



Présentation / Intervention

2023

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UNI-ACCESS

A Quest for an Accessible Web Communication Approach in Academic Environments



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2nd International Conference on
Translation and Interpreting
31.05-2.06.2023 - Universidad Rey Juan Carlos

communication
sans barrière



**UNIVERSITÉ
DE GENÈVE**

FACULTÉ DE TRADUCTION
ET D'INTERPRÉTATION

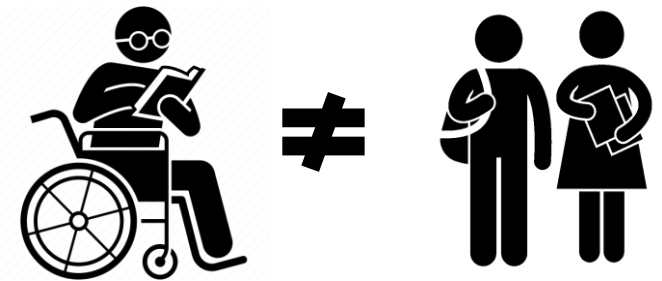
1. Research Background



●●●●● Access to Higher Education

“Ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others”

CRPD, United Nations, 2006



Petz and Miesenberger, 2012;
Rodríguez Vázquez et al., 2018

Universities' Commitment towards Inclusion



Disability support services
and counseling offices

(Mendoza-González et al., 2022)



Well-thought accessibility policy
defining the scope and
responsibilities of the institution
with respect to digital accessibility

(Brajnik and Graca, 2018)

●●●●● Web Accessibility in Higher Education Institutions (HEI)



Web accessibility (WA) conformance
in university websites **is rather low**

Kurt, 2019; Seale et al., 2019



Content quality often
highlighted as a crucial
usability barrier

(Yerlikaya and Durdu, 2017)

2. Context & Motivation



●●●●● Web Accessibility in **Swiss** HEI



Web accessibility conformance in
Swiss university websites **is rather low**


Access for All, 2016; Casalegno, 2018



No clear guidance offered on:

- a) how to **choose** the content that will be translated into those alternative formats (SL and EL), or
- b) how to effectively **integrate** them on a website



 Normes en cyberadministration

Page 10 sur 21

2.4.1 Informations relatives aux domaines centraux de la vie en langue facile à lire / langue des signes


Les informations suivantes relatives aux domaines centraux de la vie doivent être disponibles sous forme de langue facile à lire et de vidéos en langue des signes:

- Informations ayant une incidence sur la vie et la santé (conduite en situation d'urgence, sécurité publique etc.)
- Informations relatives à l'exercice des droits politiques et individuels (accès à la justice, informations électorales et sur les votes etc.)
- Informations relatives à la prévention de la violence et de la santé
- Informations relatives à l'exercice des droits et obligations
- Informations pour lesquelles les personnes handicapées constituent le public cible principal (AI, loi sur la protection des adultes etc.)

2.4.2 Informations relatives aux autres domaines de la vie en langue facile à lire / langue des signes

Les informations suivantes relatives à d'autres domaines doivent être disponibles sous forme de vidéos en langue facile à lire et en langue des signes dans le cadre de la proportionnalité:

- Informations relatives au système éducatif
- Informations relatives au travail
- Informations relatives à l'organisation de la famille
- Informations relatives au logement
- Informations relatives à l'organisation des loisirs: Culture et sport
- Informations relatives aux principales prestations fournies par la collectivité

Pour de plus amples renseignements à l'attention du grand public, il est conseillé de fournir des informations dans des vidéos en langue facile à lire ainsi qu'en langue des signes. 

●●●●● Digital Accessibility at UNIGE

- Efforts made to become a more inclusive HEI
 - Disability Support Office
 - Research Projects
 - Continuing Education
- **Accessibility is not clearly regulated**
- **No accessibility policy exist** informing about the institution's approach to WA

We measured readiness of web stakeholders at UNIGE regarding a *New Accessibility Strategy* → positive outcome

Rodríguez Vázquez, 2022



3. About UNI-ACCESS



About our Project



swissuniversities

P-7 : Diversité, inclusion et égalité des chances (équité)
dans le développement des hautes écoles 2021-2024



**UNIVERSITÉ
DE GENÈVE**

DÉLÉGATION INTÉGRATION



**UNIVERSITÉ
DE GENÈVE**

FACULTÉ DE TRADUCTION
ET D'INTERPRÉTATION

Hes·SO  **VALAIS
WALLIS**



Understanding

1. Review of university websites (EL and SL)
2. Identification of the information that should be made accessible as a priority on the sites. Surveys with target groups.

2022



Development

3. Development of a translation pipeline (EL and SL)
4. Simplified versions of selected sites

2023



Evaluation & Knowledge Sharing

4. Evaluation of pilot websites
5. Publication of EL-SL corpus
6. Publication of best practice guides & teaching materials

2024



Understanding

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2024



4. First Studies





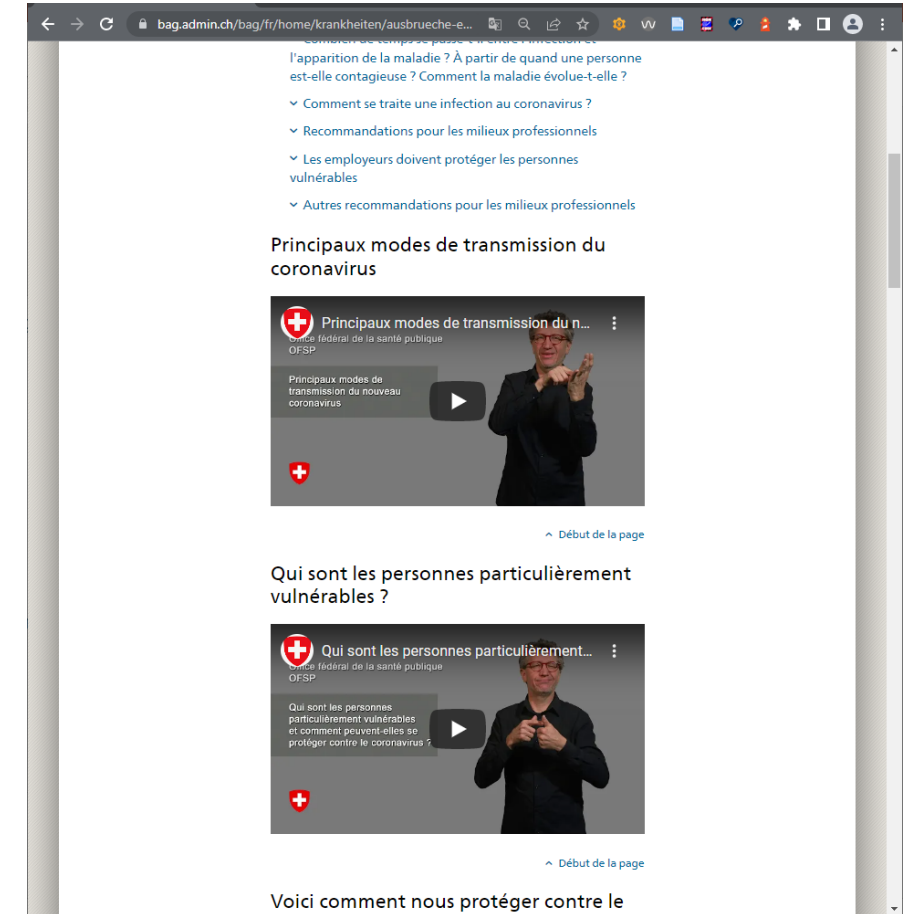
Study 1: Review of Content Publication Strategies

Lack of standardization

- SL videos
 - Availability
 - Duration
 - Position & visibility within the website
- EL content
 - Availability
 - Language selector
 - Certifications & logos

180 websites
analysed

Spain,
Switzerland
& UK



●●●●● Study 2: A participatory Approach to Content Simplification

Target Groups

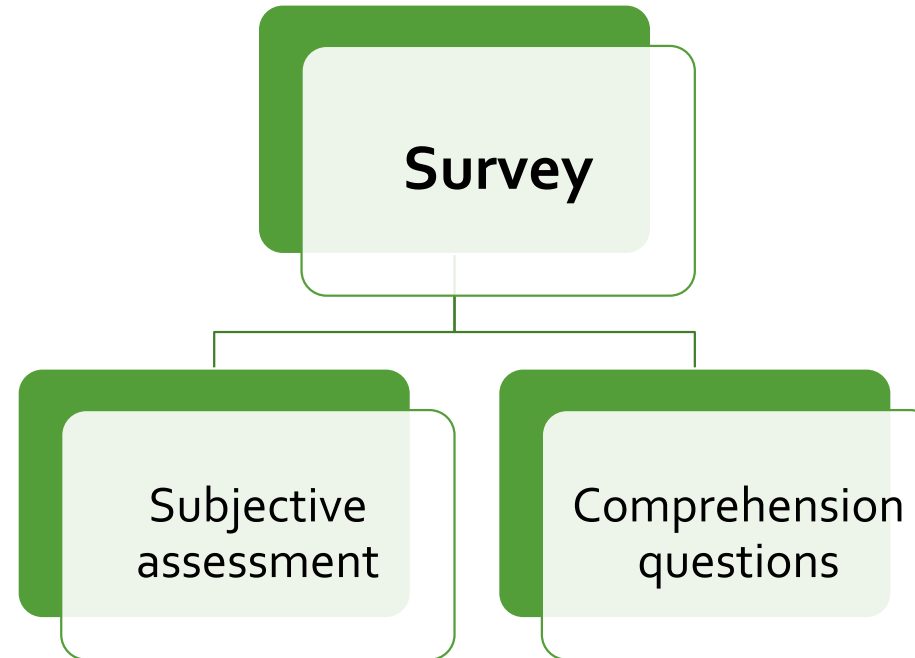
Deaf
community

Migrants and
refugees

General
public



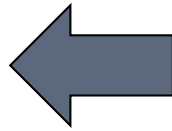
Goal 1: Identify current barriers when accessing web content
Goal 2: Select key content to be rendered accessible



Study 2: Web Content Inspected

Target groups

Deaf
community



Migrants and
refugees

General
public

Centre for Continuing and Distance Education

UNIVERSITÉ DE GENÈVE				
UNIVERSITÉ FACULTÉS ÉTUDIANTS COLLABORATEURS SERVICES ALUMNI				
Portail Q EN FR				
CENTRE POUR LA FORMATION CONTINUE ET À DISTANCE				
A propos Programmes La FC universitaire Pour les organisations Actualités Ressources Espace collaborateurs				
TROUVEZ VOTRE PROGRAMME PROGRAMMES PAR DOMAINE ACTUALITÉS DE LA FORMATION CONTINUE				
Titre	Type de programme	Langue	Début	Délai d'inscription
Promouvoir l'égalité et la diversité dans le monde professionnel (2022)	Session	Français	06-10-2022	31-08-2022
Développer un milieu de travail inclusif: management de la diversité et droits LGBT (2022)	Session	Français	11-11-2022	07-11-2022
Traduction audiovisuelle pour les traducteurs et traductrices sourd-es (2023)	CAS		Se renseigner	Se renseigner
Traduction générale pour les traducteurs et traductrices sourd-es (2022)	CAS	Français	10-02-2022	24-09-2021

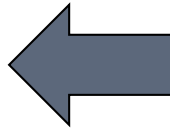
Study 2: Web Content Inspected

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refugees

General
public



Programme Horizon Académique

HORIZON ACADÉMIQUE

[A propos](#) [Inscription](#) [Mentorat](#) [Documents](#) [Solidarité Ukraine](#) [Contact](#) [L'équipe](#)



Horizon Académique, c'est quoi ?

Le programme Horizon académique est une mesure de l'Agenda Intégration Suisse (AIS) et du Programme d'intégration cantonal (PIC). Il constitue une passerelle de préparation aux études universitaires. Les

**SOUTENIR LES ÉTUDIANT-ES ET
CHERCHEURS/EUSES IMPACTÉ-ES
PAR LA GUERRE EN UKRAINE**

[FAIRE UN DON](#)

Informations

Ouverture d'un espace pour les parents du programme Horizon académique et leurs enfants (12 à 16 ans).

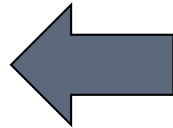
●●●●● Study 2: Web Content Inspected

Target groups

Deaf
community

Migrants and
refugees

General
public



Faculty of Translation and Interpreting (FTI)

The screenshot shows the homepage of the Faculty of Translation and Interpreting (FTI). The header is orange with the text 'FACULTÉ DE TRADUCTION ET D'INTERPRÉTATION'. Below the header is a navigation bar with links: 'Actualités', 'La Faculté', 'Formations', 'Recherche', 'International', 'Admission', and 'Espace étudiant'. The main content area is white and features three featured items under the heading 'À LA UNE'. The first item is a cover for 'Parallèles' magazine, issue 34(1) from April 2022, with the text 'NUMÉRO 34(1) DE LA REVUE PARALLÈLES' and 'Ce numéro vient de paraître.' The second item is a blue cover for the 'BULLETIN' of the FTI, dated April, with the text 'EDITION D'AVRIL DE L'E-BULLETIN DE LA FTI'. The third item is a photo of a hand holding a smartphone displaying the Union Jack flag, with the text 'TRADUCTION TECHNIQUE ET TECHNICITÉ(S) DE LA TRADUCTION ?'. A link 'Voir toutes les actualités >' is located in the top right corner of the main content area.

Study 2: Design

3 MAIN BLOCKS:

Demographics and
prior UX with the
website

Navigation and
content quality
assessment

Text comprehension:
task & questions

Methodology tests → Qualitative approach

ONLINE
QUESTIONNAIRE



INTERVIEWS



Low participation
rate

5. Research Indicators



●●●●● Main Observations



- ✓ Comprehension tasks: **high** success rate
- ✓ Suggestions for improvement:
 - ✓ Summary of the most important information
 - ✓ Explanation of difficult terms in SL and text
 - ✓ Illustration of difficult concepts with images
 - ✓ Use of simpler sentences



- ✓ Comprehension tasks: **low** success rate
- ✓ Suggestions for improvement:
 - ✓ Explanation of difficult terms or replacement with simpler ones
 - ✓ Use of simpler sentences

Projet d'études	Avoir un projet d'étude dans une formation (Bachelor, Master, Doctorat ou formation continue) proposée par l'Université de Genève, l'une des Hautes écoles spécialisées de la HES-SO Genève ou le Graduate Institute (IHEID) et pouvoir prétendre à une immatriculation ;
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6. Future Steps





Study 3 (in progress) on Content Simplification

Content selection

- Decide which pages will be simplified

Simplification approaches

- Certified EL texts
- Based on participants input

Version comparison

- 3 versions:
 - Original
 - Two simplification approaches




Development

1. Keep improving our current platform for recording and storing SLtranslations
(LiteDevTool)

2. Collaboration
opportunity with *Signes
de Sens* (**speech bubble**)



Je vais appuyer ici	<input type="button" value="View"/>	<input type="button" value="Record"/>
Je vais m'occuper de vous aujourd'hui	<input type="button" value="View"/>	<input type="button" value="Record"/>
Je vais palper le crâne	<input type="button" value="View"/>	<input type="button" value="Record"/>
Je vais palper le ventre	<input type="button" value="none"/>	<input type="button" value="Record"/>
Je vais palper les reins	<input type="button" value="none"/>	<input type="button" value="Record"/>
Je vais percuter les reins	<input type="button" value="none"/>	<input type="button" value="Record"/>
Je vais percuter vos sinus	<input type="button" value="none"/>	<input type="button" value="Record"/>

[illegible]

Gracias
Thank you
Merci

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