

A QUALITY SEAL FOR DIGITAL
KNOWLEDGE TRANSFER IN
CULTURAL HERITAGE

EIN QUALITÄTSSIEGEL FÜR DEN
WISSENSTRANSFER IM KULTURERBE



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Why a Quality Seal?

What could be the structure of a **future quality seal for digital knowledge transfer** in cultural heritage?

INCREAS suggests the **structure**, further steps will be done by the Commission.

We focus on **training programs**: digital content and processes.

Preconditions

- **Demand** from the market / community
- **Independent** and impartial jury of leading European experts
- **Clear** quality and assessment criteria



Quality criteria (a selection)

1. Accessibility

2. User Orientation

3. Compliance



1. Accessibility

Why Accessibility?

- In its Work Plan for Culture (2015-2018), the Council of the EU proposes a key issue to be discussed by Member States during the coming months:

‘What is the impact of the digital shift on audience development policies and the practices of cultural institutions?’

Why Accessibility?

- Possible answers:
- Diversifying or ‘democratising’ audiences of cultural organisations is a **frequent political goal** either at the level of cultural institutions or that of policy makers/funders;
- Developing a meaningful and more interactive relationship with (diverse) audiences could be understood as ‘**audience engagement**’, taking place in real or virtual ‘shared spaces’ and respecting both the diversity of cultural expressions and artistic freedom;
- Audience development through **co-creation** with the audience.
- <https://voicesofculture.eu/2019/05/16/audience-development-via-digital-means-2/>

Why Accessibility?

- Accessible and Inclusive Culture – Promoting access to culture via digital means: policies and strategies for audience development
- <https://voicesofculture.eu/2019/05/16/audience-development-via-digital-means-2/>

Questions (list not exhaustive):

- Q1. What are the opportunities to be seized?
- Q2. What are the challenges to be addressed?
- Q3. What are the lessons to be learned from existing practices?
- **Q4. Can digital means help cultural institutions reach out to different or less accessible audiences (men/women, young people, seniors, people with disabilities, migrant communities, etc.)?**
- Q5. What are the cultural sector's expectations from public administrations at national, regional and EU levels with regard to cultural audience development via digital means?
- Q6. What local/regional/national best practices could be shared at a European level?

1. Digital Accessibility

- Understanding Digital Accessibility
- Understanding the European and Global Dimension of Digital Accessibility

1. Digital Accessibility

EN 301 549

- European Digital Accessibility Standard, including Web Content Accessibility Guidelines (WCAG) 2.1: <https://www.w3.org/TR/WCAG21>

Principles

Principle 1 – Perceivable

Principle 2 – Operable: User interface components and navigation must be operable.

Principle 3 – Understandable

Principle 4 – Robust: Content must be robust enough that it can be interpreted by a wide variety of user agents, including assistive technologies.

Principle 1 – Perceivable

Information and user interface components must be presentable to users in ways they can perceive.

Example: 1.1.1 Non-text Content

All non-text content that is presented to the user **has a text alternative that serves the equivalent purpose**

[Text alternatives are generated automatically in MS Office +
Accessibility Checks of MS Word Documents]

Principle 1 – Perceivable

An animation shows how to change a tire. A short text alternative describes what the animation is about. A long text alternative describes how to change a tire.

A search button uses an image of a magnifying glass. The text alternative is "search" and not "magnifying glass".



Principle 1 – Perceivable

Example: 1.1.1 Non-text Content

All non-text content that is presented to the user has a text alternative that serves the equivalent purpose, **except for**: Controls, Input, Time-Based Media, Test, Sensory, CAPTCHA, Decoration.

Test: If non-text content is a test or exercise that would be invalid if presented in text, then **text alternatives at least provide descriptive identification of the non-text content.**

Decoration, Formatting, Invisible: If non-text content is pure decoration, is used only for visual formatting, or is not presented to users, then it is implemented in a way that **it can be ignored by assistive technology.**

Principle 1 – Perceivable

Basics:

- **Contrast**
- **Font Size**
- **No fancy colours / combinations**
- **Bold is good for accessibility**
- **Subtitles, audio/video description**

Principle 3 – Understandable

Information and the operation of the user interface must be understandable.

Example: 3.1.4 Abbreviations

A mechanism for identifying the expanded form or meaning of abbreviations is available.

Principle 3 – Understandable

Example: 3.1.4 Abbreviations

- A general glossary of abbreviations is provided. All occurrences of abbreviations are linked directly to the appropriate definition within that glossary.

- The explanation for "e.g." would be "for example"

e.g.	exempli gratia	for example
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cf	confer/conferatur	compare
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Principle 3 – Understandable

Easy-to-understand language /

Easy-to-read information

a benefit for all or us, not only for people with intellectual disabilities.

e.g. for people with mild cognitive impairment, with dyslexia, with ADHD (attention deficit hyperactivity disorder), for migrants, etc.

Not to mention for EU project partners

Principle 3 – Understandable

Good practice

[Federation University Australia](#) > [Staff](#) > [Business and communication](#) > [Communication guidelines](#) > [Writing toolkit](#) > Use clear and simple language

Principle 3 – Understandable

Use clear and simple language

Words are your tools, so it's important to choose them carefully. Your ideas can be complex and sophisticated, but your writing should express them simply.

Clearly written messages also show respect and consideration for your audience, which helps build better relationships. The following writing tools will help you do that.

Q1

Accessibility



- 1) EN 301 549**
- 2) Web Content Accessibility Guidelines (WCAG) 2.1**
- 3) Digital Accessibility Principles**
 - Principle 1 – Perceivable
 - Principle 2 – Operable
 - Principle 3 – Understandable
 - Principle 4 – Robust

2. User Orientation

2. Who are the users?

**Craftsmen
who attend a
training program**



2. Who are the users?

Craftspeople who attend a training program

Accessible and Inclusive Culture

- Aging and multi-lingual, multi-cultural society
- Increase in all kind of disabilities

Again: ACCESSIBILITY is KEY



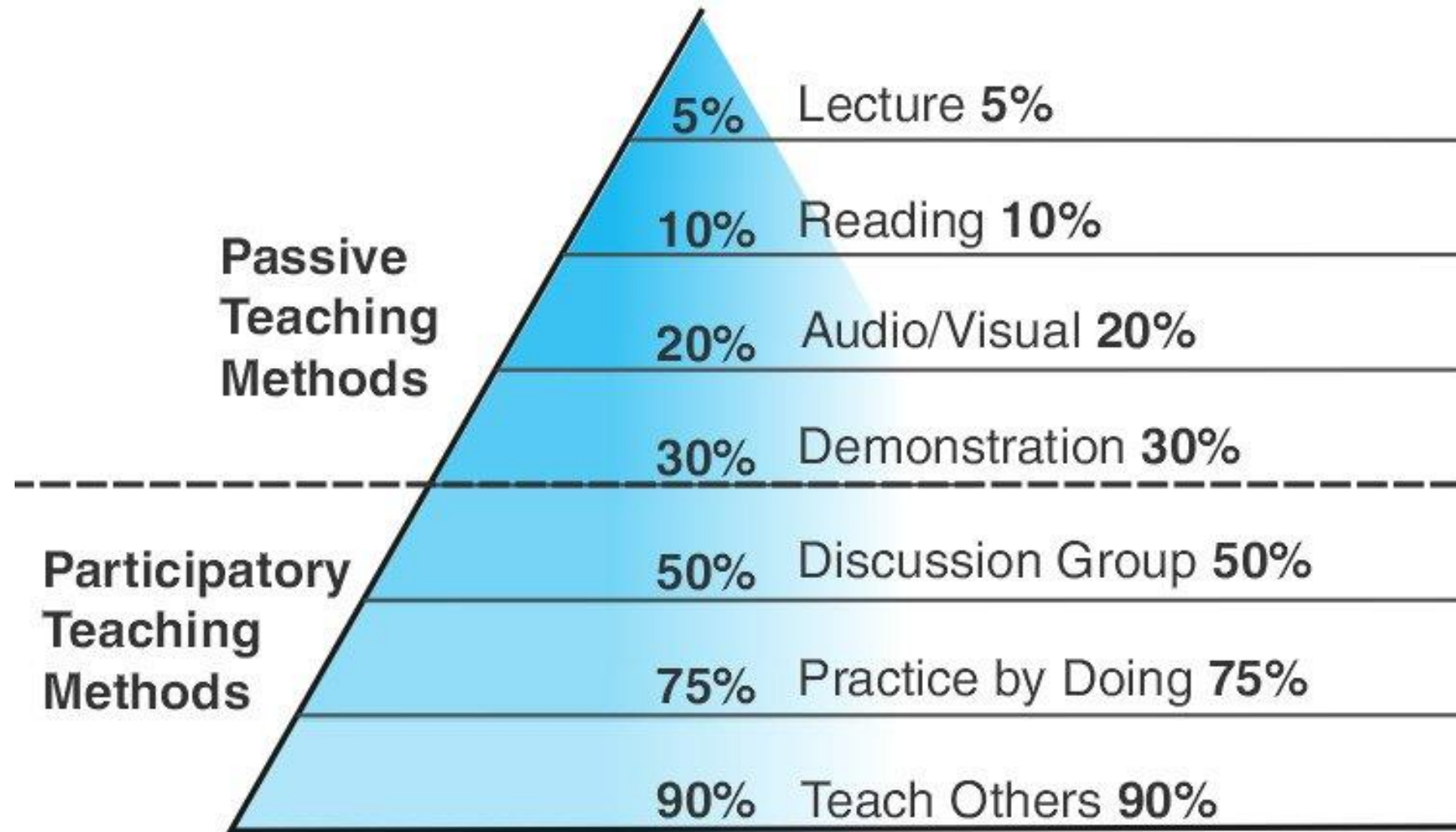
2. User orientation

Pedagogical approach

- The program defines the needs of the target group
- The program meets the needs of the target group
- Digital interaction: Sessions, when people work (online and on-site) are clear, interactive, with appropriate training materials
- ratio trainer : trainee is highly relevant, and therefore, low

The Pyramid Learning

Average Retention Rates



Adapted from National Training Laboratories. Bethel, Maine

Q2

User Orientation



- 1) **Know** your diverse target groups well.
- 2) **Consider** accessibility for a diverse and inclusive approach.
- 3) **Think of** digital participatory teaching methods (e.g. break-out rooms, discussion groups, peer group learning)

3. Compliance

3.1 Content Creation

Compliance with EQF, HEI and ECQA

- EQF = European Qualifications Framework
- HEI = Higher Education Institution
- ECQA = European Certification and Qualification Association
- DigComp 2.1 = Digital Competence Framework

3.1 Content Creation

in compliance with

- EQF: The core of the EQF is its eight reference **levels** defined in terms of **learning outcomes**, expressing what individuals know, understand and are able to do at the end of a learning process.
- HEIs = Higher Education Institutions, with their educational programs (**Bachelor, Master, PhD**) and **ECTS** (The European Credit Transfer and Accumulation System), a tool for making studies and courses more transparent. It helps students to move between countries and to have their academic qualifications and study periods abroad recognised.

3.1 Content Creation

in compliance with

- ECQA = European Certification and Qualification Association
ECQA is certifying everything: practitioners (trainees), trainers, training programs, training materials, training organisations, assessors, exam organisations, exam questions, etc.

[Remember: The Quality Seal is meant for the programs, not (yet) for the training organisations]

ECQA self assessment is online, digital accessibility to be checked ...

Level	Knowledge	Lean Six Sigma	ECTS	AQUA	ECTS	Terminology Manager	ECTS	Applied Sustainability & CSR Professional	ECTS	Educational Mapping
Level 1	Basic general knowledge	-		-		-		-		-
Level 2	Basic factual knowledge of a field of work or study	-		-		-		-		-
Level 3	Knowledge of facts, principles, processes and general concepts, in a field of work or study	Lean Six Sigma Yellow Belt								
Level 4	Factual and theoretical knowledge in broad contexts within a field of work or study	Lean Six Sigma Orange Belt								
Level 5	Comprehensive, specialized, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	Lean Six Sigma Green Belt				CTM - Basic level	30	AS / CSR basic	30	pre Bachelor
Level 6	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Lean Six Sigma Black Belt		AQUA - Automotive Quality Integrated Skills - presentations / theory		CTM - Advanced level	60	AS&CSR professional (U1-5)	33	Bachelor
Level 7	- Highly specialized knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research - Critical awareness of knowledge issues in a field and at the interface between different fields	Lean Six Sigma Master Black Belt		AQUA - Automotive Quality Integrated Skills - with exercises to apply on nan example (e.g. ESCL)		CTM - Specialisations (Engineering, International Organisations)	60	AS&CSR professional (if U6&7 included)	60	Master
Level 8	Knowledge at the most advanced frontier of a field of work or study and at the interface between fields	-		AQUA - Automotive Quality Integrated Skills - implementation in a research at PhD level / with link to a real project		-		-		Phd

ECQA Skills Cards - Structure

- **Skill Unit (U1, U2, U3) = Module at HEIs**
 - **Learning Element (U1.E1, U2.E3) = Unit at HEIs**
 - **Learning Outcome (U1.E.1.LO1) = like at HEIs**

Digital Competence Framework

DigComp 2.1

5 Competence areas:

- 1) information and data literacy
- 2) communication and collaboration
- 3) digital content creation
- 4) safety
- 5) problem solving

3.2 Validation

Compliance with Validation processes

- experts
- trainers
- users
- assessors/evaluators

Customer Satisfaction Survey, Feedback forms, Checklists

Piloting, Continuous Improvement, Design Thinking approach, etc.

Good Practice: MODI-FY, PRO-Heritage, INCREAS, etc.

Q3

Compliance



- 1) Reference Frameworks:
EQF, HEI, ECQA, DigComp 2.1
- 2) Validation processes
- 3) Good Practice – EU Projects

THANK
YOU
VERY
MUCH
INDEED



Alternativtext

Wie würden Sie dieses Objekt und seinen Inhalt jemandem beschreiben, der blind ist?

(1–2 Sätze empfohlen)

Foto of Gabriele Sauberer, the speaker who held the presentation. Gabriele smiles. She is a middle-aged white woman with brown hair and dark brown eyes. She is dressed in black and wears jewellery.

Beschreibung für mich generieren

Als dekorativ markieren [i](#)

LOOKING FORWARD TO YOUR
QUESTIONS