

ECIL 2014,
Dubrovnik, Croatia



Higher Education Provision of Accessible Information for Learning: Guidelines

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International Association of Universities**

Questions

Are your information literacy products e-accessible?

Do they include tips for producing e-accessible information for learning?

Why should they?

People with Disabilities

15% of the world's population

1 billion people

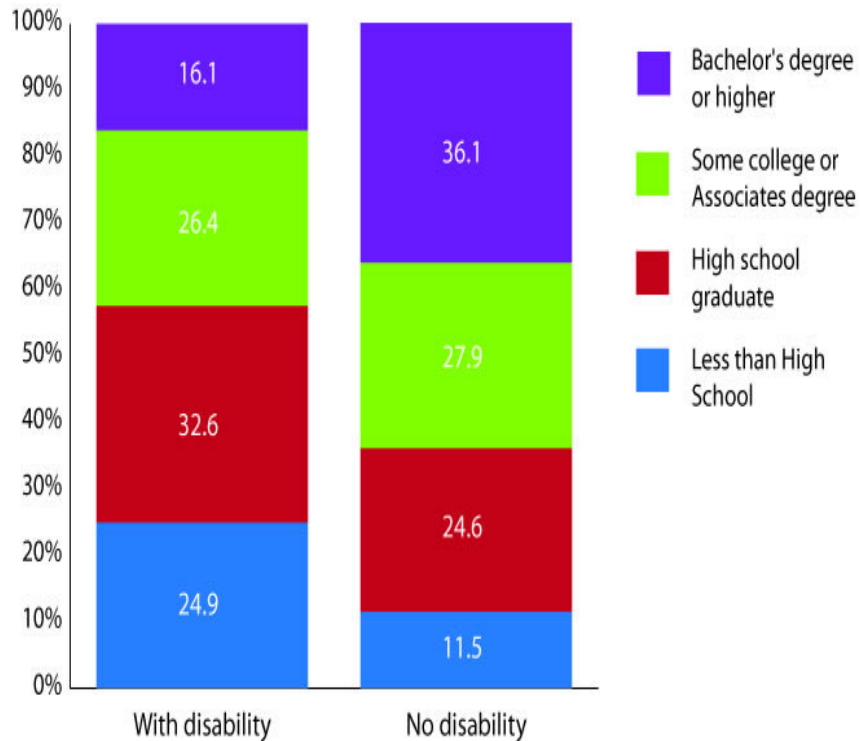
World's largest minority

The figure is increasing through population growth, medical advances, and ageing process

Source: UN Enable Factsheet on Persons with disabilities



Education



Students with disabilities in HE are under-represented (even if improving)

A very small percentage (1%?) of teachers and academics have a disability

Source: Cornell University

Estimates are for NY State working age (21-64) in 2010

e-Learning

ICT (and assistive technologies) and e-Learning are often used to support the provision of education to people with disabilities

The European Commission forecasts that 90% of all jobs by 2020 will demand digital literacy, e-Learning will no longer be an alternative for students who are unable to participate in traditional classrooms but integrated to mainstream education

See: e-Learning – from alternative to norm - Alastair Creelman, VP EFQUEL (21/08/14)



The Open University

Adapting E-Learning and Learning Services for People with Disabilities

Christopher Douce, Martyn Cooper, Wendy Porch
Jesus Boticario, Jaroslav Pullman, Carlos Velasco et. al.

The Open University's Institute of Educational Technology

Source: EU4ALL Project (Accessible Lifelong Learning for Higher Education)

Access to e-learning for all?

But are all e-Learning materials accessible to people with disabilities?

Technologies are evolving, assistive technologies are making progress but can people with disabilities keep pace with both, financially and technically?

Who is to tell them what to use and keep them informed of changes (digital literacy)?



Access to e-learning for all?

Moreover

Is technology enough?

What about pedagogy?

Producers of information for learning and people with disabilities should be given the opportunity to go beyond the technology

Non-fully accessible information (1)

Text justified. More than a single space after a full-stop

No logical reading order

No alternative text to describe meaningful images

No systematic high contrast of colours between text and background

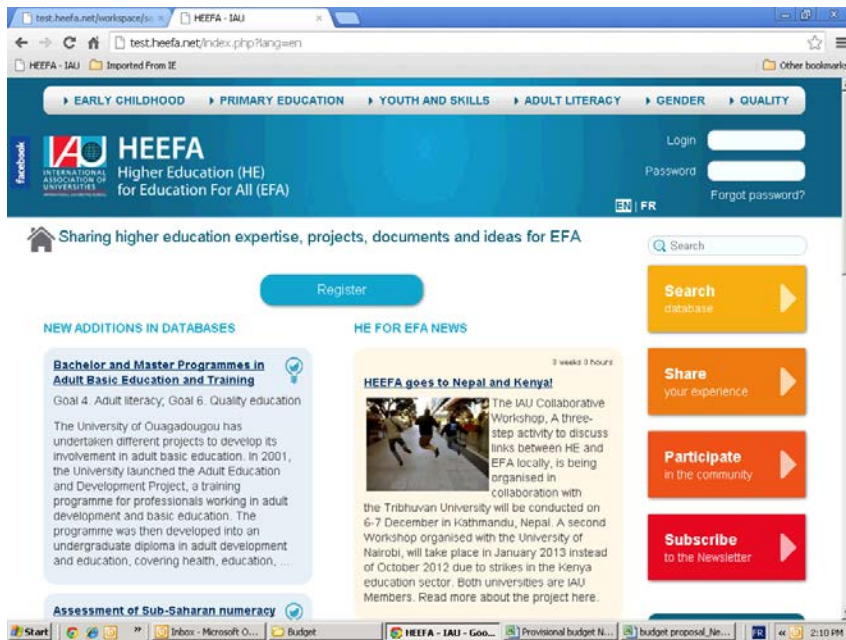
No specification of the language of the document under « properties »

IAU Information Kit to strengthen higher education linkages for Education For All (EFA) and related Millennium Development Goals (MDGs)



WHY AND HOW CAN
**HIGHER
EDUCATION**
CONTRIBUTE
TO
**ALL LEVELS
AND TYPES**
OF EDUCATION?

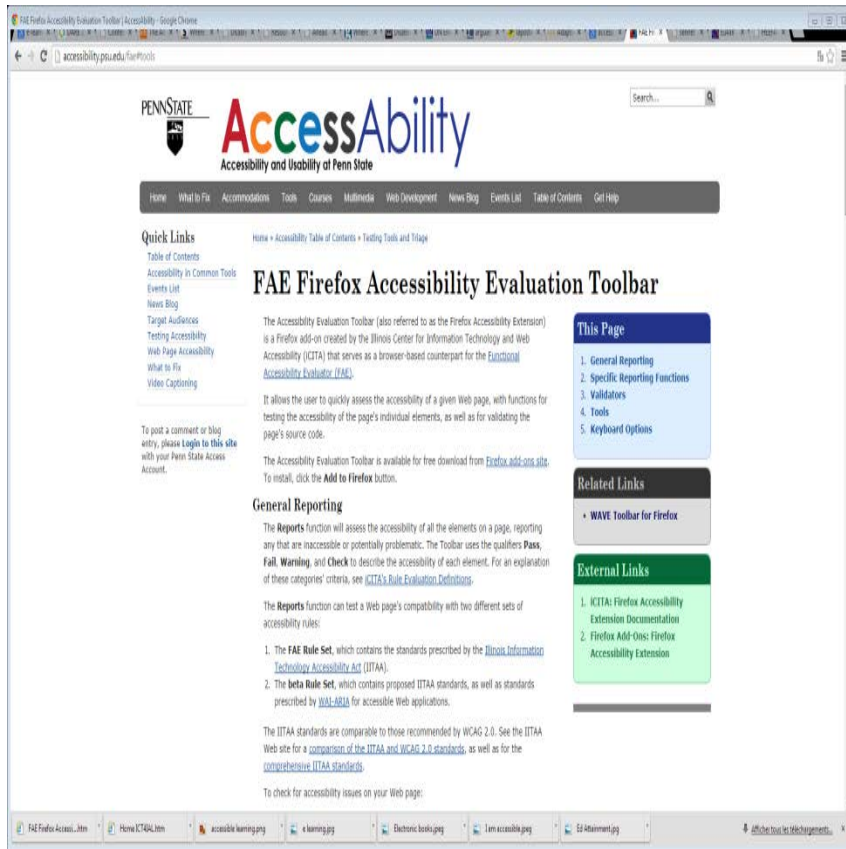
Non-fully accessible information (2)



Headings are not given a logical structure (H1, H2, H3)

There is no « skip to content » link on the website

How to become fully accessible?



Not simple

Tools to check accessibility (Adobe, Adds-on Mozilla, Chromevox, etc.)

Specific accessible formats (Adobe, e-PUB)

W3C – Web accessibility initiative (WAI) guidelines and tutorials

How to become fully accessible?



How are we addressing the issue?

Disability should not be considered a difficulty

It is our belief that to be really fully accessible the best way is to address all accessibility issues when writing the original document

And in order to help information providers to draft simple and user-friendly guidelines for being e-accessible from the start

Who are we?



Daisy Consortium

European Agency for Special Needs
and Inclusive Education

European Schoolnet

Global Initiative of Inclusive ICT

**International Association of
Universities**

UNESCO

The Guidelines (1)

First draft of the guidelines: Lisbon (Portugal) Meeting

The guidelines comprise 2 steps:

Step 1: Making different types of information accessible

Step 2: Making the media used for the delivery of information accessible



The Guidelines (2)

Step 1: Types of information

**Gives tips and provides resources
for further details (links)**

**The types of information described
in the guidelines are:**

Text

Image

Audio



The Guidelines (3)

Step 2: Media used

**Gives tips and provides resources
for further details (links)**

**The media described in the
guidelines are:**

Electronic documents

Video

Web resources

Printed materials



The Guidelines (4)

Audit tool: For existing information products including requirements for Text and Images/ Audio

Check lists for:

Slideshows and presentations

Online or e-learning tools

PDF documents



Next Steps

Finalizing the Guidelines based upon comments from:

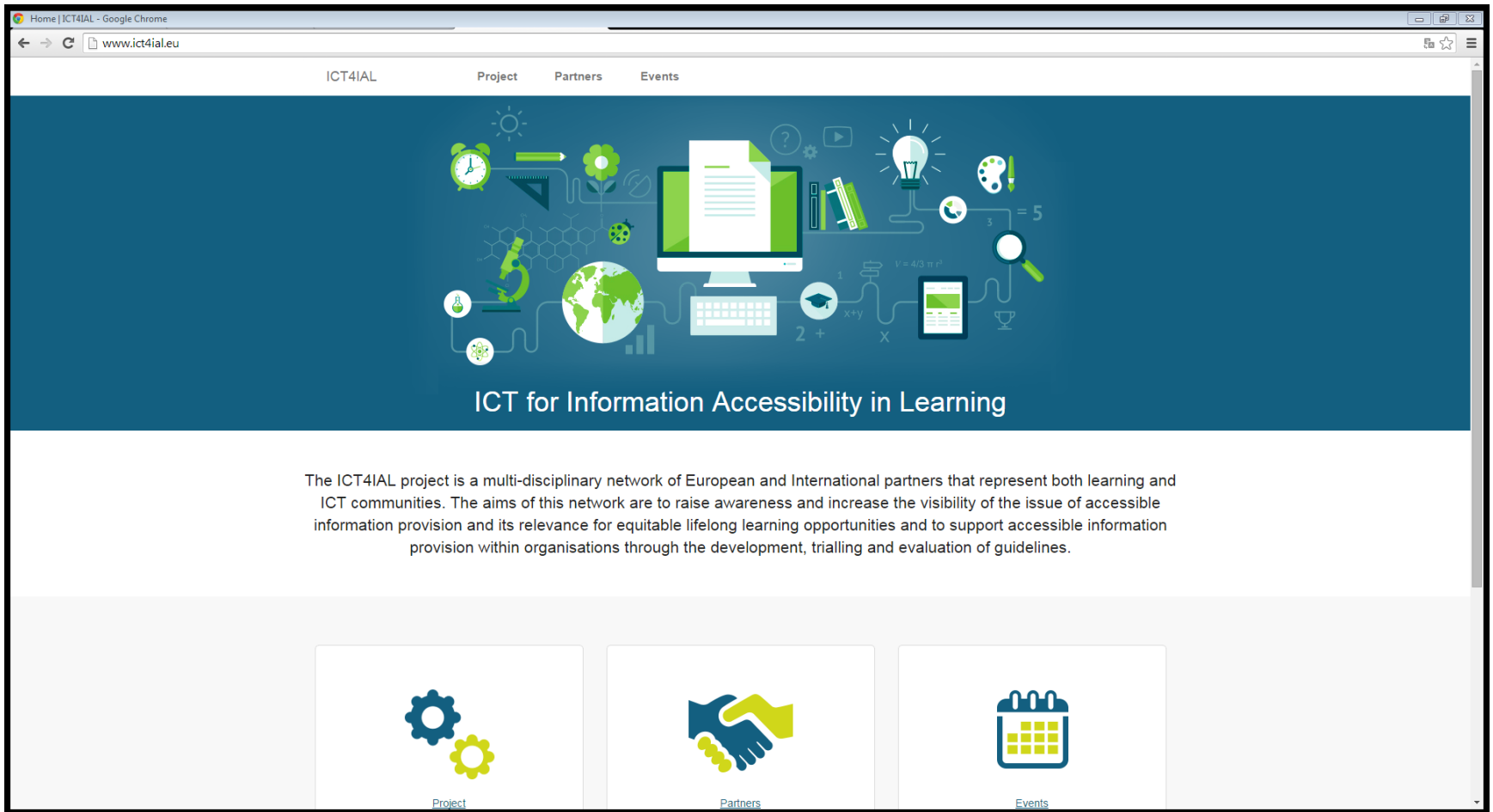
1. IAU (including feedback from the Open University of Catalonia and IAU Reference Group on Higher Education and Education for All) for the higher education sector
2. European Schoolnet for school teachers
3. European Agency for Special Needs and Inclusive Education for specialized organizations

Presenting the Guidelines in May 2015 in Tallin, Estonia

Event of the Estonian Presidency of the Council of the European Union

Interactive – do-it-yourself- workshop

Project's website



Thank you

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ICT4IAL

ICT for Information Accessibility in
Learning Project

www.ict4ial.eu