL project

Internal

13,3 % of the respondents stated text accessibility, while 2,7 % answered about the images accessibility, 18.7 % of them stated the online resources accessibility And the 65,3 stated that it's the reference of all the above details

External

82% of the respondents chose the correct answer.

The comparison between the results to this question and the previous questions let us speculate that the results are the consequence of an intuitive response or the consequence of the exploration of the ICT4IAL project by the respondents.



Lithuania

In Lithuania the survey has been conducted by the VET provider Panevėžys Labour Market Training Center within the area of Panevėžys, the fifth most populous city in the country. Within the survey the provider involved other two institutions: the Panevezys Centre of Vocational Education and the Panevezys Margarita Rimkevičaitė Service and Business School, located in the Panevėžys area. Internally the questionnaire collected have been, externally 18.

General data

Gender

Internal to the partnership

66,7% of the respondents are women, 33,3 % - men.

External to the partnership

72,2 % of the respondents are women, 27,8 % - men.

Age

Internal

39,4% of the respondents are 50-59 years old; 21,2% - more than 60 years old; 18,2% - 30-39 years old; 15,2% - 40-49 years old. 1 person was less than 29 years old.

External

55,6% of the respondents are 40-49 years old, 33,3% - 30-39 years old. 1 person was 50-59 years old and 1 person more than 60.

Role - I work in the following areas...

Internal

The large majority of respondents - 84,8% - are teachers, trainers, tutor or educators with a percentage of 6,1% of people working with special needs learners. Among them we count 3 persons who work in the management area and 2 persons in the administrative area.

With regards to people who work in the educational area, 6,7% of the respondents work on scientific subjects; about 20% on the humanities and social sciences area while 43,3% of the respondents work on Practical Training. Among the people who choose



“Other”, the majority of them (4 persons) work in floristic field, 1 person in accountancy field, 1 person – medicine field, 1 person teaches Lithuanian language, 1 person - professional ethics.

External

The large majority of respondents - more than 70 % - are teachers, trainers, tutors or educators with a percentage of 5,6 % of people working with special needs learners. Among them we count 5 people who work in the management area. With regards to people who work in the educational area, 35,7% of the respondents work on scientific subjects; about 21,4% on the humanities and social sciences area while 28,6% of the respondents work on Practical Training. Among the people who choose “Other”, 1 person learns Physical education, 1 person - art.

Role - Years of experience

Internal

The majority of the respondents have more than 20 years (30,3%) and 1-4 years (30,3%) of experience. 24,2% respondents work 5-10 years, 15,2% respondents work more than 10 years.

External

Half of the respondents have more than 10 years years of experience, 33,3% - 5-10 years of experience. 2 people work more than 20 years and 1 person 1-4 years.

Design and implementation of educational and/or information materials

Internal

On the linear scale from 1 - never - to 5 - always, 78,8% of respondents are between 3 and 5; 21,2% of respondents marked “never”.

External On the linear scale from 1 - never - to 5 - always, 66,7% of respondents are between 3 and 5; 33,3% - between 1 and 2.

Tools and softwares used

Internal

The main softwares the respondents declare to use in designing and implementing educational and/or information materials are the one included in Microsoft Office suite (PowerPoint 96,2%; Word 92,3%; Excel 73,1%). Google Drive is used by about a third



of the respondents (30,8% of the respondents); Adobe pdf – 26,9% of respondents. Google classroom, Dropbox, Google Form is used by a minority. A few respondents use Canva, Optivote, Storehouse sistema, Smart Notebook R-Keeper, Sketchup, GIMP, MOODLE.

External

The main softwares the respondents declare to use in designing and implementing educational and/or information materials are also the one included in Microsoft Office suite (Word 100%; PowerPoint 76,5%; Excel 58,8%). Adobe pdf is used by 47,1% respondents, Google Drive - 41,2%, Google Form - 23,5%. Dropbox is used only by 1 person.

Level of knowledge of tools and softwares used

Internal

With regards to the tools and softwares mainly used, the majority of the respondents declare use only their main features.

As regards Word, 33 % of respondents declare to be an advanced user while the percentage falls to 21% for PowerPoint; to 6% for Excel, 3% Adobe pdf and 3% Google Drive; to 3% for Dropbox.

External

With regards to the tools and softwares mainly used, half of respondents declare use Microsoft Office programs (Word, PowerPoint, Excel) only main features, almost half of respondents are advanced users (50% Word, 38,8% PowerPoint, 38,8% Excel). The low level of their knowledge is for Pages, Keynote, Numbers, Adobe pdf, Google Drive, Google Classroom, Dropbox, Google Form.

Attitude towards accessibility

Accessibility is...

Internal

According to the collected answers we report that 54,5% of the respondents thinks that Accessibility is connected to the principle of equal opportunity; 39,4% agrees on the 3WC motto - Accessibility is essential for some, useful for all; about 27,3% declare it is a topic linked to inclusion; while 21,2% declare to have never reflected on the topic.

External



According to the collected answers we report that 72,2% of the respondents thinks that Accessibility is connected to the principle of equal opportunity; 33,3% agrees on the 3WC motto - Accessibility is essential for some, useful for all; about 44,4% declare it is a topic linked to inclusion; while 22,2% declare to have never reflected on the topic.

Accessibility in mind

When asked if, in designing and implementing educational and/or informative materials, they have accessibility in mind, the majority of the respondents assess yes: on the presented linear scale (from 1 - never - to 5 - always).

Internal

81,8% PLMTC employers choose the options 3, 4 and 5 (12,1% chooses option 3; 36,4% chooses option 4; 33,3% chooses option 5) while only about 18,2% of the respondents choose option 1 and 2.

External

77,8% of respondents choose the options 3, 4 and 5 (38,9% chooses option 3; 27,8% chooses option 4; 11,1% chooses option 5) while only about 22,3% of the respondents choose option 1 and 2.

Among the people who declare to take care of accessibility in designing and implementing educational and/or informative materials, the majority of the interviewed people confirm to have detected a need for accessibility and to have reflected on this.

Internal

57,1% respondents state they have reflected on the need/opportunity to work in this direction and even 25% persons marked their interlocutors have specific needs that justify an action in this direction. About third of respondents noticed sometimes their students do not understand the educational material when they don't take accessibility into account (32,1%), sometimes their students can't access to educational material when they don't take accessibility into account (28,6%)

It is important to mention that 32,1% respondents assess to have specific skills and 14,3% respondents know tools available for accessibility.

Among the people who declare to not take care of accessibility in designing and implementing educational and/or informative materials, the half of the respondents declare haven't adequate skills and knowledge and/or to have never reflected on it.



Only a minority - declares not to have detected specific needs among their students; doesn't know any tools available for accessibility or never noticed students can't access the educational material I make.

External

35,7% respondents state they have reflected on the need/opportunity to work in this direction and even 28,6% persons marked their interlocutors have specific needs that justify an action in this direction. About third of respondents noticed sometimes their students do not understand the educational material when they don't take accessibility into account (28,6%), sometimes their students can't access to educational material when they don't take accessibility into account (28,6%)

Only 1 person assesses to have specific skills and nobody knows tools available for accessibility.

Among the people who declare to not take care of accessibility in designing and implementing educational and/or informative materials, 2 respondents declare they haven't adequate skills and knowledge, 1 person to have never reflected on it. Only a minority declares that they don't know any tools available for accessibility or never noticed students can't access or understand the educational material I make.

Self-Assessment

Office Check Accessibility

Internal

Only 12,1% of the respondents answered this question. Half of respondents chose the wrong answer – “a tool that makes sure your Word, Excel and PowerPoint content is easy for people of all abilities to read and edit”. 36,4% percent state not know the tool.

External

Half of the respondents answer correctly to this question - Office Check Accessibility is a tool that makes sure your Office content is easy for people of all abilities to read and edit. 16,7% respondents chose the wrong answer – “a tool that makes sure your Word, Excel and PowerPoint content is easy for people of all abilities to read and edit”. 33,3% percent of respondents state not knowing the tool.

WAVE

Internal



Only 9,1 % of the respondents answered this question. 1 person chose the wrong answer “a platform collecting available models for designing and implementing accessible documents”. The majority (87,9 %) declare to not know the tool.

External

22,2 % of the respondents answer correctly to this question - wave is a suite of evaluation tools that help authors make their web content more accessible to individuals with disabilities. The majority (77,8%) declare to not know the tool.

Information accessibility in learning via video

The majority demonstrates to have some knowledge but the information appears to be fragmented.

Internal

3 persons among the respondents stated that information accessibility in learning via video must avoid the user can control the video (adjust volume, pause the video...).

These are the percentages of the answers in detail:

- ensure the video can be downloaded 30,3%
- have subtitles 18,2%
- have a text equivalent or captions 36,4%
- avoid automatic playing of video 6,1%

30,3% of the respondents marked, have all the above mentioned features identify Information accessibility in learning via text. The 33,3% of the respondents stated they don't know.

External

These are the percentages of the answers in detail:

- ensure the video can be downloaded 16,7%
- have subtitles 5,6%
- have a text equivalent or captions 11,1%

27,8% of the respondents marked, have all the above mentioned features identify Information accessibility in learning via text. 38,9% of the respondents stated they don't know.

Accessible Information accessibility in learning via text must...



The majority demonstrates to have some knowledge but the information appears to be fragmented.

Internal

The percentages of the answers in detail:

- uses the simplest language that is appropriate for the document 51,5%
- allow the user to change font and point size as needed in online texts 12,1%
- uses sans-serif fonts such as Arial, Helvetica or Verdana 6,1%
- uses a point size of minimum 10 points is chosen 18,2%
- be justified (aligned to left and aligned to right) 3%

36,4% of the respondents choose the following option: have all the above mentioned.

External

The percentages of the answers in detail:

- uses the simplest language that is appropriate for the document 27,8%
- allow the user to change font and point size as needed in online texts 5,6%
- uses a point size of minimum 10 points is chosen 16,7%
- be justified (aligned to left and aligned to right) 5,6%

The 22,2% of the respondents choose the following option: have all the above mentioned.

Alternative text...

Internal

18,2% of the respondents choose the correct answer - describes an image so that the user's assistive technology may convey what information is being provided;, while 51,5 % choose the incorrect answer - a text that explains in simple words the content of a more complex text. 30,3% of the respondents declare to not know.

External

33,3% of the respondents choose the correct answer, also 33,3 % choose the incorrect answer - a text that explains in simple words the content of a more complex text. 33,3% of the respondents declare to not know.

Assistive technology (AT)

Internal



60,6% of the respondents choose the correct answer - Assistive technology (AT) is products, equipment and systems that enhance learning, working and daily living for persons with disabilities, while 39,4% of the respondents declare to not know.

External

44,4% of the respondents choose the correct answer, 22,2% state it is softwares specifically designed for persons with disabilities, while 33,3% of the respondents declare to not know.

The "Guidelines for accessible information" - ICT4IAL project

Internal

36,4% of the respondents stated that "Guidelines for accessible information" is a reference to text, images and online resources accessibility. 60,6% PLMTC employers stated they don't know.

External

38,9% of the respondents stated that "Guidelines for accessible information" is a reference to text, images and online resources accessibility. 1 person marked it is text accessibility; 1 person marked it is online resources accessibility. Half of respondents stated they don't know.



Portugal

In Portugal the survey has been conducted by TecMinho, a certified training institution accredited by the Directorate General for Employment and the employment relations of Portugal (DGERT). TecMinho involved in the survey its internal staff and according to the fact that the institution was born as the interface of University of Minho also its staff have been involved.

The questionnaires collected have been 52 in total.

General data

Gender

About 55,8% are male and 44,2% are female. Although there is a difference, it is not considerable.

Age

The collected data shows that the majority of respondents are between 40 and 49 years old (48,1%). In fact, about 86,5% of all respondents are above 40, and we have no answers below 30 years old. This could be an evidence of the aging of the working population in Portugal, in accordance with the European panorama.

Role - I work in the following areas...

The large majority of respondents are working in the education area, in a teacher, trainer, tutor, educator position (about 65,4%), closely followed by people working in the management area (manager, technician, director, etc.) (26,9%). The manager areas include technicians, educational support technicians, IT specialists, etc. Also, in the Education area but in special needs, we have only 3,8%, which includes one technical manager of the office for the inclusion in an Education institution. When we ask the specific function, as it is a very wide and free field of response, we can see that many people accumulate several areas: they are teachers, but also pedagogical directors, technicians, etc.

Role - Years of experience

Without a doubt, the majority of respondents work in their area for quite some time: 44,2% for more than 10 years, and 38,5% for more than 20 years. This is in accordance with the aging of the working population in Portugal, as mentioned beforehand.



Regarding the area where the respondents work, the results show: 36,5% in Practical Training, 30,8% in Science and Technology, and 23,1% in others.

Design and implementation of educational and/or information materials

When replying about their work (do you create or develop educational or informative materials), the majority of the 52 respondents indicated an answer between 4 and 5, meaning that 84,6% are doing those activities frequently (48,1% indicated 5 – always). No one indicated the possibility of “never”.

Tools and software's used

Office software dominates the list of answers listed by respondents regarding the tools they use when designing and implementing educational and/or information materials: 99,1% use Word, 94,1% use PowerPoint and 76,5% use Excel. Other software/tools that gather many respondents are Adobe PDF (58,8%), Google Drive (49%), Dropbox (39,2%) and Google Forms (37,3%). 30% indicated “other” possibilities of tools, such as Photoshop, Visio, Adonis, Prezi, Libre office, Adapt Learning, Lime Surveys, Premiere, etc.

Level of knowledge of tools and software used

The majority of respondents reveal that the level of knowledge of tools and software, in general, is of an experienced user (37%) or with knowledge that enables them to use the main features (27%).

The software/tools better known and used are Office Tools, Adobe PDF, Google Drive and Dropbox.

Regarding the use of Office tools (Word, Excel, Powerpoint) the majority reveal expert knowledge (71,2%, 50%, 65,4% accordingly), although in Excel the values indicate almost the same level for “knowledge and usage of the main features). The Apple suite (Numbers, Pages, Keynote) is not very known and used by the respondents: 57,7% don't know Numbers, 53,8% don't know Pages, and 36,5% don't know Keynote (although also 36,5% know it superficially).

Attitude towards accessibility

Accessibility is...

Most of the respondents feel that Accessibility is connected to the principle of equal opportunity (73,1%), closely followed by 67,3% that think Accessibility to be “essential



for some, useful for all". Many consider it to contribute to inclusion (59,6%), and only one small percentage reveal to not having reflected on this subject (3,8%).

Accessibility in mind

We can say that when the respondents design and implement educational and/or informative materials, they tend to have accessibility in mind: 75% position their answer between 3 and 5 in the Likert scale of 1 to 5, in which 1 is "never" and 5 is considered "always"; although 28,8% answered "3", 30,8% indicated that they "Always" have accessibility in mind in the creation of these educational materials. Still, 5,8% have never taken accessibility into account when creating/implementing these kinds of materials, and 19,2% indicated "2", surpassing the number of people indicating "4" as their answer.

Looking further into the reasons that make them take accessibility in consideration, the majority consider "having reflected on the need/opportunity to work in this direction" (59%), followed by the ones that answer that they have "noticed sometimes students can't access educational material when I don't take accessibility into account" (41%). However, although the interviewees think that they consider accessibility, merely 33,3% create educational materials for people who have special needs, and only 20,5% have specific skills for doing so.

Among the reasons behind not taking accessibility into account, for those that's indicated 1 and 2 as an answer, 62,5% say that they have "never noticed students couldn't access the educational material made" and 50% believe that they "do not have interlocutors with specific needs that justify an action in this direction", followed closely by the ones that are certain to "have never reflected on the need/opportunity to work in this direction" (43,8%).

Self-Assessment

Office Check Accessibility

The preponderant answer is clearly "I don't know" with 65,4%, and 21,2% pointed out the correct solution.

WAVE

Although many of the respondents answer correctly to this question (17,3%), the majority declare to not know the tool (80,8%).



Information accessibility in learning via video

The majority of people demonstrate some knowledge on this topic and choose the right answers to this question: 80,8% indicate “text equivalent or captions”; 63,5% consider it important to “include captions”; 44,2% include “ensure the video can be downloaded”. Only 15,4% consider “avoid automatic playing of video” as important for accessibility. Still, 1,9% of the respondents chose the incorrect option “avoid the user can control the video” and 17,3% tick the inaccurate option “all the above-mentioned features”.

These are the percentages of the answers in detail:

- have a text or captions equivalents 80,8%
- have subtitles 63,5%
- avoid the user can control the video 1,9%
- ensure the video can be downloaded 44,2%
- avoid automatic playing of video 15,4%
- all the above answers 17,3%

Information accessibility in learning via text must...

In this topic, the majority of respondents chose “using the simplest language that is appropriate for the document” (61,5%), followed by 46,2% that indicate the importance of “allowing the user to change font and point size as needed in online texts”.

However, the responses to the other options are distributed among them, even though only a minority chose “justified text” (7,7%), and. One respondent chose “Other” as important for accessibility: left-aligned text with fixed spacing between words. The size will vary depending on the display form (the visible area and the distance of the user, e.g. mobile phone, monitor, projection screen...).

The percentages of the answers in detail:

- uses the simplest language that is appropriate for the document 61,5%
- uses a point size of minimum 10 points is chosen 25%
- uses sans-serif fonts such as Arial, Helvetica or Verdana 28,8%
- be justified (aligned to left and aligned to right) 7,7%
- allow the user to change font and point size as needed in online texts 46,2%
- all the above 26,9%
- other 1,9%



Alternative text...

The majority of people answered correctly, indicating that it “describes an image so that the user’s assistive technology may convey what information is being provided” (55,8%); nevertheless, 19,2% do not know what alternative text is.

Assistive technology (AT)

38,5% of the respondents choose the correct answer, while 13,5% choose the incorrect answer - software specifically designed for people with disabilities. It is relevant that here are 48,1% of respondents that declare to not know what AT are.

The "Guidelines for accessible information"

76,9% pointed out the correct answer (all the above-mentioned features); 19,2% only considered “online resources accessibility”, 3,8% say “text accessibility”, and no one indicated “images accessibility”.



Slovenia

In Slovenia the questionnaire were submitted by Siclj a Ljubljana Technical Education Center that includes three subjects:
a state technical-professional institute; the Ježica Driving School and an Intercompany Center of education and training (MIC)

The questionnaires were submitted within its internal staff. The institute introduced the project at teachers' meeting and on its website asking for collaboration within the project. The promotional action ran also through emails.

The number of collected questionnaires is 59.

General data

Gender

About 54% of the respondents are women, 44% are men. The 2% of the respondents selected the option "Other". The collected data express a quite good balance within gender in the teaching profession. This trend is confirmed by data at national level, as regards Technical schools.

Age

About 73% of the respondents are more than 40 years old. The collected data are in line with national trends.

Role - I work in the following areas...

The large majority of respondents - about 93% - are teacher, trainer, tutor or educator with a percentage of about 7% of people working with special needs learners. Among them we also count Four people working within the management area.

With regards to people who work in the educational area, about 41% of the respondents work on scientific subjects; about 22% on the humanities and social sciences area, the 21% of the respondents work on Practical Training.

About 15% of respondents selected the option "Other" as regards the following subjects: logistics, physical and sport education, art, designs and esthetics. A person mentioned also theoretical subjects connected to VET path.



In addition some they do not recognised themselves in the other proposed options, but actually some of them fit humanities (such as slovenian language).A person cannot choose the option according to his/her involvement in two separated areas contemporary: natural sciences and social sciences.

Role - Years of experience

The majority of the respondents - about 77% - among them about 49% have more than 20 years of experience.

Design and implementation of educational and/or information materials

On the linear scale from 1 - never - to 5 - 80% of respondents are between 3 and 5; 20% of respondents are between 1 and 2.

Tools and softwares used

The main softwares the respondents declare to use in designing and implementing educational and/or information materials are the one included in Microsoft Office suite (Word 100%; PowerPoint 91%; Excel 57%). Google Drive is used by 37% of the respondents; Adobe PDF by the 31%.The iWork productivity suite is used by a minority and so it is for Google classroom, Google Form and Dropbox. The tools of Apple enterprise are nearly completely ignored

In addition a few respondents added, among the tools for designing and implementing educational and/or information materials, the following tools: Corel Draw, Auto Cad and Catia solidworks.

Level of knowledge of tools and softwares used

With regards to the tools and softwares mainly used, the majority of the respondents declare to know them superficially or use only their main features.

Only as regards the Microsoft Office suite about 35 respondents declare to be an advanced user of Word, 30 of Powerpoint while the numbers fall to 17 respondent for Excel

A few respondents declared to use also the following tools: Corel draw, Autodesk, Unity, Raptor, Photoshop, Auto CAD, Solidworks. Some added also social media such as Facebook and Whatsapp



Attitude towards accessibility

Accessibility is...

According to the collected answers we report that about 64% of the respondents thinks that Accessibility is connected to the principle of equal opportunity; 22% declare it is a topic linked to inclusion; about 25% - agrees on the 3WC motto - Accessibility is essential for some, useful for all, while just one person declare to have never reflected on the topic.

Accessibility in mind

When asked if, in designing and implementing educational and/or informative materials, they have accessibility in mind, the majority of the respondents assess yes: on the presented linear scale (from 1 - never - to 5 - always) 22% chose the options 3, 39% the option 4 and 27% the option 5 while only about 12% of the respondents chose option 1 and 2.

Among the people who declare to take care of accessibility in designing and implementing educational and/or informative materials, the majority of the interviewed people confirm to have detected need for accessibility and to have reflected on this, but only a minority - about 12% - assesses to have specific skills and to know tools available for accessibility - 12%.

The followings are the results in detail:

- my interlocutors have specific needs that justify an action in this direction: about 85%
- I noticed sometimes my students do not understand the educational material when I don't take accessibility into account 47%
- I have reflected on the need/opportunity to work in this direction 35%
- I noticed sometimes my students can't access to educational material when I don't take accessibility into account 56%

Among the people who declare to not take care of accessibility in designing and implementing educational and/or informative materials, the majority of the respondents declare to not have adequate skills and knowledge and/or to have never reflected on it. 30% of respondents declare not to have detected specific needs among their students.



Self-Assessment

Office Check Accessibility

25% of the respondents answered correctly to this question. The majority declare to not know the tool.

WAVE

Only 12% of the respondents answered correctly to this question. The majority declare to not know the tool.

Information accessibility in learning via video

The majority demonstrates to have some knowledge but the information appears to be fragmented. These are the percentages of the answers in detail:

- ensure the video can be downloaded 49%
- have subtitles 32%
- have a text equivalent or captions 51%
- avoid automatic playing of video 5%

29% of the respondents choose the incorrect following option: have all the above mentioned (it is incorrect as it includes the following wrong option: avoid the user can control the video) that is chosen by 7% of the respondents.

Accessible Information accessibility in learning via text must...

With regard to this question, again the majority demonstrates to have some knowledge but the information appears to be fragmented.

These are the percentages of the answers in detail:

- uses the simplest language that is appropriate for the document 63%
- allow the user to change font and point size as needed in online texts 29%
- uses sans-serif fonts such as Arial, Helvetica or Verdana 34%

20% of the respondents choose the incorrect following option: have all the above mentioned (it is incorrect as it includes the following wrong options: justified format and point size of minimum 10 points).

The option: uses a point size of minimum 10 points is chosen by 39% of the respondents while the option: be justified is chosen about by 13% of the respondents



Alternative text...

Only 24% of the respondents chose the correct answer, while 57%, the majority choose the incorrect answer - a text that explains in simple words the content of a more complex text. 19% of the respondents declare not to know.

Assistive technology (AT)

47% of the respondents choose the correct answer, while 10% choose the incorrect answer - softwares specifically designed for persons with disabilities. The 42% of the respondents declare to not know.

The "Guidelines for accessible information" - ICT4IAL project

88% of the respondents chose the correct answer. The comparison between this result and the previous ones let us speculate that the results are the consequence of an intuitive response or the consequence of the exploration of the ICT4IAL project by the respondents.



Conclusions

Analysing the general data, the majority of respondents are women and the majority of them are within 40 and 59 years old, working in the educational area as teachers, trainers, tutor or educator.

A better balance is found where the reference school of respondents is a technical institute, where the technical subjects, usually managed by men, dominate.

Almost all respondents declare to be in charge of preparing and improving the design and implementation of educational and/or informative materials and the main tools and programs used are included in Microsoft Office suite (Word, Powerpoint and Excel).

Also Drive and Adobe pdf reader are used tools. A minority use tools such as Dropbox, Google form and Google classroom; hardly known the tools provided by Apple Computer enterprise.

With regards to the tools and softwares mainly used, the majority of the respondents declare to know them superficially or use only their main features.

In addition, depending on the organizations' profile, additional programmes are used for preparing and delivering educational material (for the list please refer to single national reports).

Within the framework related to the attitude towards accessibility and in particular towards the accessibility of educational materials for training, for respondents accessibility is mainly connected to the principle of equal opportunity and among the people who declare to take care of accessibility in designing and implementing educational and/or informative materials, the majority of the interviewees confirm to have real need of accessibility in their working context and declare to have reflected on this as a results of a specific demand by learners.

As regards the questions included within the section self-assessment, the answers that investigate the real knowledge of accessibility practices show a fragmented frame and a superficial knowledge of the topic according to the fact that the answers are often incorrect or fruit of an intuition.

For instance even if a large part of respondents know what is the meaning of the expression "alternative text", in its etymology, and so is able to define a correct answer,



we suppose that investigating more deeply, we could discover different facets. As above mentioned it is a suggestion that can be deeply explored, even during project development. Very few are the respondents with a strong knowledge basis in creating accessible documents.

Starting from the above mentioned data, the research offers interesting food for thought, that we can sintetise as follows.

If on one hand, the majority of respondents declares to have accessibility in mind while implementing educational and informative material, on the other hand when general knowledge is investigated, the answers are incorrect, inaccurate and fragmentary. This leads us to different hypotheses, but what we believe most realistic - subsequent investigations will be conducted- is that people are not familiar with the concept itself of accessible documents.

This discovery leads us to support the need, estimated during an initial work phase, to deepen the very foundations of the concept of accessibility, exploring and sharing it in its most inclusive perspective according to the principle that: "what is essential for some is useful for all" (W3C).

Another reflection is given to us within the framework of the tools mainly used by the respondents.

The fact that the majority of the interviewed people mainly use Microsoft Office tools is for sure an aspect that we have to take into consideration. Thanks to the fact that Microsoft is at the forefront of accessibility - the enterprise set up, for their users, tools and functions easy to be used in order to implement an accessible document or to check its accessibility - it will be possible, within the context outlined by the project, to design a development plan for the strengthening of specific competences in this field. Working on tools and technologies already in use by the project target group, we can reasonably foresee a positive impact - in terms of enhancement of previous skills and acquisition of new specific ones - in a short-term perspective.

Starting from the results of this first phase of activity, each of the partners will activate, within the organisation, a series of working tables for the drafting of the Declaration of Intent, which represents the main output of the project; in addition and in relation to the data that have been expressed so far, the tables will work on the definition of a potential plan of activities for the implementation of educational paths for teachers and tutors to strengthen their competences - understood as a complex of knowledge, skills and



positive attitudes - on accessibility, also and above all in a perspective of sustainability, both of the project and the principles it promotes.



Annexes

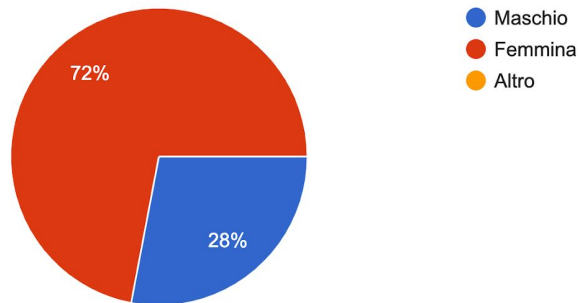
Italy

Internal to the partnership

General data

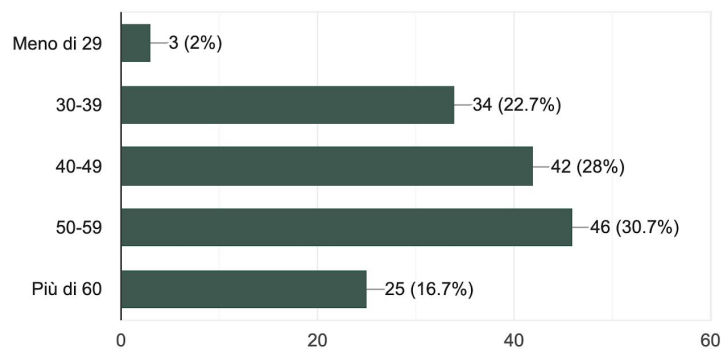
Genere

150 responses



Età

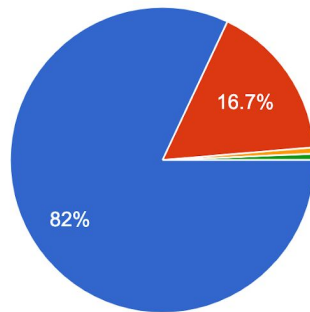
150 responses





Lavoro nell'area...

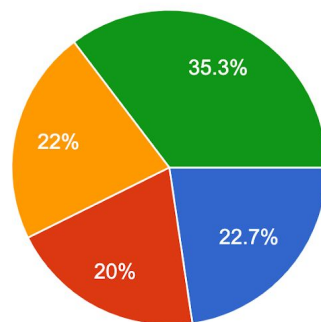
150 responses



- Educativa (insegnante, trainer, tutor, educatore)
- Educativa - Special needs (insegnante, trainer, tutor, educatore)
- Amministrativa
- Manageriale (dirigente scolastico, direttrice....)

Ricopro questo ruolo da ...

150 responses

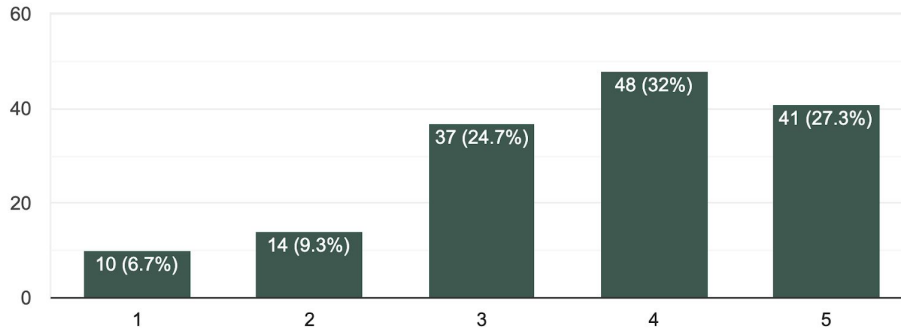


- 01-04 anni
- 05-10 anni
- Più di 10 anni
- Più di 20 anni



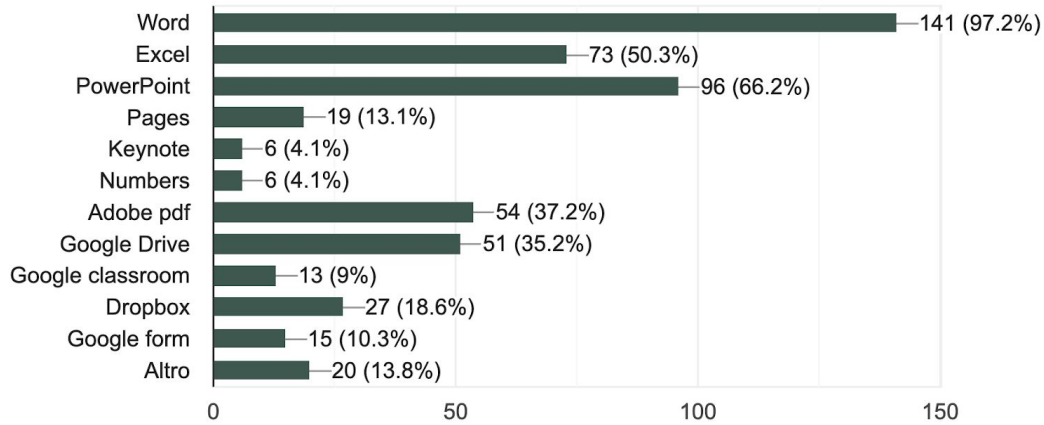
Nell'ambito delle attività previste dal tuo ruolo, ti capita di progettare e realizzare materiali educativi e/o informativi? (Esem...interne, comunicazioni per genitori, etc.)

150 responses



Se sì, nel progettare e realizzare materiali educativi e/o informativi, utilizzi...

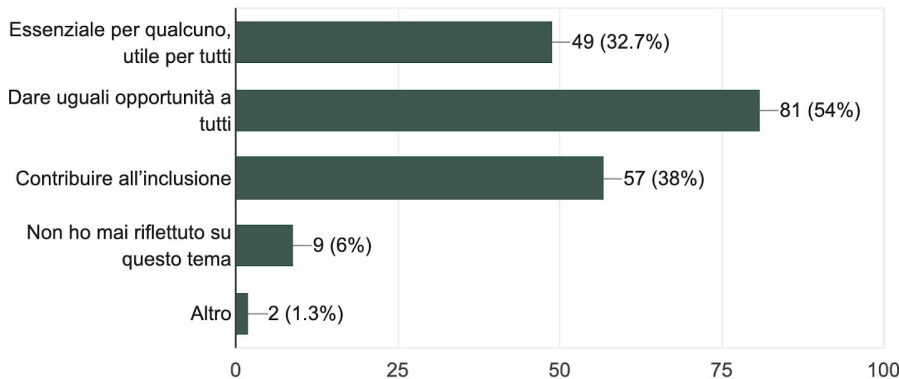
145 responses



Attitude towards accessibility

L'accessibilità è...

150 responses

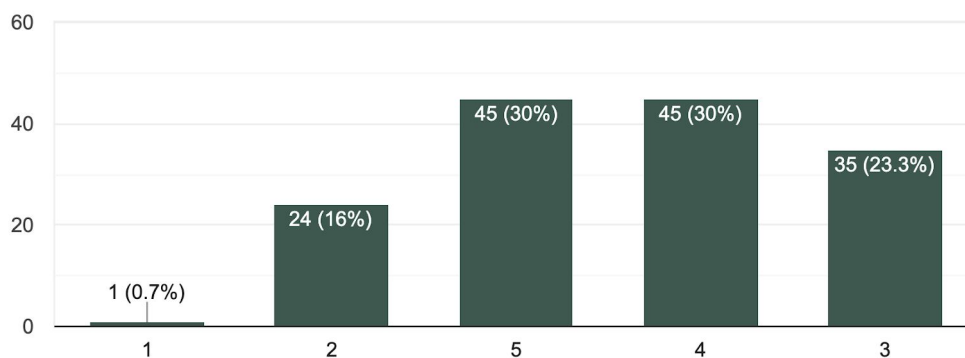


“Utilizzare la comunicazione per veicolare valori, quali la trasparenza e la vicinanza dell'amministrazione ai bisogni dell'utenza; democrazia diretta - libertà è partecipazione” (Cit.)

Nel progettare e realizzare materiali educativi e/o informativi hai in mente

l'accessibilità...

150 responses

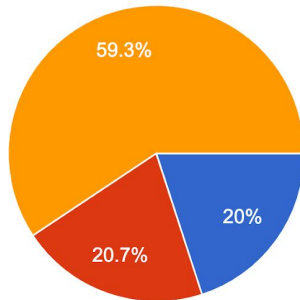


“Ho notato che se non tengo conto dell'accessibilità nel progettare e realizzare materiali educativi, studenti, famiglie e genitori hanno difficoltà a comprendere” (Cit.)

Self-Assessment

Office Check Accessibility è...

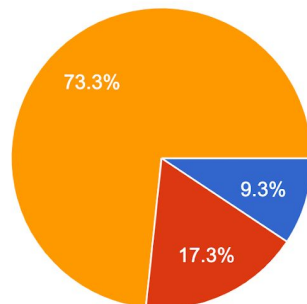
150 responses



- uno strumento che garantisce che i contenuti di Office siano facili da leggere e modificare per persone con livelli di abilità diversi
- uno strumento che assicura che i tuoi contenuti Word, Excel e PowerPoint siano facili da leggere e modificare per persone con livelli di abilità diversi
- Non so

WAVE è...

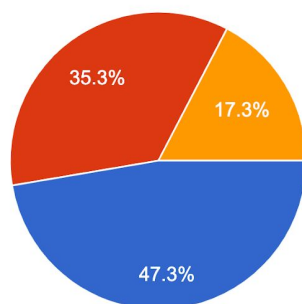
150 responses



- una suite di strumenti di valutazione che aiutano gli autori a rendere i loro contenuti web più accessibili alle persone con disabilità
- una piattaforma che raccoglie strumenti per la progettazione e l'implementazione di documenti accessibili
- Non so

Un testo alternativo è...

150 responses

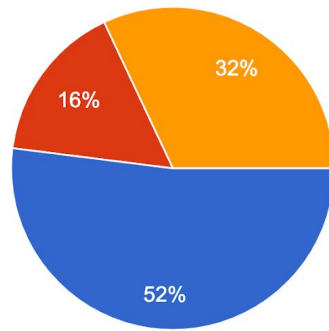


- Un testo che descrive le immagini in modo tale che le tecnologia assistive dell'utente possano comunicare all'utente quali informazioni vengono fornite;
- È un testo che spiega in parole semplici il contenuto di un testo più complesso
- Non so



Le tecnologie assistive (Assistive Technologies) sono...

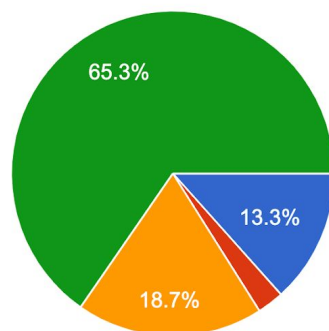
150 responses



- Prodotti, attrezzature e sistemi che migliorano l'apprendimento, il lavoro e la vita quotidiana delle persone con disabilità
- Software appositamente progettati per le persone con disabilità
- Non so

Le "Linee guida in materia di accessibilità delle informazioni" realizzate nell'ambito del progetto (ICT4IAL - Europe...ation) sono un punto di riferimento per...

150 responses



- Accessibilità dei testi
- Accessibilità delle immagini
- Accessibilità delle risorse online
- Tutti gli elementi citati

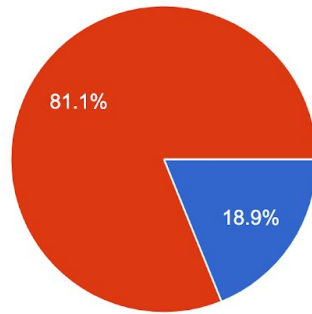


External to the partnership

General data

Genere

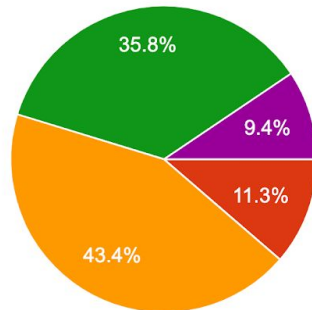
53 responses



- Maschio
- Femmina
- Altro

Età

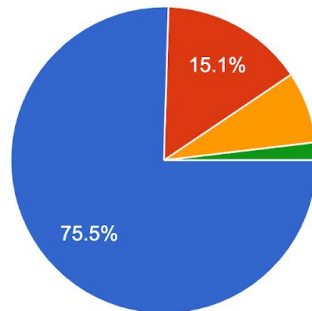
53 responses



- Meno di 29
- 30-39
- 40-49
- 50-59
- Più di 60

Lavoro nell'area...

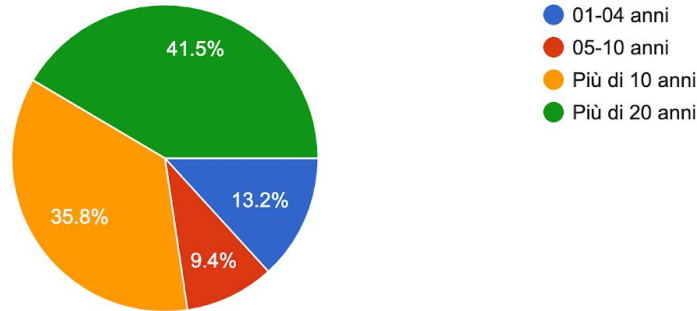
53 responses



- Educativa (insegnante, trainer, tutor, educatore)
- Educativa - Special needs (insegnante, trainer, tutor, educatore)
- Amministrativa
- Manageriale (dirigente scolastico, direttrice....)

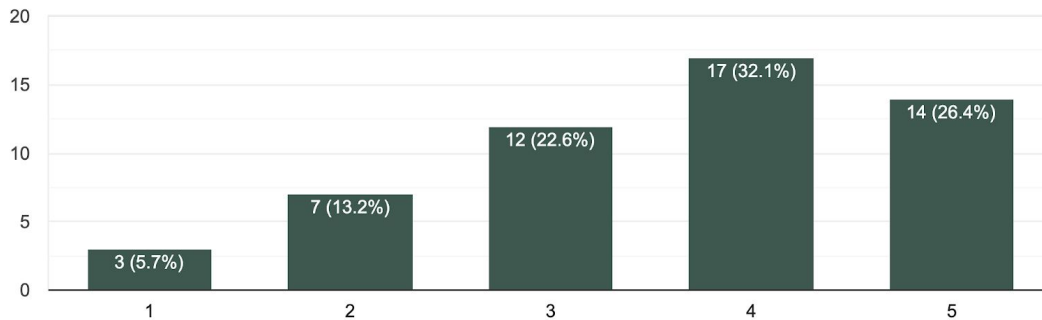
Ricopro questo ruolo da ...

53 responses



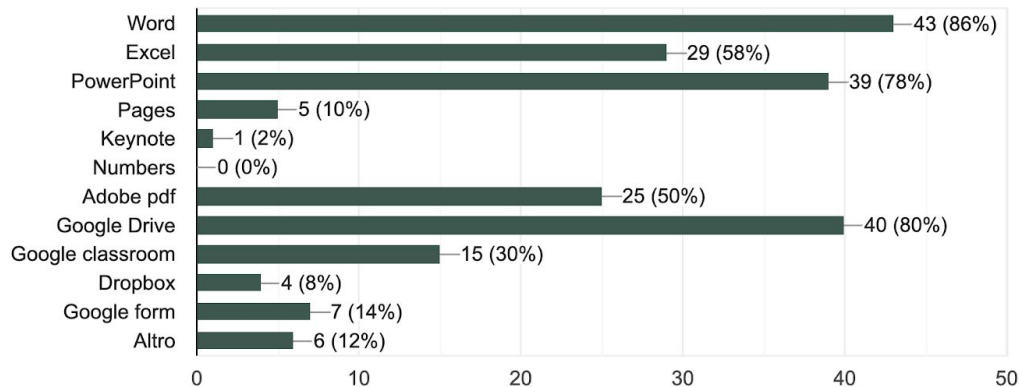
Nell'ambito delle attività previste dal tuo ruolo, ti capita di progettare e realizzare materiali educativi e/o informativi? (Esempio: questionari per...circolari interne, comunicazioni per genitori, etc.)

53 responses



Se sì, nel progettare e realizzare materiali educativi e/o informativi, utilizzi...

50 responses

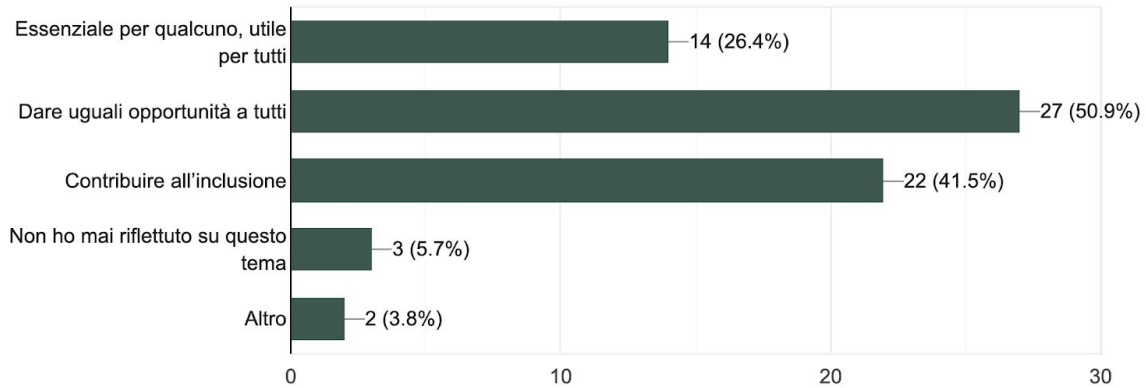




Attitude towards accessibility

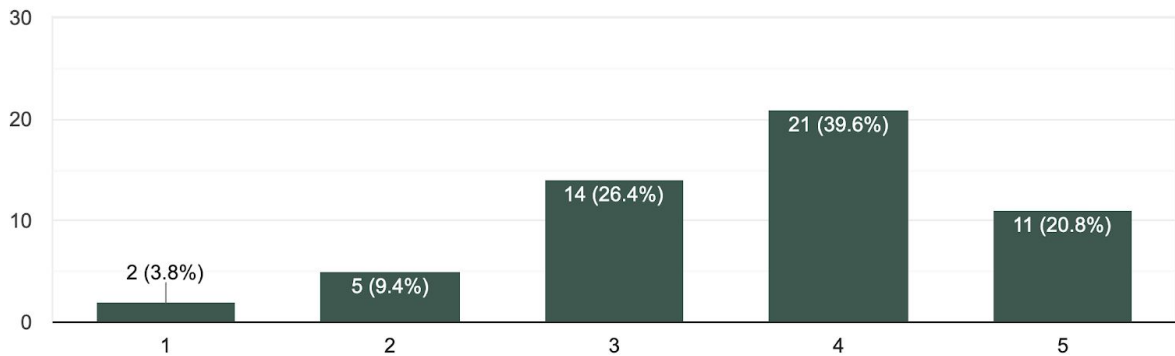
L'accessibilità è...

53 responses



Nel progettare e realizzare materiali educativi e/o informativi hai in mente l'accessibilità...

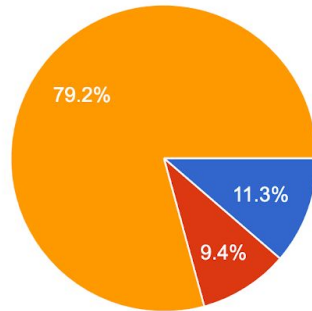
53 responses



Self assessment

Office Check Accessibility è...

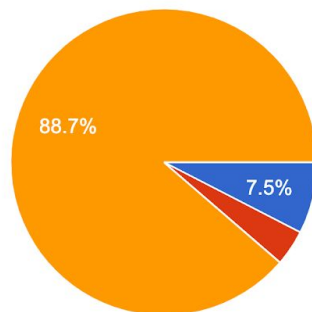
53 responses



- uno strumento che garantisce che i contenuti di Office siano facili da leggere e modificare per persone con livelli di abilità diversi
- uno strumento che assicura che i tuoi contenuti Word, Excel e PowerPoint siano facili da leggere e modificare per persone con livelli di abilità diversi
- Non so

WAVE è...

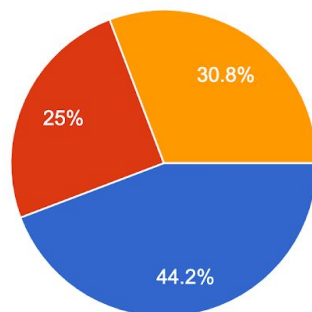
53 responses



- una suite di strumenti di valutazione che aiutano gli autori a rendere i loro contenuti web più accessibili alle persone con disabilità
- una piattaforma che raccoglie strumenti per la progettazione e l'implementazione di documenti accessibili
- Non so

Un testo alternativo è...

52 responses

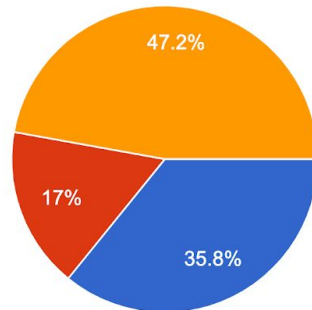


- Un testo che descrive le immagini in modo tale che le tecnologia assistive dell'utente possano comunicare all'utente quali informazioni vengono fornite;
- È un testo che spiega in parole semplici il contenuto di un testo più complesso
- Non so



Le tecnologie assistive (Assistive Technologies) sono...

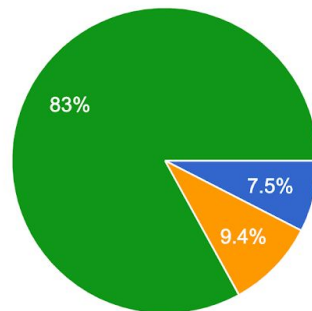
53 responses



- Prodotti, attrezzature e sistemi che migliorano l'apprendimento, il lavoro e la vita quotidiana delle persone con disabilità
- Software appositamente progettati per le persone con disabilità
- Non so

Le "Linee guida in materia di accessibilità delle informazioni" realizzate nell'ambito del progetto (ICT4IAL - European Agency for Special Needs and Inclusive Education) sono un punto di riferimento per...

53 responses



- Accessibilità dei testi
- Accessibilità delle immagini
- Accessibilità delle risorse online
- Tutti gli elementi citati



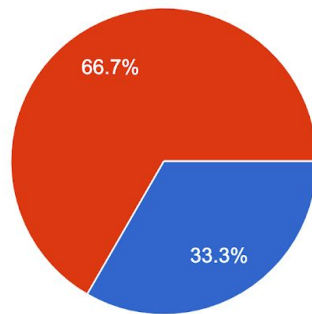
Lithuania

Internal to the partnership

General data

Jūsų lytis:

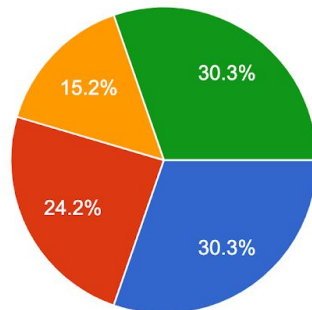
33 responses



- vyras
- moteris

Šioje pozicijoje dirbate...

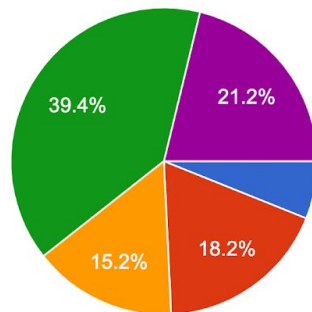
33 responses



- 1-4 metus
- 5-10 metų
- daugiau nei 10 metų
- daugiau nei 20 metų

Amžius

33 responses

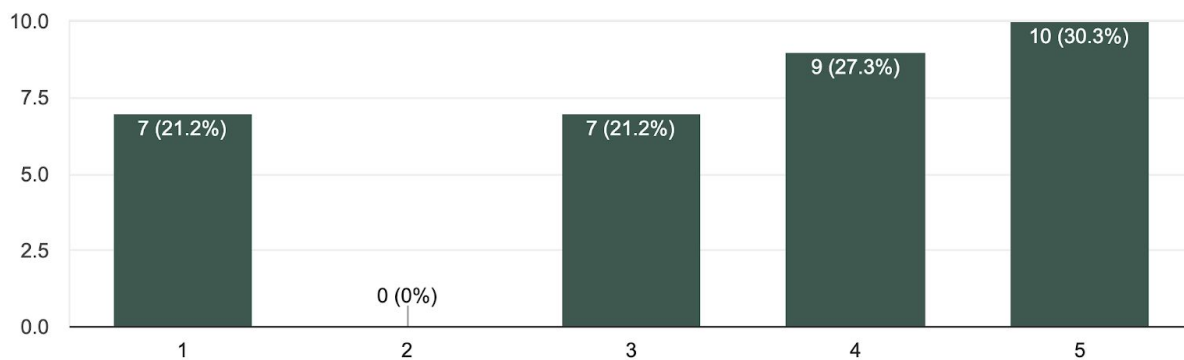


- 29 ir mažiau
- 30-39
- 40-49
- 50-59
- Daugiau nei 60



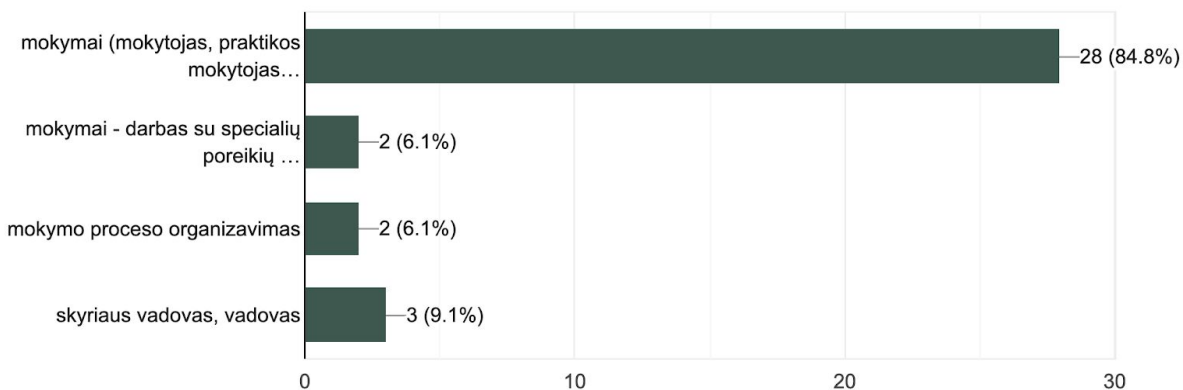
Ar, vykdydamas savo pareigas, rengiate mokomąją ir (arba) informacinę medžiagą mokiniams?
(Pavyzdžiui: klausimynus, literatūros sąrašus, „Excel“ lenteles ...)

33 responses



Jūsų darbo specifika:

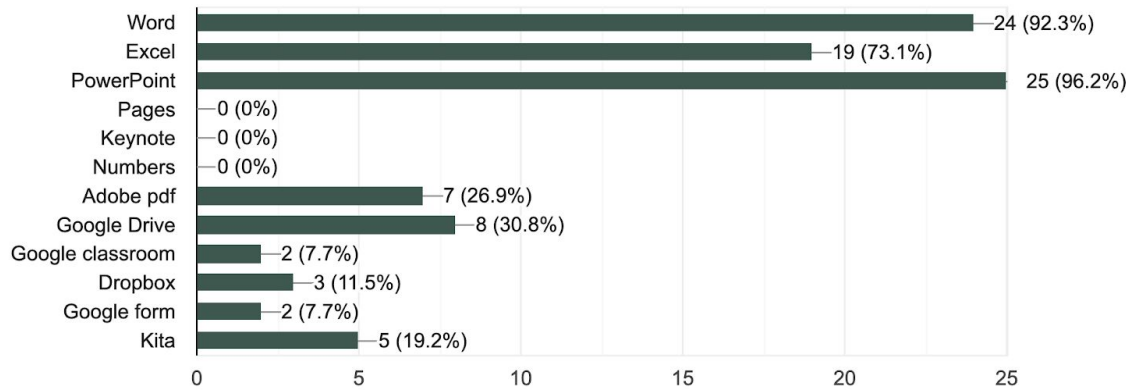
33 responses





Jei taip, kurdamas ir įgyvendindamas mokomąją ir (arba) informacinę medžiagą naudojuosi šiomis programomis...

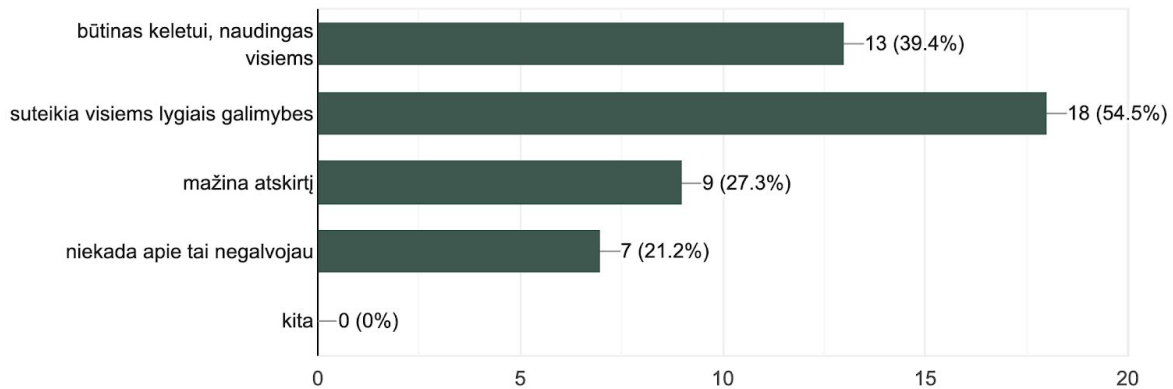
26 responses



Attitude towards accessibility

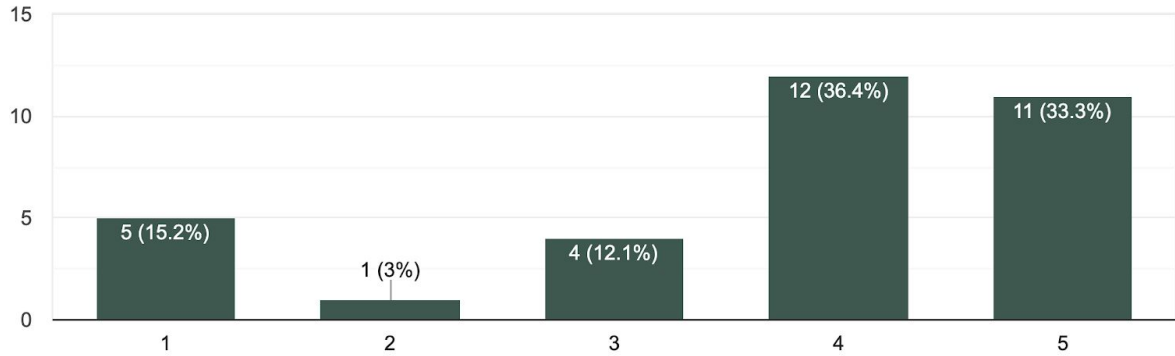
Informacijos prieinamumas yra... (pasirinkite Jūsų nuomone labiausiai tinkančius atsakymus)

33 responses



Rengdamas ir pateikdamas mokomąją ir (arba) informacinę medžiagą galvoju apie jos prieinamumą:

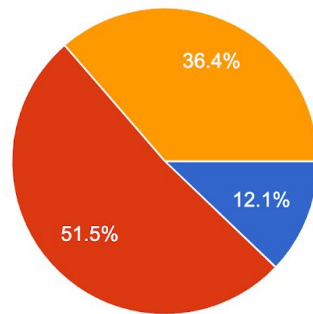
33 responses



Self-assessment

Office programų prieinamumo patikra yra...

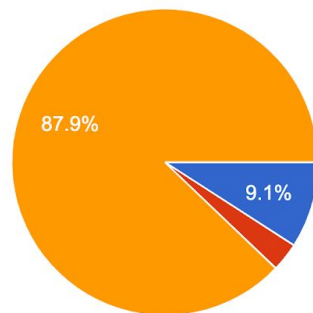
33 responses



- įrankis, užtikrinantis, kad jūsų Office turinį būtų lengva skaityti ir redaguoti įvairių sugebėjimų žmonėms
- įrankis, užtikrinantis, kad jūsų „Word“, „Excel“ ir „PowerPoint“ programomis parengtų dokumentų turinį būtų lengva skaityti ir redaguoti įvairių sugebėjimų žmonėms
- nežinau

WAVE yra...

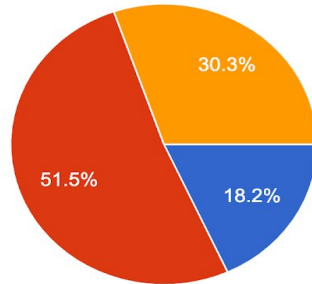
33 responses



- vertinimo priemonių rinkinys, padedantis turinį internete autoriams padaryti prieinamesniu neįgaliesiems
- platforma, kurioje talpinami modeliai prieinamų dokumentų kūrimui ir įgyvendinimui
- nežinau

Alternativus tekstas...

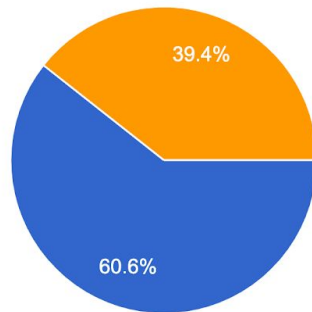
33 responses



- apibūdina vaizdą taip, kad pagalbinė vartotojo naudojama technologija galėtų užtikrinti jos perdavimą
- yra tekstas, paprastais žodžiais paaiškinantis sudėtingesnio teksto turinį
- nežinau

Pagalbinės technologijos yra....

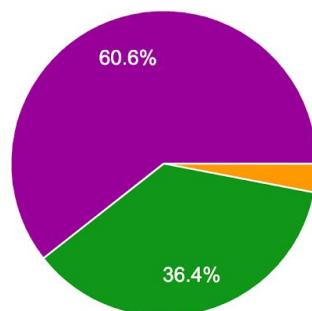
33 responses



- produktai, įranga ir sistemos, gerinantys neįgaliųjų mokymąsi, darbą ir kasdienį gyvenimą
- programinė įranga, sukurta specialiai neįgaliesiems
- nežinau

Europos specialiojo ir inkluzinio ugdymo plėtros agentūros parengtos Prieinamos informacijos gairės (ICT4IAL projektas) skirtos:

33 responses

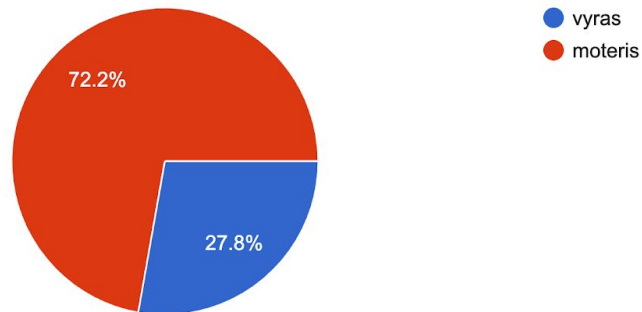


- teksto prieinamumui
- nuotraukų prieinamumui
- internete esančių išteklių prieinamumui
- visi aukščiau pažymėti atsakymai
- nežinau

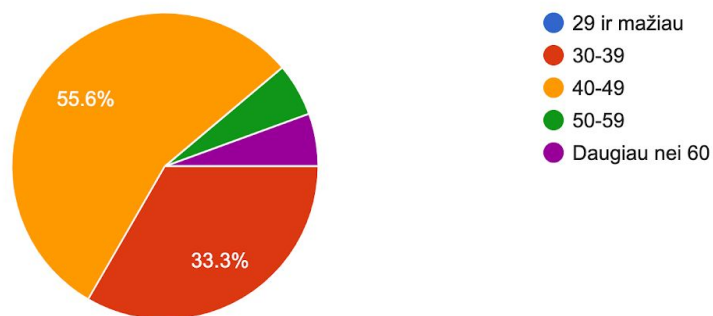


External to the partnership General data

Jūsų lytis:
18 responses



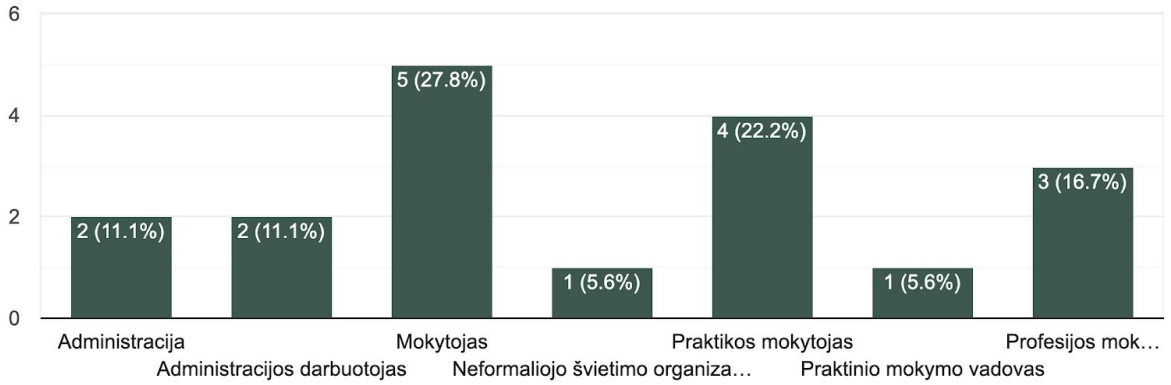
Amžius
18 responses





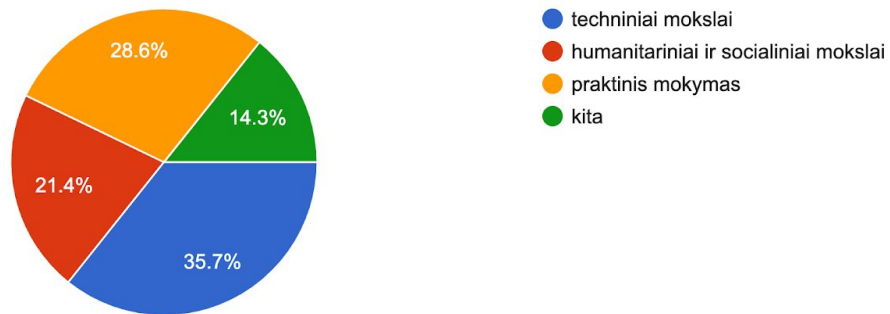
Jūsų pareigos:

18 responses



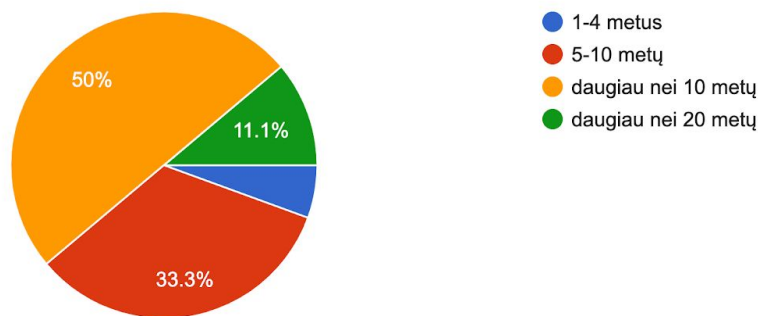
Jei esate mokytojas, pagrindinis Jūsų mokomasis dalykas yra:

14 responses



Šioje pozicijoje dirbate...

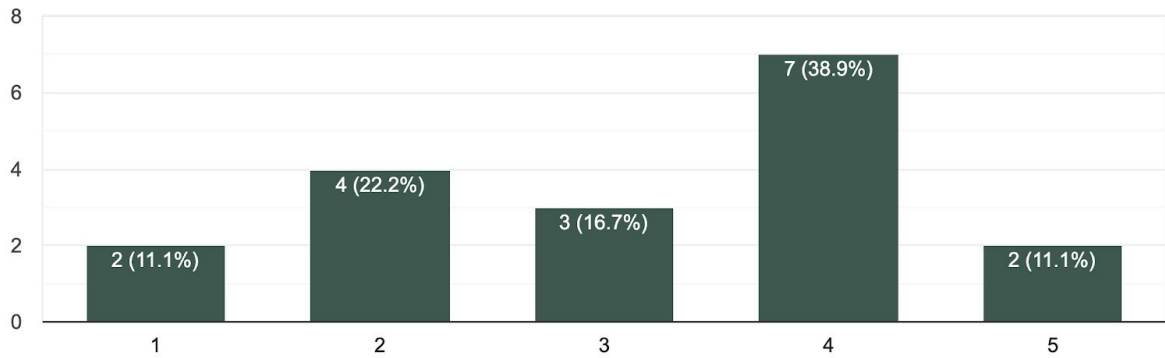
18 responses





Ar, vykdydamas savo pareigas, rengiate mokomąją ir (arba) informacinę medžiagą mokiniams?
(Pavyzdžiui: klausimynus, literatūros sąrašus, „Excel“ lenteles ...)

18 responses

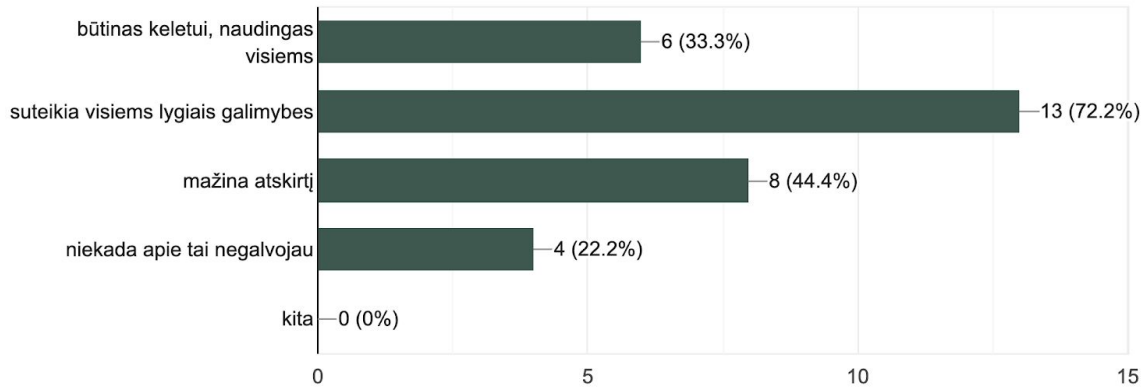




Attitude towards accessibility

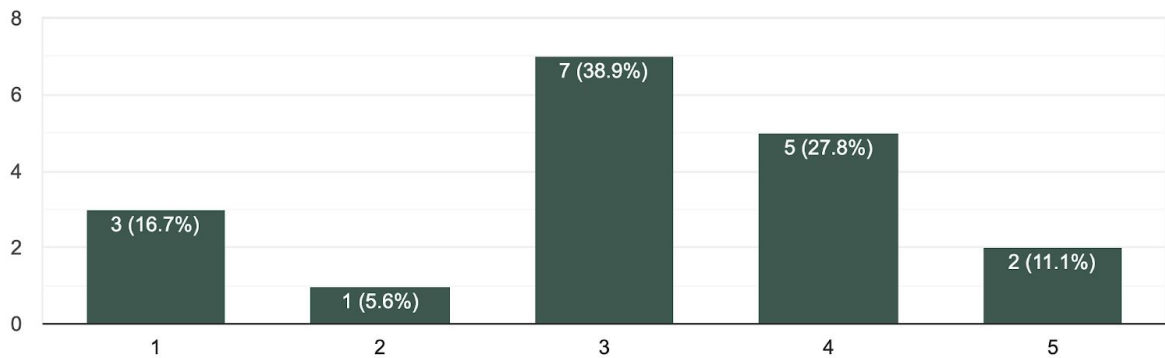
Informacijos prieinamumas yra... (pasirinkite Jūsų nuomone labiausiai tinkančius atsakymus)

18 responses



Rengdamas ir pateikdamas mokomąją ir (arba) informacinę medžiagą galvoju apie jos prieinamumą:

18 responses

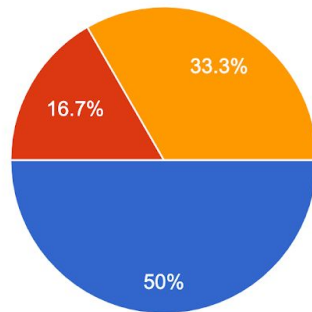


Self-assessment

Medžiagos nerengiu

Office programų prieinamumo patikra yra...

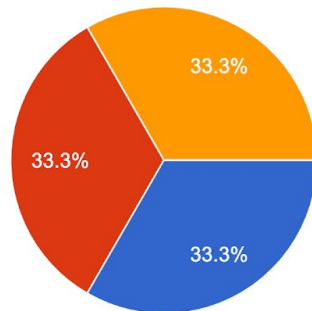
18 responses



- įrankis, užtikrinantis, kad jūsų Office turinį būtų lengva skaityti ir redaguoti įvairių sugebėjimų žmonėms
- įrankis, užtikrinantis, kad jūsų „Word“, „Excel“ ir „PowerPoint“ programomis parengtų dokumentų turinį būtų lengva skaityti ir redaguoti įvairių sugebėjimų žmonėms
- nežinau

Alternativus tekstas...

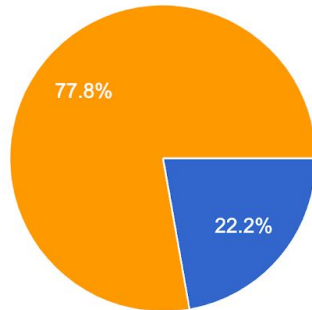
18 responses



- apibūdina vaizdą taip, kad pagalbini vartotojo naudojama technologija galėtų užtikrinti jos perdavimą
- yra tekstas, paprastais žodžiais paaiškinantis sudėtingesnio teksto turinį
- nežinau

WAVE yra...

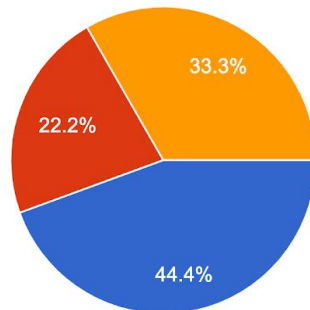
18 responses



- vertinimo priemonių rinkinys, padedantis turinį internete autoriams padaryti prieinamesniu neįgaliesiems
- platforma, kurioje talpinami modeliai prieinamų dokumentų kūrimui ir įgyvendinimui
- nežinau

Pagalbinės technologijos yra...

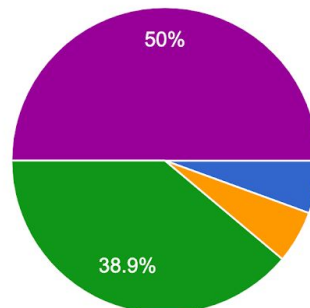
18 responses



- produktai, įranga ir sistemos, gerinantys neįgaliųjų mokymąsi, darbą ir kasdienį gyvenimą
- programinė įranga, sukurta specialiai neįgaliesiems
- nežinau

Europos specialiojo ir inkluzinio ugdymo plėtros agentūros parengtos Prieinamos informacijos gairės (ICT4IAL projektas) skirtos:

18 responses



- teksto prieinamumui
- nuotraukų prieinamumui
- internete esančių išteklių prieinamumui
- visi aukščiau pažymėti atsakymai
- nežinau

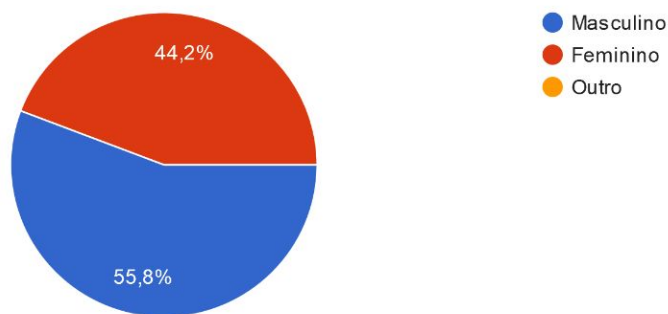


Portugal

General data

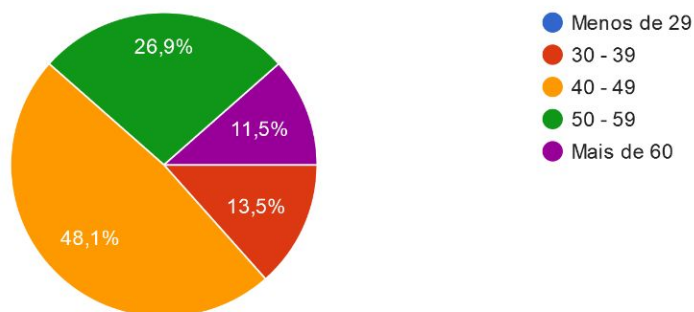
Género

52 respostas



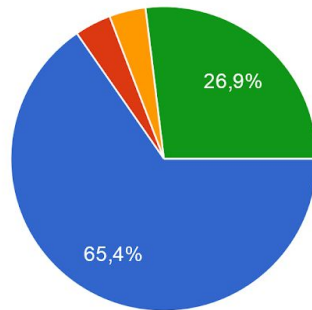
Idade

52 respostas



Em que área desempenha a sua função?

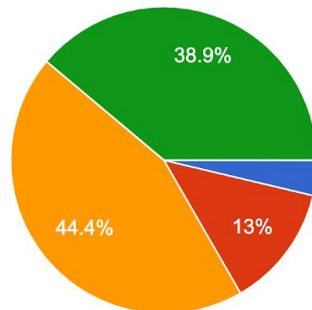
52 respostas



- Área Educativa (professor, formador, tutor, educador)
- Área Educativa - necessidades especiais (professor, formador, tutor, educador)
- Área administrativa (pessoal administrativo)
- Área de gestão (gestor, diretor, diretor de departamento, diretor pedagógico, técnico,...)

Anos de trabalho nesta função:

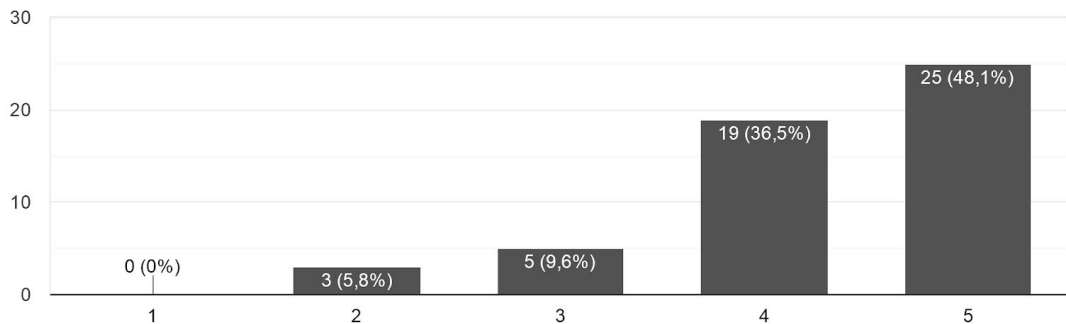
54 respostas



- 1 - 4 anos
- 5 - 10 anos
- Mais de 10 anos
- Mais de 20 anos

No contexto das atividades da sua função, cria e implementa materiais educativos e/ou informativos? (Exemplos: questionários para os alun...ra ler, tabelas de Excel para preenchimento, etc.)

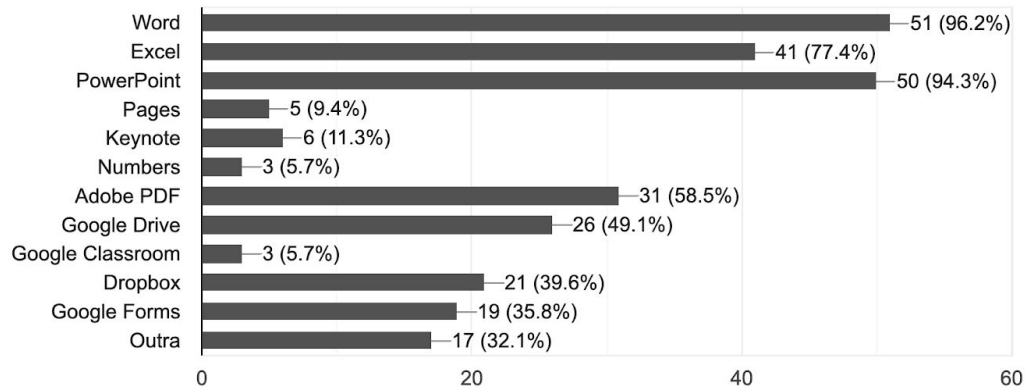
52 respostas





Se sim, quando desenha e implementa materiais informativos ou educativos, utiliza que ferramentas?

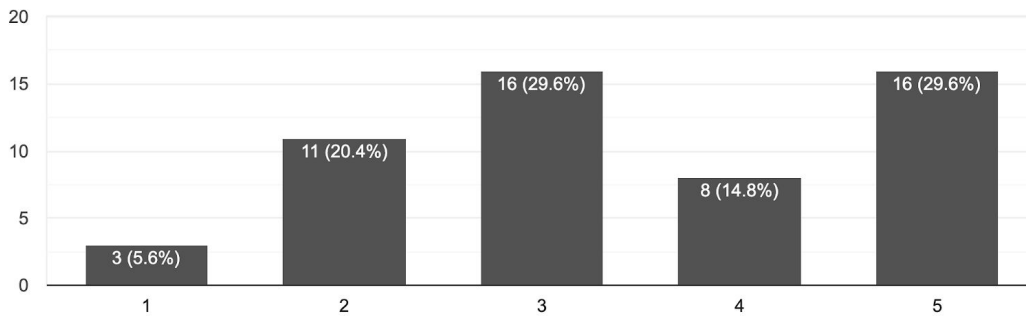
53 responses



Attitude towards accessibility

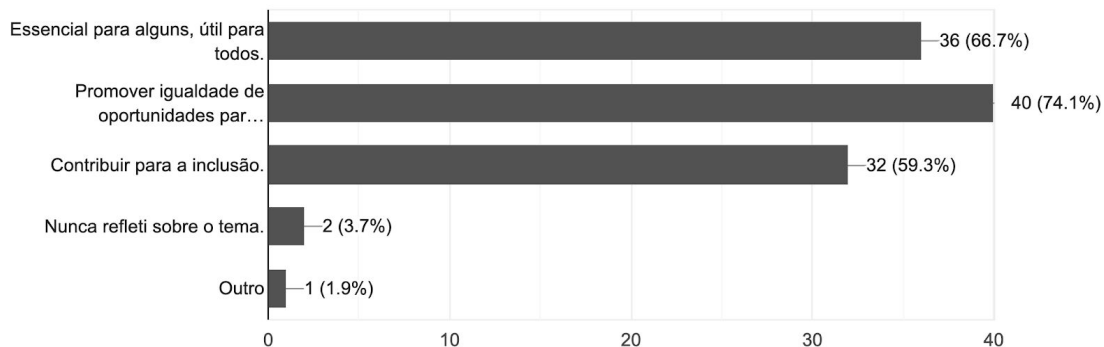
Quando concebe e implementa materiais informativos e/ou educativos, tem a acessibilidade em consideração?

54 responses



A Acessibilidade é... (por favor, selecione as opções mais relevantes para si)

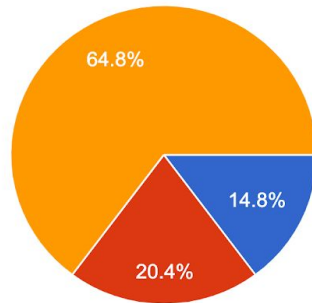
54 responses



Self-assessment

O Office Accessibility Checker é...

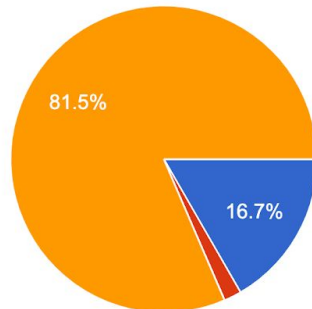
54 responses



- Uma ferramenta que garante que o conteúdo do seu Office é de fácil leitura e edição para pessoas de todo o tipo de capacidades
- Uma ferramenta que garante que o conteúdo do Word, Excel e PowerPoint é de fácil leitura e edição para pessoas de todo o tipo de capacidades
- Não sei.

WAVE Tools é...

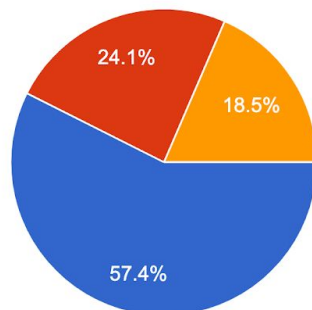
54 responses



- Um conjunto de ferramentas de avaliação que ajuda os autores a tornar o seu conteúdo web mais acessível a pessoas com deficiência ou incapacidade.
- Uma plataforma que recolhe modelos disponíveis para a conceção e implementação de documentos acessíveis.
- Não sei.

O texto alternativo...

54 responses

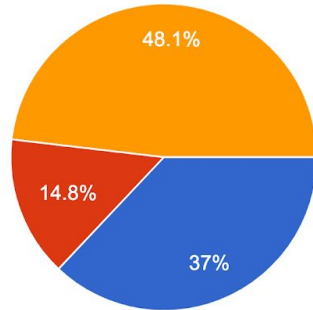


- Descreve uma imagem de forma a que a tecnologia de assistência ao utilizador possa descrever a imagem disponibilizada.
- É um texto que explica em palavras simples o conteúdo de um texto mais complexo.
- Não sei.



As tecnologias de assistência (Assistive technology - AT) são...

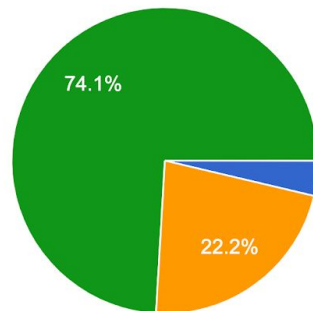
54 responses



- produtos, equipamentos e sistemas que melhoram a aprendizagem, o trabalho e a via quotidiana a pessoas com deficiência.
- softwares especificamente concebidos para pessoas com deficiências.
- Não sei.

As “Linhas de Orientação para a Informação Acessível” (TIC para a Acessibilidade à Informação na Aprendizagem) da Agência Europeia para as Necessi...clusiva (projeto ICT4IAL) é uma referência para:

54 responses



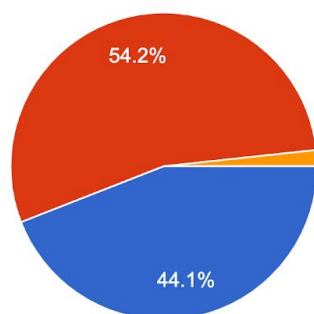
- Acessibilidade dos textos
- Acessibilidade das imagens
- Acessibilidade dos recursos online
- Todas as opções referidas

Slovenia

General data

Spol

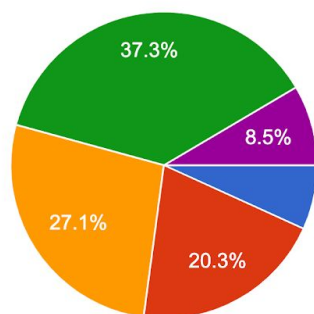
59 responses



- Moški
- Ženski
- Drugo

Starost

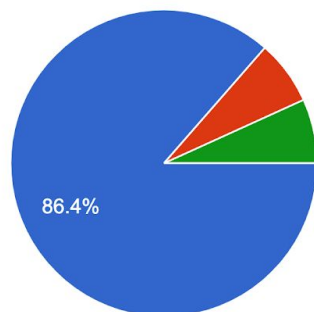
59 responses



- Manj kot 29
- 30-39
- 40-49
- 50-59
- 60 in več

Delam na naslednjem področju

59 responses

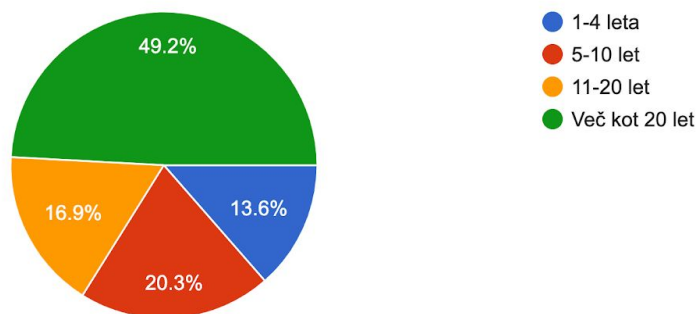


- Pedagoško delo (učitelj, mentor, tutor, izobraževalec)
- Pedagoško delo - posebne potrebe (učitelj, mentor, tutor, izobraževalec)
- Administrativno delo (administrativno osebje)
- Vodstveno delo (ravnatelj, direktor, vodja, vodstveno mesto)



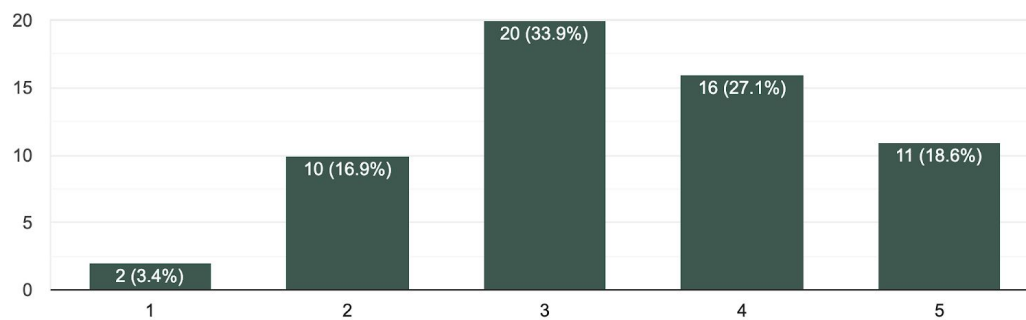
Število let v izobraževalnem sistemu

59 responses



Kako pogosto v okviru vaše vloge v organizaciji pripravljate učna in/ali informativna gradiva? (npr. vprašalnike za vaše učence, seznam literature, preglednice, ki jih je potrebno izpolnit ...)

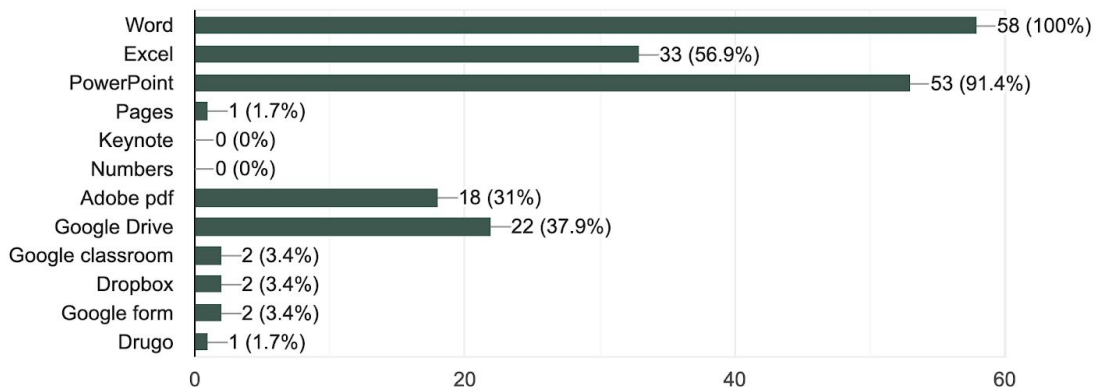
59 responses





Če da, katera orodja uporabljate pri pripravi in oblikovanju gradiv:

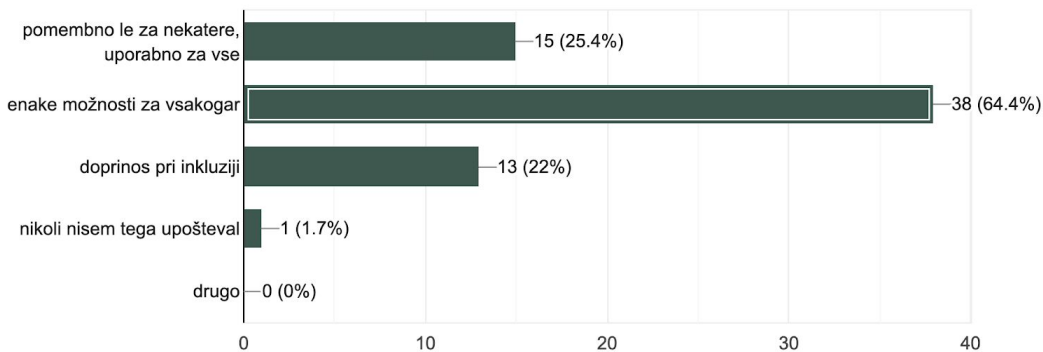
58 responses



Attitude towards accessibility

Prilagoditev pomeni... (Izberi najbolj ustrezen odgovor)

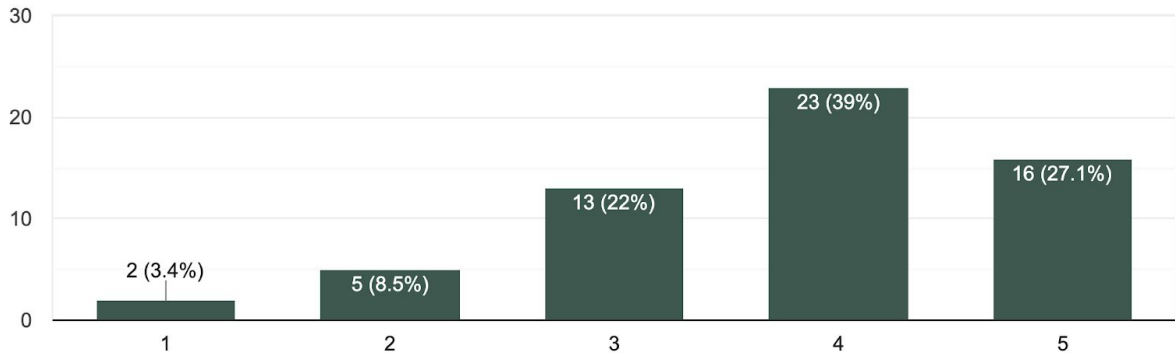
59 responses





Pri načrtovanju in izvajanju izobraževalnih gradiv upoštevam prilagoditve.

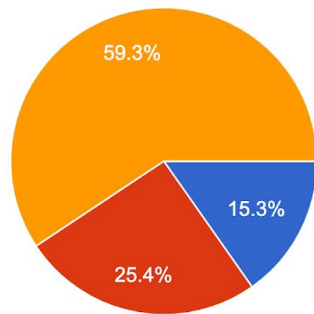
59 responses



Self-assessment

Office Check Accessibility pomeni:

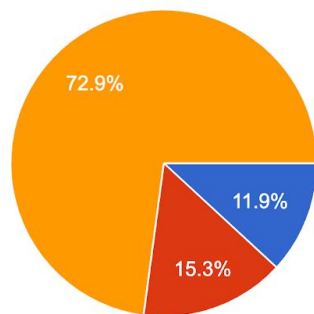
59 responses



- orodje, ki omogoča, da je vaša vsebina dokumenta razumljiva vsem dodatnim potrebam posameznikov, da jo berejo in razumejo
- orodje, ki zagotavlja, da lahko vaše vsebine iz dokumentov Worda, Excela in PowerPointa razumljive vsem posameznikom različnih prilagoditev.
- ne vem

WAVE je:

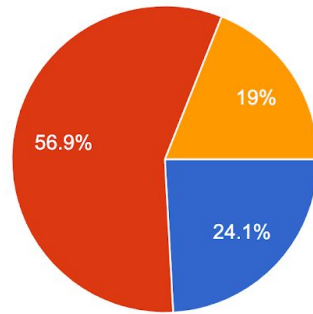
59 responses



- Nabor ocenjevalnih orodij, ki omogočajo avtorjem, da so njihove spletne vsebine bolj dostopne posameznikom s posebnimi potrebami.
- programsko okolje, ki zbira različne modele prilagoditev za ustvarjanje in izvedbo prilagojenih dokumentov
- ne vem

Alternativno (nadomestno) besedilo

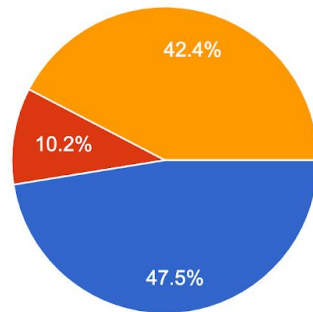
58 responses



- Opisuje stvar na tak način, da uporabnikova podporna tehnologija lahko pojasni, kateri podatki so podani
- Je besedilo, ki z enostavnimi besedami razloži vsebino bolj zapletenega besedila.
- ne vem

Podporna tehnologija (AT) je/so...

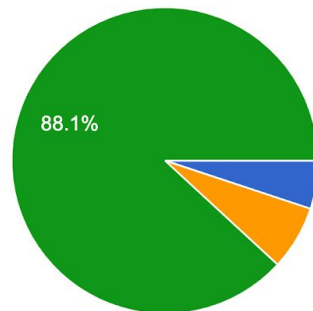
59 responses



- izdelki, oprema in sistemi ki izboljšujejo učenje, delo in vsakodnevno življenje ljudi s primanjkljaji (oz. ljudi s posebnimi potrebami oz. invalidnih oseb)
- programska oprema posebej oblikovana za ljudi s primanjkljaji
- ne vem

Smernice za dostopne informacije Evropske agencije za izobraževanje oseb s posebnimi potrebami in inkluzivno izobraževanje (ICT4IAL projekt) se nanašajo na:

59 responses



- dostopnost do besedil
- dostopnost do slik
- dostopnost do spletnih virov
- vse tri zgoraj omenjene stvari

