



G3ict The Global Initiative for Inclusive ICTs
A Flagship Advocacy Initiative of the United Nations Global Alliance for ICT and Development

ICT ACCESSIBILITY SELF-ASSESSMENT FRAMEWORK

**Evaluation of Country Compliance
With the Dispositions of the
Convention on the Rights of Persons with Disabilities
On Accessibility of Information and Communication Technologies**

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Purpose of the Country ICT Accessibility Self-Assessment Framework

This Booklet for Information and Communication Technologies (ICTs) Accessibility Self-Assessment Framework is based on the United Nation's Convention on the Rights of Persons with Disabilities (CRPD), particularly those provisions that deal with ICT matters. The overall purpose of the Framework is to help countries and their citizens look across all components and facets of their States' public (and private) operations in an effort to ascertain 'compliance' with the ICT mandates of the CRPD.

How this Booklet and the ICT Accessibility Self-assessment can be useful

The Booklet is designed to encourage government policymakers and citizen leaders to engage their countries in striving for laws, policies, programs and practices that when implemented result in more: (a) accessible ICT infrastructure, (b) affordable ICT, and (c) available and effective assistive technology.

What the CRPD is, and what it says about ICT

The Convention on the Rights of Persons with Disabilities was adopted by the United Nations General Assembly on December 13, 2006. A major milestone for all persons living with disabilities around the world, it is the 8th Universal Convention on Human Rights and the first of this millennium. 139 countries have signed it as of March 2009 and 50 have ratified it, making it an enforceable legal instrument since May 5, 2008 when the 20th ratification occurred.

The Convention defines for the first time in the context of a comprehensive international legal instrument the rights of more than 600 million people with life-altering disabilities, two thirds of which live in developing countries.

A very innovative component of the CRPD relates to dispositions concerning ICTs – Information and Communications Technologies - both from a digital accessibility and assistive technologies standpoint. Indeed, for the first time, ICT accessibility is defined as an integral part of Accessibility Rights, on par with accessibility to the physical environment and transportation: « *To enable persons with disabilities to live independently and participate fully in all aspects of life, States Parties shall take appropriate measures to ensure to persons with disabilities access, on an equal basis with others, to the physical environment, to transportation, to information and communications, including information and communications technologies and systems... » [\(article 9\)](#).*

As a result of this definition of Accessibility, all the dispositions of the Convention defining the rights of persons with disabilities in specific areas of activity and which include the terms « accessible » or « accessibility » apply to all ICT products and ICT

based applications and services, a far reaching implication for industry, governments and civil society.

Meanwhile, affordability is stated as an important underlying objective across the text of the CRPD to ensure that accessible and assistive technologies are not priced out of reach for persons living with disabilities, who are often economically disadvantaged, especially in developing nations.

There are three main types of mandates which States have to consider as they align their local legislation, regulations and programs with the dispositions of the CRPD:

1 – Accessibility mandates for: E-Government, Employment, Education, Media & Internet, Consumer Services, Freedom of Expression, Emergency Response, Personal Mobility, Independent Living, Culture & Leisure.

2 – Facilitating Assistive Technologies for Education, Emergency Response, Personal, Mobility and Independent Living.

3 – Supporting ICT Vendors R & D via public-private partnerships for assistive technologies applications.

In addition, a far reaching disposition of the CRPD is that accessibility mandates cover private sector services, including ICT-based services. It is the responsibility of States, in cooperation with civil society and industry to define the required solutions in their respective jurisdictions.

What a Self-assessment is and why a country should conduct one

One fundamental goal of States that have ratified the CRPD is to take ownership of their compliance obligations under the treaty that they have signed. Through the Self-assessment process, ratifying States -- as well as States planning to ratify the CRPD -- and local stakeholders, should take the initiative to evaluate their own progress toward domestic conformity with the CRPD's (ICT) treaty standards. Self-assessment can be the most constructive way to discover problem areas in extant methods of CRPD implementation. The gaps between the reality of the national situation and CRPD requirements should become clear when States scrutinize policy and practice to develop their self-assessment reports. After all, the practical effects of CRPD obligations depend on state actors as all roads lead back to State responsibility.

Self-assessment results and reports can be used to mobilize concerned actors within States to work together to promote the CRPD agenda, especially if various governmental agencies, disabled persons organizations (DPOs) and nongovernmental organizations (NGOs) contribute to the Self-assessment and reporting process. When working toward improved compliance with treaty provisions, concerned organizations should be involved in investigating and monitoring domestic situations. Self-assessment

may facilitate advocacy and needed improvement on many levels by encouraging cooperation among concerned actors within States.

Who is involved in conducting and participating in the Self-assessment

In collecting data for the Self-assessment, a State may wish to rely on in-country local assessment teams to complete a formal questionnaire review, in most cases with the assistance of a local lawyer or expert with a mastery of the country's laws, or preferably someone with experience working on issues involving persons with disabilities -- e.g., representative Disabled Persons Organizations leaders.

The Self-assessment team should be expected to justify its answers to specific questions during the completion of the questionnaire. Without a proper justification, the assignment of a score is largely meaningless. In some cases, for example, it will be clear from a simple reading of the excerpted language of the law/legislation/policy that a country's compliance with a particular article is poor or exemplary. But this may not always be the case, and in any event, it cannot be assumed that, based on the text alone, compliance (or non-compliance) will be apparent to a reader with little or no familiarity with a particular country or to someone from a country with a different legal tradition.

How the ICT Accessibility Self-assessment was developed

There were three general steps used in the methodological approach relied on for the development of the Self-assessment:

1. The G3ict Research Committee reviewed the CRPD to identify all provisions that included the terms: communications, technology, information or information services, accommodation, and access, accessible, and accessibility since Article 9 includes ICTs in its definition of accessibility. Once identified, the Committee created an exhaustive listing which included these provisions redrafted as "self-assessment" items (N=50 items) and which also called for an evidentiary justification for the score given for every item. This has been referred to as the Module #1 self-assessment Framework (of a country's commitments to the CRPD).
2. Next, the Committee created a 2nd measurement scoring Framework (N=11 items), which the Committee perceived to represent the basic capacity of a country to implement the ICT provisions of the CRPD identified for the Module #1. This has been referred to as the Module # 2 self-assessment Framework.
3. Finally, the Committee created a 3rd measurement scoring Framework (N=10 items), which it perceived to represent the systemic and/or individual impact(s) of a country's fulfillment of the ICT provisions of the CRPD. This has been referred to as the Module #3 self-assessment Framework.

The stages or steps involved in the ICT Self-assessment

The basic activity for the Self-assessment includes the following tasks:

Identify the country commitments: This activity requires identifying the political commitments made with respect to: the national laws, policies, programs and plans of action that are relevant to the ICT provisions under analysis; and, the formal status of the country's government legal and policy regime in relation to those ICT commitments. [Module #1]

Identify the capacity/infrastructure for implementation: This involves examining the country's capacity to implement the ICT provisions under analysis, including the: digital/technology resources available, financial resources available, the human resources available and other factors – such as business, social, and cultural – that may limit or expand implementation capacity. [Module #2]

Assess the country's implementation and impact: This requires the development and application of institutional measures to ensure that legal and policy changes are implemented in actual practice. In particular, it looks at the (a) availability, accessibility, and affordability of ICTs and assistive technologies (ATs), (b) availability, accessibility and quality of information and information services, and (c) impact of 'a' and 'b' on the lives of persons with disabilities. [Module #3]

Draw links between commitment and implementation/impact: This activity involves comparing the country's commitments to the CRPD with the actual implementation and impact found by the self-assessment. The purpose of linking the implementation and impacts to specific legal and policy obligations is to identify the results which the country should focus on. This also involves linking the country's capacity to implement the CRPD obligations and identifying the main obstacles the country will have in meeting those obligations. What CRPD commitments have not been achieved by the country? What capacity factors are related to those unfulfilled gaps?

Generate recommendations and the action plan: This activity involves using the results of the above analysis to work with multiple stakeholders on developing proposals for legal, policy and program changes. It involves generating strategies and recommendations for preparing a plan of action to work with legislators, regulators and civil society for improvement of its public laws, policies and programs as well as for necessary private sector changes.

How the results of a Self-assessment can be interpreted

An in-country assessment team ensures a good deal of objectivity in the results by its reliance on an evidence-base to justify answer to the Self-assessment Framework's questions. For each CRPD ICT provision and related assessment question presented, the team may only score an answer of "Yes" if it can also provide a justifying source

document as evidence of the State's fulfillment of a CRPD-mandated commitment. Once all Self-assessment questions have been duly scored by the in-country assessment team it is then time for the team to meet with a designated State consensus planning group to discuss and interpret the results.

States that have conducted the Self-assessment for the first time should consider the scores as baseline results, and use a consensus group with key stakeholders to determine how specifically the findings need to be used.

How the results of a Self-assessment can be used

The ultimate focus of the Self-assessment is to identify improvement areas that will be developed into further action plans. It is important to keep in mind that the Self-assessment itself only gives a map of where the State stands right now in relation to the CRPD, driving the actions will be the next step. Integrating the results from Self-assessment into public (and private) sector planning is a prerequisite to make the efforts produce results.

Members of the in-country assessment team and key State leaders and stakeholders should be gathered to learn of, and then discuss, the results from the Self-assessment and agree on the strengths and areas for improvements of the State.

There are three main objectives for this consensus building process, namely, to:

- 1) Ensure that everyone views the State's Self-assessment results in an objective and holistic perspective
- 2) Agree on strengths and areas for improvement and
- 3) To prioritize areas for improvement that will be taken into further action planning.

The development of such consensus among stakeholders on gaps and opportunities will facilitate the development of policies or programs by government or voluntary initiatives by Civil Society and Industry which ultimately will align a country with the dispositions of the CRPD.

The following pages include fill-in forms for ease of use. If you wish to receive a text only version of this document, please contact:
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Module #1: Assessing the country commitments

Article	Question	Score	Justification For Score	Relevant Excerpts from Laws/Policies	Citation to Relevant Laws/Policies
2	2. Do the laws of the Country incorporate the definition of “accessibility” like that contained in Article 2 of the CRPD?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)			
4	4. Do the laws and/or the policies of the Country undertake or promote research and development of universally designed (UD) goods, promote their availability or use, and promote UD?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)			
5	5.3 Do the Country’s laws and/or policies affirmatively promote the provision of reasonable accommodations vis-a-vis ICT or AT in order to ensure equality for persons with disabilities?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)			
6	Do Country laws, policies and/or funding exist to support programs (e.g., digital literacy) that ensure the full development, advancement and empowerment of women with disabilities in keeping with the CRPD?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)			

7	7.1 Do Country laws, policies and/or funding exist to support programs for the purpose of providing age-appropriate ICT devices and connectivity along with AT to children with disabilities?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)			
7	7.2 Do Country laws, policies and/or funding exist to support programs for delivering information about, and to supporting skill development in the use of, ICT devices and connectivity along with AT to children with disabilities and their families?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)			
9	9.1 Do Country laws or policies exist which ensure access for persons with disabilities to information and communications, including information and communications technologies and systems?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)			
9	9.2 Has the Country promulgated accessibility compliance standards for information technologies, communications technologies, electronic services and emergency services?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)			

9	9.2a. Does the Country regularly monitor for compliance with the appropriate accessibility (no less than once per annum) and report for all public facilities and services?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)			
	9.2b. Does the Country regularly monitor for compliance with the appropriate accessibility standards (no less than once per annum) and report for all private facilities and services?	<input type="checkbox"/> Yes(1) <input type="checkbox"/> No (0)			
	9.2c Do Country laws, policies and/or programs exist which are responsible for delivering information about, and training on, ICT accessibility?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)			
	9.2d Does Country law or policy exist which requires signage in all public buildings and facilities be posted in Braille?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)			

	<p>9.2e Does Country law or policy exist which ensures for the provision of forms of live assistance and intermediaries, including guides, readers and professional sign language interpreters, to facilitate accessibility to buildings and other facilities open to the public?</p>	<p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (0)</p>			
	<p>9.2f Do Country laws, policies or programs exist that promote other appropriate forms of assistance and support to persons with disabilities to ensure their access to information?</p>	<p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (0)</p>			
	<p>9.2g Do Country laws, policies or programs exist that promote access for persons with disabilities to new information and communications technologies and systems, including the Internet?</p>	<p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (0)</p>			
	<p>9.2h Do Country laws, policies or programs exist that promote the design, development, production and distribution of accessible ICTs and systems at an early stage, so that these technologies and systems become accessible at minimum cost?</p>	<p><input type="checkbox"/> Yes (1)</p> <p><input type="checkbox"/> No (0)</p>			

11	11a. The Country's emergency alert systems are accessible?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No, (0)			
	11c. Public safety organizations provide their information and services in accessible formats?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No, (0)			
	11d. The Country's emergency preparedness plans are published in accessible formats?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No, (0)			
12	3. Do Country laws or policies require the judiciary to provide all legal pleadings and court proceedings in formats accessible to all parties?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)			
13	13.2 Do Country laws or policies require ICT accessibility training for public employees (executive, legislative, judicial)?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)			

14	14.2 Do the Country's laws or policies ensure that if persons with disabilities are deprived of their liberty through any process, they shall be treated in compliance with the CRPD, including by provision of reasonable accommodation?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)			
16	16.2 The Country has laws or policies that ensure assistance and support for persons with disabilities through the provision of accessible information and education on how to avoid and report exploitation, violence and abuse?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)			
19	19.c Does the Country have laws, policies or programs that ensure that community services and facilities for the general population are available on an equal basis to persons with disabilities and that are responsive to their needs?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)			
20	20.b Does the Country have laws, policies or programs that facilitate access by persons with disabilities to quality mobility aids, devices, assistive technologies and forms of live assistance and intermediaries, including by making them available at affordable cost?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)			

20	20.c Does the Country have laws, policies or programs to ensure personal mobility with the greatest possible independence for persons with disabilities, including by providing training in mobility skills to persons with disabilities and to specialist staff working with persons with disabilities?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)			
21	21.a Does the Country have laws, policies or programs that ensure that persons with disabilities can exercise the right to freedom of expression and opinion by providing information intended for the general public to persons with disabilities in accessible formats and technologies appropriate to different kinds of disabilities in a timely manner and without additional cost?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)			

21	21.b Does the Country have laws, policies or programs that ensure that persons with disabilities can exercise the right to freedom of expression and opinion by accepting and facilitating the use of sign languages, Braille, augmentative and alternative communication, and all other accessible means, modes and formats of communication of their choice by persons with disabilities in official interactions?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)			
21	21.c Does the Country have laws, policies or programs that ensure that persons with disabilities can exercise the right to freedom of expression and opinion by urging private entities that provide services to the general public, including through the Internet, to provide information and services in accessible and usable formats for persons with disabilities?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)			

21	21.d Does the Country have laws, policies or programs that ensure that persons with disabilities can exercise the right to freedom of expression and opinion by encouraging the mass media, including providers of information through the Internet, to make their services accessible to persons with disabilities?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)			
22	22.2 Does the Country have laws, policies or programs that protect the privacy of personal, health and rehabilitation information of persons with disabilities on an equal basis with others?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)			
23	23.2 Does the Country have laws, policies or programs that ensure the provision of early and comprehensive information, services and support to children with disabilities and their families?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)			

24	24.3 Does the Country have laws, policies or programs that ensure that the education of persons, and in particular children, who are blind, deaf or deaf-blind, is delivered in the most appropriate languages and modes and means of communication for the individual?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)			
24	24.4 Does the Country have laws, policies or programs that provide for the training of professionals and staff who work at all levels of education, and which incorporates disability awareness and the use of appropriate augmentative and alternative modes, means and formats of communication, as well as educational techniques and materials to support persons with disabilities?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)			
25	25.a Does the Country have laws, policies or programs that provide persons with disabilities with the same range, quality and standard of free or affordable health care and programs as provided to other persons?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)			

26	26.3 Does the Country have laws, policies or programs that promote the availability, knowledge and use of assistive devices and technologies, designed for persons with disabilities, as they relate to habilitation and rehabilitation?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)			
27	27.1.i Does the Country have laws, policies or programs that safeguard and promote the realization of the right to work, including for those who acquire a disability during the course of employment, by taking appropriate steps to ensure that reasonable accommodation is provided to persons with disabilities in the workplace?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)			
28	28.2.a. Does the Country have laws, policies or programs that safeguard and promote the realization of the right to an adequate standard of living for themselves and their families by ensuring access to appropriate and affordable services, devices and other assistance for disability-related needs?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)			

29	29.a.i. Does the Country have laws, policies or programs that ensure that persons with disabilities can effectively and fully participate in political and public life on an equal basis with others by ensuring that voting procedures, facilities and materials are appropriate, accessible, easy to understand and use?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)			
29	29.a.ii. Does the Country have laws, policies or programs that protect the right of persons with disabilities to vote by secret ballot in elections and public referendums without intimidation, and to stand for elections, and to effectively hold office and perform all public functions at all levels of government, by facilitating the use of assistive and new technologies where appropriate?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)			
30	30.1.a. Does the Country have laws, policies or programs that ensure persons with disabilities enjoy access to cultural materials in accessible formats?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)			

30	30.1.b. Does the Country have laws, policies or programs that ensure that persons with disabilities enjoy access to television programs, films, theatre and other cultural activities, in accessible formats?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)			
30	30.1.c. Does the Country have laws, policies or programs that ensure that persons with disabilities enjoy access to places for cultural performances or services, such as theatres, museums, cinemas, libraries and tourism services, and, as far as possible, enjoy access to monuments and sites of national cultural importance?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)			
31	31.3 . Does the Country collect and disseminate information, including statistical and research data, to enable the country to formulate and implement policies to give effect to the CRPD, and ensure the accessibility of these data to persons with disabilities and others?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)			

32	32.1.a Does the Country have laws, policies or programs that ensure that international cooperation, including international development programs, is inclusive of and accessible to persons with disabilities?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)			
32	32.1.b. Does the Country have laws, policies or programs that facilitate and support capacity-building, including through the exchange and sharing of information, experiences, training programs and best practices?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)			
32	32.1.c. Does the Country have laws, policies or programs that support cooperation in research and access to scientific and technical knowledge?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)			
32	32.1.d. Does the Country have laws, policies or programs that provide technical and economic assistance, including by facilitating access to and sharing of accessible and assistive technologies, and through the transfer of technologies?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)			
49	Does that Country ensure that the text of the CRPD is made available in accessible formats?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)			

Module #2: Identify the country’s capacity for implementation

Article	Question	Score	Justification For Score	Relevant Excerpts from Laws/Policies	Citation to Relevant Laws/Policies
4, 5, 7, 9, 16, 20, 21, 26	Is there a governmental body or department responsible for disability matters in the country?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)			
	If yes, are there special tasks allocated to the governmental body or department in the field of digital access?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)			
	Is there a budget allocated for this? If yes what is the (yearly) amount?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)			
9.2a, 9.2b	Is there a systematic review mechanism (regular report of progress etc.) by the Country of the existing legislation and/or policies concerning digital access?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)			
	If yes, does the review mechanism include a focus on matters involving ICTs and/or ATs?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)			

	If yes, how does it work, and who is responsible for the review mechanism? Is there a role for persons with disabilities in the review?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)			
	If yes, please, what does the role involve?				
6, 7.1, 7.2	Is there a yearly amount for the support of DPOs (disabled persons organizations) from the Country working in the field of digital access for persons with disabilities?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)			
	If yes, how much is that?				
	If no, what was the amount in the last year the Country allocated to NGOs working in the field?				
	Is there a forum for the active cooperation between DPOs working in the field of digital access and the Country? If yes, what form does this forum take?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)			
	Is there a systematic mechanism to involve the DPOs working in the field of digital access to the drafting, designing, implementation and evaluation of laws and policies? If yes, what form does it take?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)			

24.3	<p>there any special items, topics in the k-12 school curricula about digital access and persons with disabilities? If yes, please reference them briefly.</p>	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)			
13.2, 24.4	<p>Are there any mandatory training programs (at universities, vocational schools etc.) for future professionals about digital access for persons with disabilities?</p>	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)			
	<p>If yes, what are the professions where such kind of training programs exist in the curricula?</p>				
	<p>What is the duration (the number of hours/days per year) of programs?</p>				
	<p>Who provides these trainings and what are the sources of funding?</p>				

<p>4, 6, 7.2</p>	<p>Has there been any nationwide conferences and other awareness raising/information programs, projects, in the field of digital access for persons with disabilities from the year 2008 or 2009?</p>	<p><input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)</p>			
	<p>If yes, please list the forms of digital access they cover, the organizers, content, aim and activity, and source of funding.</p>				
<p>31</p>	<p>Are there any common indicators developed by the Country to evaluate the status of digital access by persons with disabilities? If yes, please present them briefly.</p>	<p><input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)</p>			
<p>31</p>	<p>What kind of statistics and data are accessible for the general public about digital access by persons with disabilities?</p>				

Module #3: Assess the country’s implementation and impact

Article	Question	Score	Justification For Score	Relevant Excerpts from Laws/Policies	Citation to Relevant Laws/Policies
2, 4(g), 9	Are programs in place to facilitate the usage of telephony by persons with disabilities (relay services, accessible public phones, accessible handsets etc.?)	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)			
30.1(b)	Are closed captioning or sign language interpretation implemented by TV broadcasters?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)			
2, 4(g)	Does the Personal Computer operating system used most frequently in the country official language support text to speech and voice recognition capabilities?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)			
2, 4(g), 27.1	Are assistive technologies for computer users available in the country? a. Screen readers b. Transcription/TDD /TTY devices c. Alternative input devices (head-trackers, joy sticks, etc.)	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)			
9.2(g), 21	Are government web sites accessible?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)			

<p>9.2 (b) (g), 21</p>	<p>Are the top 10 commercial and media web sites in the country accessible?</p>	<p><input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)</p>			
<p>9.2(a)</p>	<p>Is there a public procurement program in place to ensure that ICTs purchased by the government are accessible?</p>	<p><input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)</p>			
<p>19(c), 21, 4(g), 30.1</p>	<p>Are there libraries for the blind providing e-books services?</p>	<p><input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)</p>			
<p>24.2(c-e) 24.3(a)</p>	<p>Are assistive technologies available to students with disabilities at major universities?</p>	<p><input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)</p>			
<p>9.2(b)</p>	<p>Are there accessible public electronic kiosks or ATMs deployed in the country?</p>	<p><input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)</p>			

