



Go4DiGreen Accessibility Guidelines



Figure 1: Businessman in wheelchair working at a desk, Microsoft picture

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Context

Through improved accessibility and digital technology, there is greater potential for the organizations to diversify approaches and adopt new channels to engage with refugees and make refugee inclusion programmes more adaptive and efficient.



The integration of the digital accessibility principles will ensure that no one will be left behind.

Objective

The objective of this document is to give the project partners, trainers, and content creators a guideline to create accessible in word files, PDF Documents, PPT-Presentations, and websites.

Accessible content is content free of barriers for people with disabilities, whether they access it on smartphones or computers.

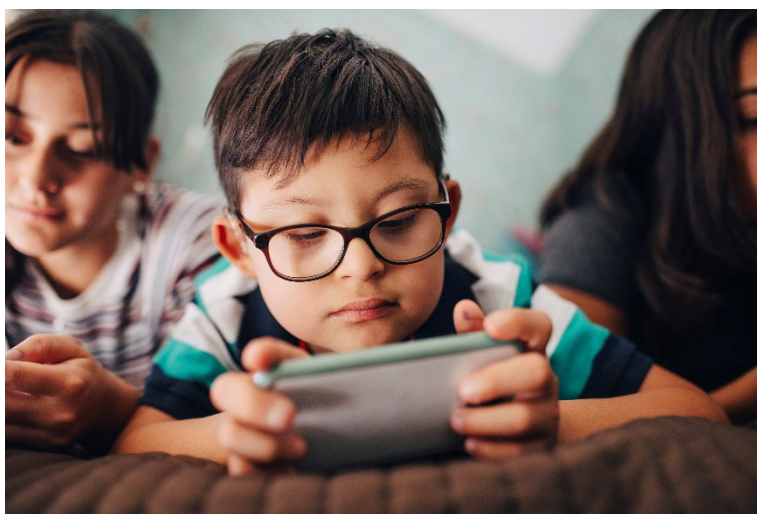


Figure 2: Boy with disability playing on a smartphone, Microsoft picture.

For that, the content must be usable directly by people with disabilities, for example, having good contrasts for people with low contrasts sensibility, or compatible with assistive technologies, like [screen readers](#) for visually impaired and dyslexic people. Easy to understand language is

used to make content understandable for people with intellectual disabilities and people with a different language background.

Why, for whom, application-fields

Project Go4DiGreen aims at creating certification and the related training materials for migrants, refugees and asylum-seekers.



A particular focus on simplified language is made in the project.

Indeed, in addition to people with intellectual impairments, easy-to-read language is also beneficial to people who don't master a language, which can be the case for the project target groups.



The target populations may come from countries at war or suffered injuries during their journey to Europe. Therefore, they may comprise individuals with disabilities; digital accessibility is essential for them.

Guidelines contents

These guidelines have a complementary more practical presentation. It's a tutorial presentation named "Go4diGreen How-to".

We strongly recommend you to go back and forth between these two documents to get familiar with the content.

Module 14 "I promote my green business" covers the same topics for the end users.

Reading order

The reading order followed by the [screen readers](#) must be the same as the visual reading order so the screen readers users can understand the content.



The screen readers reading order can be checked for PowerPoint presentations.

Important instructions to make documents accessible

Contrasts

Adequate colour contrasts are essential for accessibility, especially for visually impaired people like colour blind people.

Use a contrast checker to validate your colours choices (more information on “GoDiGreen How-to”).



Figure 3: Yellow umbrella in a sea of many black umbrellas

Links

When you a link, it's important to specify its destination so that the screen readers can read it aloud, by explicitly mentioning the goal in the text (e.g.: [screen reader Wikipedia webpage in English](#)) or giving it a title.

Logo

When a logo is included in all the slides of a presentation an alternative text is necessary.

It's not necessary for the logos to be read with every slide, it's possible to un-check the boxes in the reading order.

Miscellaneous

- When exporting to a PDF file, check the “Document structure tag for accessibility” box.
- In PowerPoint add unique titles to the slides is important for navigation.
- The “Check accessibility” function in Word and PowerPoint is useful but not sufficient
- The screen reader is able to identify if there’s a link, an image, a list...etc.
- The screen reader reads unnecessary blank spaces!

Readability

Some fonts are more readable for people with dyslexia than others. They should be preferably used when creating accessible contents.

Aa

These fonts are usually sans serif fonts and can be downloaded if they are not available by default.

Examples of sans serif fonts (recommended by Koena, not a general rule):

- [Luciole](#) Type font
- [Open Dyslexic](#)
- Calibri
- [Comfortaa](#)
- [Lato](#)
- [Roboto](#)

How to structure an article

Headings are important for accessibility because they are essential for an easy navigation in the page with screen readers.

The headings’ structure is used to order the elements according to their importance.

The most essential heading has the rank 1 (<h1>), the least important heading rank 6 (<h6>).

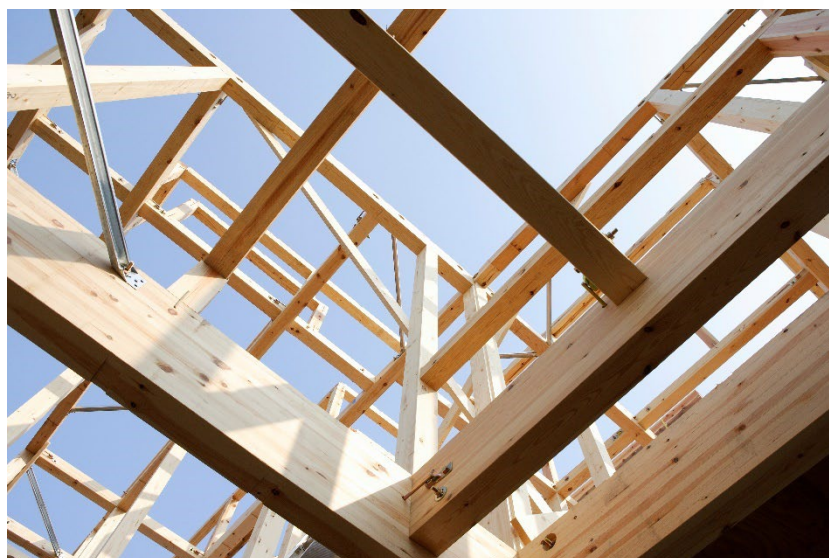


Figure 4: Wood construction structure, Microsoft pictures

Headings with an equal or higher rank start a new section, headings with a lower rank start new subsections that are part of the higher-ranked section.

Skipping heading ranks can be confusing and should be avoided where possible. For example, make sure that a <h2> is not followed directly by an <h4>.

It is ok to skip ranks when closing subsections. For instance, a <h2> beginning a new section can follow an <h4> as it closes the previous section.



Heading structure **MUST NOT** be used for page layout. Nest headings by their rank (or level).

If the page is well structured with titles, the screen reader can easily preview the article's contents. A web page's structure can be seen with the HeadingsMap browser extension. HeadingsMap is available for [Chrome](#), [Firefox](#) and [Edge](#).

For the [United Nations High Commissioner for Refugees Wikipedia webpage](#), here is the structure of its titles obtained with HeadingMaps

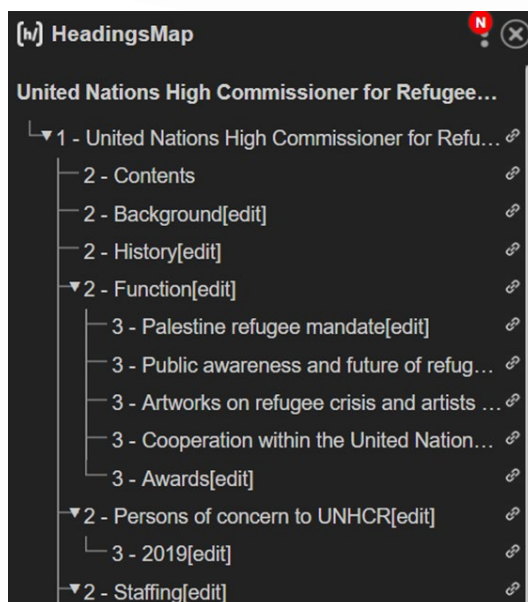


Figure 5: Screenshot of the HeadingsMap interface showing the headings structure

Easy to read, and Plain Language

Plain Language and Easy-to-Read Language are two approaches used to reduce language complexity, which is also applied in the context of Web Accessibility. It's particularly important for:

- People with cognitive and learning disabilities
 - Intellectual disabilities (IQ < 70)
 - Dyslexia
 - Deafness
 - Autism
- People with some diseases (difficulty to focus, fatigue).
- People who are not native speakers.
- People with a cultural background are different from the authors.



There is a European standard for making information easy to read and understand. The corresponding guide [is available in PDF format](#) in [several languages](#).

The guide contains:

- General standards for Easy-to-Read information

- Standards for written information
- Standards for electronic information
- Standards for video information
- Standards for audio information

IMPORTANT:

Compliance to the Easy-to-Read European standard is hard to achieve for several reasons, one is that to be compliant your content must be reviewed and validated by a person with intellectual disability.

We recommend to implement a simplified version of Easy-to-Read rules. It has the form of a checklist. A [PDF version by Inclusion Europe](#) is available as well and a spreadsheet version by Koena (see section Content Checklists and attached spreadsheet document)

The checklist for Easy-to-Read rules

How the document looks

- The pages must be numbered.
- The font must be Luciole or other known well readable font, size 14 or bigger.
- The text must be aligned left.
- There must be images next to the text to help people understand what the text is about.
- The images must be easy to understand
- The titles must be clear and easy to understand.
- The titles must be bold.

Sentences and words

- Each new sentence must start on a new line.
- The sentences must be 1 or 2 lines long.
- Most of the sentences must be positive.
- The words must be simple.
- The difficult words must be explained more than once.

- Words must not be split into two lines.
- Numbers must be written as digits.

How the information is ordered

- The main information must be easy to find.
- The information must be in order and easy to follow.
- Each paragraph must be about one topic.
- Examples must be used to explain things.
- Bullet points must be used for lists.
- When the text says he or she, it must be clear who it is talking about.

You have to respect the next 2 rules to use the Easy-to-read logo in the European Union:

- Several persons native speakers of the content language with intellectual disabilities should check the content.
- The name of the proofreaders should appear in the content.



Figure 6: Easy to read logo, Inclusion Europe

The use of the logo must be done following these indications:

1. Colour: Blue:
 - a. PANTONE – 072
 - b. CMYK – Cyan 100%, Magenta 87%, Black 6%
 - c. RVB: 26-63-147
 - d. WEB: #333399
2. Minimum size: 15mm
3. You must mention the following sentence in your publications: “© European Easy-to-Read Logo: Inclusion Europe.”

How to use images

Accessible contents must be perceivable, whatever the person's visual abilities.

For that, all image content that is presented to the user has a text alternative that serves the equivalent purpose. Assistive technologies like screen readers can read the text alternative.

There are 2 types of images:

- the ones that need an alternative
- the ones that must be ignored.

There are 2 types of alternatives for images:

- short text (less than 80 characters)
- long description.

The 80 characters length corresponds to the length of a full-size braille line in a braille display.



Figure 7: Hand reading braille, Microsoft picture

To know if you have to add a text alternative, you must answer the following questions:

If I delete image

1. Can I still understand?
2. Can I access all the information without the image?

If by deleting the image you can't understand or access all the information by deleting the image, you have to **make an alternative**.

As said before, alternative text must always be short (maximum 80 characters). It can change depending on the context of the image and what it contains.

If an image serves only an aesthetic purpose, provides no information, and has no functionality, it is purely decorative and must be ignored by screen readers. The alternative text is empty (alt="").

In the screenshot below, there is an example of a decorative image to be ignored by screen readers.



Figure 8: Screenshot of an online article with a decorative image, UNHCR

If the image contains some text, said text must appear in the alternative. In the image below the alternative can be “Made by hand, gifted with love”.



Figure 9: Made by hand, gifted with love, Made51

If the image is clickable, like the one below, the alternative must be the destination of the link.

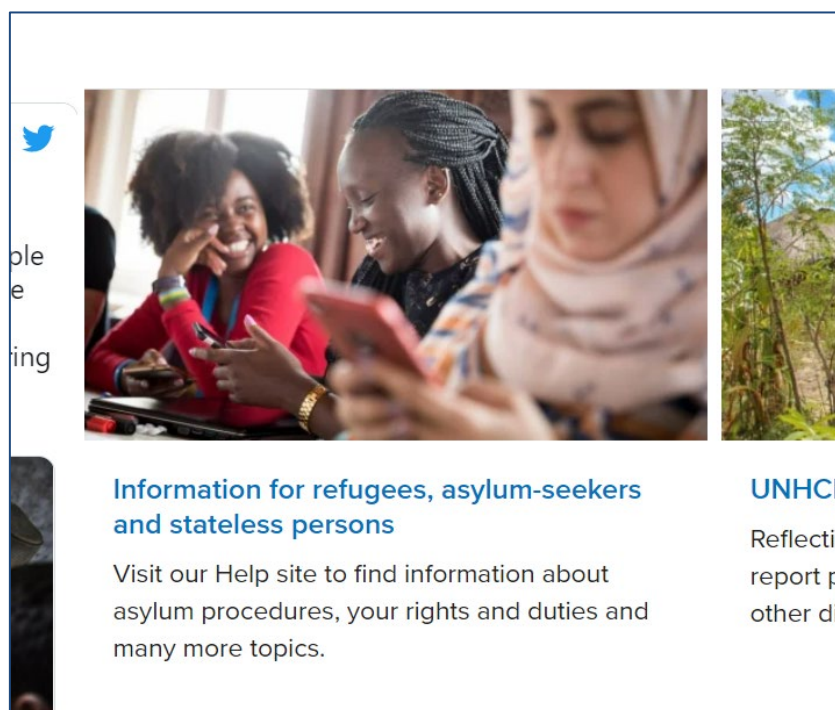


Figure 10 Screenshot of a website with clickable images, UNHCR

A good general rule is to avoid images containing text because it lowers the probability of a need for an alternative text to be added. There are, however cases for which text cannot be avoided:

- if the text is part of a logo or a trading name
- if the text in the image is necessary for graphic accuracy and the transmission of information.

CAPTCHA or images-test are also exceptions; they are images with text for which alternative text must not be used because it would be against their purpose.

Images with captions must not be ignored and must always have a non-empty alternative.

Complex illustrations containing text

Some images with text cannot be overlooked and are too complex to be described within 80 characters without losing information.

A long description is needed for them.

The alternative text is then used to summarise the image and indicate where the detailed description can be found.

A detailed description of the image can be added after the image itself,

- in the next slide in the case of a presentation
- in another webpage with the corresponding link provided
- in a downloadable accessible document

Here is an example of an image too complex to be described within 80 characters.

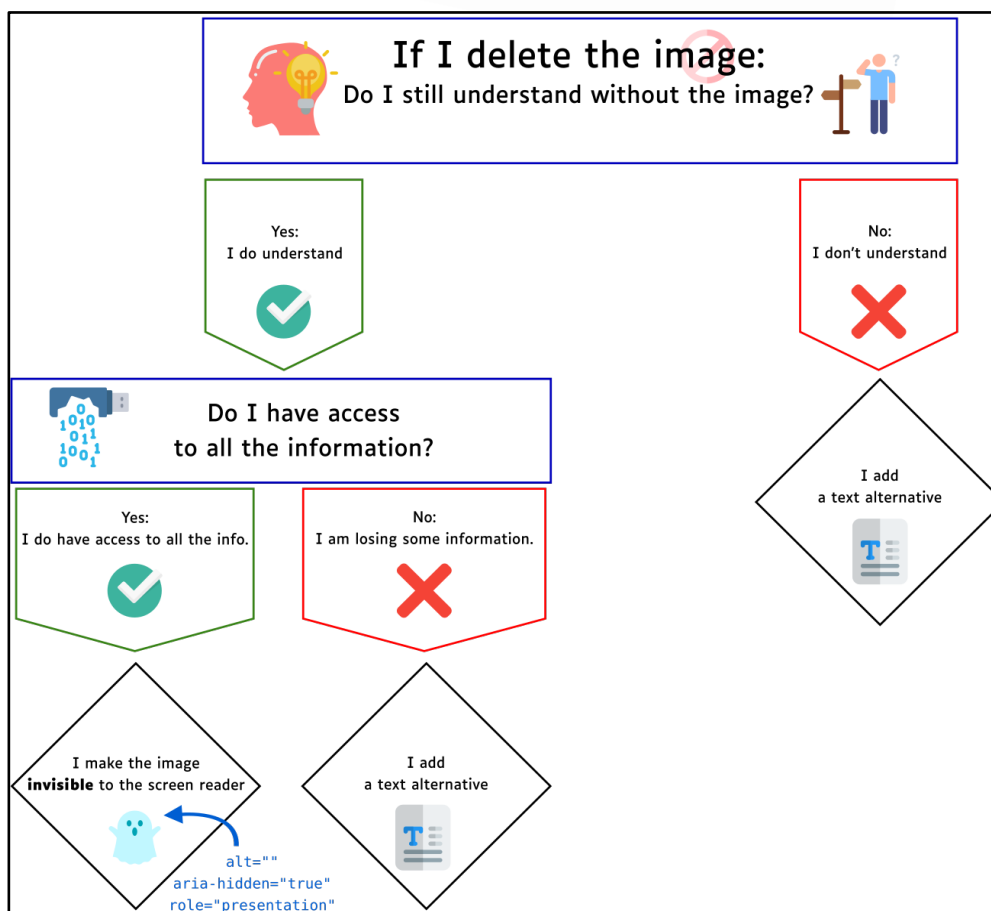


Figure 11: Decision chart to know if a alternative text must be used.

Detailed description:

- “If I delete the image, do I still understand without the image?”
 - If “No”: I add an alternative text
 - If “Yes”: ask a second question:
“Do I have access to all the information?”
 - If “Yes”: I make the image invisible to screen reader
 - `alt=""`
 - `aria-hidden=" true"`
 - `role=" presentation"`
 - If “No”: I add an alternative text

Exercise

What to do with this group of images?



Figure 12: Group of images used for the exercise

These are five images of stars. To find out the alternative for each of them, the global meaning can be determined then used.

Answer:

An alternative with the global meaning is put on the 1st image, «4 out of 5», and the four following images are ignored. Their option is null.

Tables

As a general rule, avoid tables when it is possible.

They may be replaced by lists.

Two types of tables exist,

- presentation tables
- data tables.

Presentation tables

Presentation tables are a way to control the display of information.

For example, they are used when writing a letter.

Tables help the screen reader to read in excellent order.

Garénaux Clément 221b, Baker Street, NW1 6XE London	Koena 22 rue de la Voie des Bans, 95100, Argenteuil
---	---

Without them, the screen reader reads line by line.

In the example above, the screen reader would read “Clément GARENAUX Koena 221b, Baker Street 22, rue de la Voie des Bans...” instead of reading the addresses separately.



Data tables

Data tables are used to organize data with a logical relationship in grids.

A data table is accessible when header labels are used for the constant elements.

The screen reader will read the header, which is the continuous category, then the variable element.

In the example table below, for the second row, the screen reader will read “Client name : Aleksandar Ivanov”, “Quotation asked: Yes”, “Order amount: 3,000.00€”

Client name	Quotation asked	Order amount
Aleksandar Ivanov	Yes	3,000.00€
Maria Gruber	No	5,000.00€
Louise Martin	Yes	1,500.00€

Language

Screen readers have a language setting and read the contents as if they were written in said language.

For example, a screen reader with French settings will read English contents without a specified content language as if they were written in French.

Check that the language setting is coherent with your content language. You can locally change the language for quotation in another language.



What we implemented in project Go4DiGreen

In order to make the Go4DiGreen project contents accessible, we implemented the relevant accessibility features, among which

- Alternative text
- Good contrasts
- Clear structure
 - With headings
 - Lists
 - Short paragraphs
- Using as few tables as possible

Content Checklists

Digital accessibility issues

Topic	Criteria Nb	Description
1. Images	1.1	<u>Did you add an alternative text to images containing information?</u>
1. Images	1.2	Decorative images must be ignored or in the background. Is your content compliant with these criteria?
1. Images	1.3	You mustn't use a background image for images needed to be described. Is your content compliant with these criteria?
1. Images	1.4	When an image needs a long description, did you add the following alternative text or relevant equivalent:



Topic	Criteria Nb	Description
		"[short description] - See details in the following slide"?
1. Images	1.5	When an image needs a long description, did you add the complete description of the previous image using text?
2. Structure	2.1	Is your content structured with headings?
2. Structure	2.2	Avoid large blocks of text by using lists. Is your content compliant with this criteria?
3. Language	3	Does your content have relevant language settings?
4. Tables	4.1	Is your content structured with tables ONLY when necessary?
4. Tables	4.2	Are your tables accessible?
5. Readability	5.1	Did you use easily readable fonts?
5. Readability	5.2	Did you use sans serif fonts?
6. Easy-to-read		See Easy-to-Read checklist below
7. Miscellaneous	7.1	Are your colour contrasts adequate?
7. Miscellaneous	7.2	Do your links have their destination specified?
7. Miscellaneous	7.3	<u>Did you use the Accessibility checker when the work is complete?</u>



Topic	Criteria Nb	Description
7. Miscellaneous	7.4	For presentations, do your slides have titles?
7. Miscellaneous	7.5	<u>Did you check the reading order in Powerpoint?</u>
7. Miscellaneous	7.6	If a logo is included in all your slides, does it have an alternative text?

Easy-to-read checklist

Topic	Subtopic	Rule
A. How the document looks like	Numbers	Are the pages numbered?
A. How does the document look like	Writing	Is the font sans serif, size 14 or bigger?
A. How does the document look like	Alignment	Is the text aligned left?
A. How the document looks like	Images	Are there images next to the text to help people understand what the text is about?
A. How the document looks like	Images	Are the images easy to understand?
A. How does the document look like	Titles	Are the titles straightforward to understand?
A. How does the document	Titles	Are the titles bold?



look like		
B. The sentences and words	Sentences	Does each new sentence start on a new line?
B. The sentences and words	Sentences	Are the sentences 1 or 2 lines long?
B. The sentences and words	Sentences	Are most of the sentences positive?
B. The sentences and words	Words	Are the words simple?
B. The sentences and words	Words	Are difficult words explained more than once?
B. The sentences and words	Words	Words must not be split on two lines. Is this rule implemented?
B. The sentences and words	Words	Are numbers written as digits?
C. How the information is ordered	General	Is the main information easy to find?
C. How the information is ordered	General	Is the information in order and easy to follow?
C. How the information is ordered	General	Is each paragraph about one topic?
C. How the information is ordered	General	Are examples used to explain things?
C. How the information is	General	Are bullet points used for lists?



ordered		
C. How the information is ordered	General	When the text says he or she, is it clear who it is talking about?

Reference list

Office of the United Nations High Commissioner for Human Rights (2006)
Convention on the Rights of Persons with Disabilities [online] Available at:
<https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-persons-disabilities>

World Wide Web Consortium Web Accessibility Initiative (2005)
Introduction to Web Accessibility [online] Available at:
<https://www.w3.org/WAI/fundamentals/accessibility-intro/#what>

Additional resources

W3C Resources on Alternative Text for Images

W3C Accessible tables tutorial

W3C Resources on page structure and headings

WordPress accessibility

Microsoft Word accessibility checker

Microsoft Word Accessibility Guidelines

Microsoft Powerpoint Accessibility Guidelines

The Inclusion Europe rules to use the Easy-to-read logo

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