Better Internet for Kids

Ensuring accessibility in content for all

Good practice guideline

October 2023







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Introduction

Web accessibility is intended to allow everyone, including vulnerable users and people with disabilities – who account for an estimated 100 million people in the EU – to perceive, understand, navigate and interact with the internet, and to ensure access, on an equal basis with others, to information and communication technologies.

In the EU, the <u>Web Accessibility Directive (Directive (EU) 2016/2102</u>) has been in force since 22 December 2016 and aims to provide people with disabilities with better access to websites and mobile apps of public services. The Directive reflects the European Commission's ongoing efforts to build a social and inclusive European 'Union of equality', where all Europeans take a full and active part in the digital economy and society, and where everyone can fully benefit from the opportunities provided by the digital world.

The Directive requires websites and apps of public sector bodies to meet <u>specific</u> <u>technical accessibility standards</u> with a limited number of exceptions. It is complementary to the more recent and broader <u>European Accessibility Act</u>, aiming for more accessible products and services in the internal market by removing existing barriers.

After a round of public consultation that took place from July to October 2021, the <u>review of the application of the Web Accessibility Directive</u> by the European Commission is now available.

As part of BIK Phase 3 and Phase 4, members of the BIK team have been trained on producing accessible content and adapting it to different media outlets. They also received audits and reports from external accessibility experts Eleven Ways on the overall performance of the Better Internet for Kids (BIK) portal and related minisites, to ensure we meet the current standards listed in the Directive for our content.

Digital accessibility has become even more important with the pandemic due to the rapid growth of information and interactive services provided through the web and



mobile devices, together with a substantial increase in the time spent in the digital environment.

Against this backdrop, the good practice guideline (GPG) seeks to build on the existing resources and provide guidance and support primarily aimed at the Insafe network of Safer Internet Centres (SICs) to ensure that web content is accessible to all, including vulnerable users and people with disabilities. It provides a non-exhaustive checklist of criteria and requirements to be met for accessibility compliance, as well as an easy-to-follow walkthrough on how to address the most common issues in creating accessible websites and documents.

It also includes a detailed case study based on the production of the accessible, child-friendly version of the new BIK+ strategy. In May 2022, the European Commission adopted a new European strategy for a Better Internet for Kids (BIK+), to improve age-appropriate digital services and to ensure that every child is protected, empowered and respected online. As part of this line of activities, we were tasked with the production of a child-friendly version of the strategy illustrating the main pillars of the strategy and targeting a younger audience of children and young people up to 18 years of age, and to provide an accessible PDF version of it. The case study included in this guide provides guidance, tips and insights on how to produce an accessible PDF document to be accessed online and compatible with screen readers for blind or visually impaired individuals.

In the production of this guideline, we issued a survey to SICs, to firstly assess their understanding and existing knowledge of accessibility requirements, and then to investigate the efforts and lines of work (if any) that are already in place at the national level for each SIC. What is their general approach to accessibility concerns? Are their websites and materials compliant and, if so, how do they check for compliance? Do they consult with target audiences to identify specific accessibility concerns? In such a manner, we were able to effectively evaluate practical needs and issues of real concern for SICs and determine the direction of this final GPG, thus providing better support and guidance, and helping SICs to navigate the overabundance of technical information available on the internet on the subject. Our aim for the good practice guideline is to contain tangible, valuable



information and tips tailored to the needs of the surveyed SICs, and possibly to a wider audience if applicable.

The survey, conducted in December 2022, identified three main areas of concern for the Insafe network: **websites**, **PDFs and Word documents**, and **social media content**. Most SICs expressed their desire to focus their accessibility efforts in these areas, which are therefore explored in detail in this guide. In terms of existing knowledge and expertise, most SICs evaluate their current level of knowledge of accessibility criteria and requirements as low or medium, with most of the knowledge being self-taught within their teams, and often having to rely on external experts at an additional cost. Even when SICs are aware of the main accessibility criteria, they oftentimes face difficulties when it comes to practically implementing technical/content edits or fixes to ensure that their content is compliant. Assessment of accessibility compliance seems to be another caveat, as most SICs find themselves unable to autonomously check for accessibility or are unaware of the tools needed to perform an accessibility check.



1.Checklist of main criteria for accessibility compliance

While it is clear that the web offers unprecedented opportunities to everyone, and especially to people with disabilities and vulnerable users, with assistive technology such as screen reader software, motor disability assistive devices, captions and transcripts of multimedia, the potential of the online world to be beneficial to people with disabilities and vulnerable users is still largely unrealised.

The categories of disability considered by the <u>Web Accessibility Directive</u> include **visual** (blindness, low vision, colour-blindness), **auditory** (deafness, hard-ofhearing), **motor** (inability to use pointing devices, slow response time, limited mobility and/or fine motor control), and **cognitive** (learning disabilities, inability to remember or focus, distractibility) – all of which require specific strategies and approaches in content design.

In addition, there are <u>different barriers to accessibility</u>: **temporary** (e.g. a temporary injury such as a broken bone), **situational** (e.g. you are in a situation where you are holding a baby in your arms, and are thus unable to use them), and **permanent** (e.g. an amputation). All of these instances can benefit from better accessibility. Furthermore, people in the same category of disability may have different preferences and expectations (e.g. some deaf users might prefer watching videos with a sign language interpreter, some might prefer reading audio descriptions), hence the importance of not assuming users' needs based solely on their disability, and the effort on building content accessible to everyone.

The <u>Web Content Accessibility Guidelines (WCAG)</u> are based on four guiding principles:

- **Perceivable**: it should be available to the senses (primarily hearing and vision) through the browser or through assistive technologies.
- **Operable**: users should be able to interact with all controls and elements of the content item using the mouse, keyboard or an assistive device.
- **Understandable**: content should be clear and avoid confusion and ambiguity.



• **Robust**: users should be able to access the content using a wide range of technologies.

This section provides an overview of the main criteria and requirements for accessibility compliance, divided into three macro categories: web content, documents (PDFs and Word documents), and videos and other media, in this order. For each, a brief definition is included, as well as the vulnerable groups of users who are mostly affected as a result.

It is important to bear in mind that the good practices collected in this guide are often cross-platform, meaning that most good practices in <u>section 1.1</u> can be adapted to the following <u>sections 1.2</u>, <u>1.3</u> and <u>1.4</u>, which collect tips and good practices specific to Word documents, PDFs and other media.

As mentioned in the introduction, the guide is intended to be beneficial to the widest possible audience with a limited pre-existing knowledge of accessibility – for this reason, most good practices mentioned in this guide can autonomously be implemented by content managers and content producers, but for some you might need the support of a web designer. The list of best practices is non-exhaustive, and there are more practices to be implemented to make web content accessible than the ones mentioned in this guide – however, this guide represents a good starting point for content managers and editors.

1.1 Accessibility of web content

You will find below a list of good practices and tips on how to ensure accessibility of your web content. As previously mentioned, please bear in mind that most good practices are intended for content managers and editors, whereas for a few more technical instances you might need the help of a web designer. As a matter of fact, when it comes to ensuring accessibility, there are two environments to work in: the content production/content management area (i.e the "readable" text and content that you see on screen), and the web design/web development environment, or the "back-end", which is more technical.





1.1.1 Text elements in articles or other web content

When it comes to text elements as part of a webpage, is it important to be mindful of:

- 1. **Logical content structure**. Headings, lists and other structural elements provide meaning and structure to the content of webpages. Is it especially useful for people with visual impairments. A proper structure provides users of assistive technologies such as screen readers an overview of the page content.
- 2. **Forms**. Ensure all users are able to fill in and submit online forms by making them keyboard accessible, logical and easy to understand and complete. Identify instructions and required fields clearly. Ensure that the reading and navigation order are intuitive and logical.
- 3. **Simple language**. Use a clear, conversational language with everyday words that every user can understand after reading the text content just once, and favour active verb forms over passive verb forms. Avoid using jargon and slang terms, and write cohesive and logical paragraphs based on a single main idea or topic.
- 4. **Readability**. Use a clear, easy-to-read font and ensure that the font size is sufficient (and usually a minimum of 11pt).

When it comes to **font size**, there is actually no minimum size required by the WCAG. However, as a good practice, you should avoid anything **lower than 9pt (12px)**. Therefore, 11pt (15px) is a good recommendation.

1.1.1.1 Logical content structure

Enforce these good practices to ensure a logical content structure in any web content:

• **Provide unique and informative page titles**. Each webpage should have a short title describing the content and distinguishing it from other webpages. Make sure to include the most relevant information first. The page title is not to be confused with the main heading of the page, although oftentimes the content of the two might be similar. A page title would typically follow this format: [Page Title] | [Website name]

Please note that oftentimes, the CMS (Content Management System, e.g.



WordPress, Drupal, Liferay) will generate the page title based on the title of the article written by the content manager.

- Use headings to convey structure and meaning, to group paragraphs that are related, to clearly identify each section of the webpage and to provide an outline of the content. Use heading levels in a logical decreasing order (Level 1, then Level 2, etc...). Don't use headings or skip headings levels for decorative reasons.
- Use proper **list elements** to structure a list (e.g. don't write "-" or "1., 2., 3." in normal text paragraphs to imitate a bulleted or numbered list).
- Structure the text in **paragraphs**.

1.1.1.2 Forms

Be mindful of these good practices when building online forms:

- **Provide clear instructions**. Especially in forms or other webpages that require some interaction from the user, make sure that instructions and error messages are easy to understand, clear and avoid unnecessary technical jargon. Describe what is required by the user in detail and, when it comes to error messages, indicate what the problem is and, possibly, how to fix it.
- Ensure that every field has a **visible label.** A placeholder text inside the field is not sufficient.
- Provide **clear labels for buttons**. Avoid vague calls-to-action such as "Continue" and favour more specific labels (e.g. "Next step" or "Submit").

1.1.1.3 Simple language

Enforce these good practices when writing content:

- **Clear and concise content**. Write your content using clear, short sentences and paragraphs, and break down complex content into smaller paragraphs. When it comes to acronyms, while it would be best to avoid them altogether (except where the acronym might be more known than its definition, for example with UNICEF), if you have to use acronyms, you should expand them on the first use. In addition, consider a glossary for specific terms or acronyms the users may not be familiar with. Use list formatting and images, illustrations, symbols, audio and video to help clarify the meaning and keep the content concise.
- **Language**. The page language needs to be specified. Please note that the page language is usually set by the web developer, and you might need their support to set language-related parameters. In addition, if there are any content items inside the page that are in a different language than the one



specified on the page level, they should be specified as well with a "lang" attribute in HTML. In case of a CMS for a multilingual website, the content manager either needs to specify in which language they're writing the article (and thus the back-end language would need to match), or will need to access different back-end URL/environments depending on the language they're writing in.

In addition, if there are any content items inside the page that are in a different language than the one specified on the page level (for example, a sentence in English in a page written in French), the copywriter can add the following "My Text" to the HTML mode that most web editors and CMS have.

1.1.1.4 Readability

Enforce these good practices to ensure readability:

- Avoid decorative fonts. While there is no specific rules regarding fonts' compliance, there are, however, good practices to ensure a better readability of text for all. Script, decorative or handwritten fonts should not be used. Instead, use serif or sans-serif fonts that have distinct letters (e.g. uppercase "i" and lowercase "I" should look different). For example, some common fonts such as Times New Roman, Calibri, Arial, Helvetica, Verdana, Tahoma are all compliant.
- **Avoid writing in uppercase**. Text written fully in capital letters can be difficult to read for people with reading disabilities such as dyslexia, because the letters are all the same height.
- **Text alignment**. Align text on the left (or right depending on the language). Justified text and centred alignment are to be avoided as they can negatively impact readability.
- Ensure that the **text colour** meets a sufficient contrast ratio with its background. Enough contrast is a ratio of **4.5:1** for body text, and **3:1** for large text.

See <u>section 1.1.4</u> for more detailed information about colour contrast in text elements. <u>Read more about typefaces and fonts here</u>, and discover more about <u>how</u> <u>different fonts impact dyslexic users</u>.



1.1.1.5 Common accessibility issues in text elements

- **Using various colours** in the body text **to convey meaning** (e.g. red for important), sometimes not meeting the minimum contrast ratio either. While this is a common practice, colour shouldn't be used as the only way to convey information as it would not be available to screen reader users and can be troublesome for colour blind users.
- **Changing the font size** and the weight of a text to give it the appearance of a heading, instead of formatting it semantically as a heading. Visual cues such as the appearance of a text don't indicate the role of the element to assistive technologies. Specifying in the code that a piece of text is a heading allows blind users to access this information.
- Adding text in a language different from the document's language without specifying the language of that part. As seen in <u>section 1.1.1.3</u>, setting the language in a webpage needs the support of a web developer.
- **Using acronyms or abbreviations** without clarifying their meaning at least once.

1.1.2 Images in articles or other web content

All images that provide information that is not already conveyed by text in a webpage should include a **text alternative (alt text)**. A textual description can be provided inside an HTML attribute "alt" on an image for users with visual impairments. Assistive technology like screen readers or other text-to-speech software will read the alt text instead of the image. In addition to the previous, alt text can be helpful if an image fails to load on a browser, and it is factored in by search engines to better assess a webpage's content and purpose. For the same reason, accessible images are also beneficial for search engine optimisation, as the images will become indexable by search engines.

Alternative text should represent the content and function of the image, rather than simply stating what it depicts. In general:

- **Prioritise information** in alt text, make sure to put the most important information at the beginning.
- Length. Alt text should be the most concise description possible of the purpose of the image, and it shouldn't require more than a short phrase or sentence.



- **Punctuation**. Punctuation makes the information easier to understand, especially for screen reader users. In particular, make sure to include a space character when there is none between the image and the following text, to avoid having words running together when read by a screen reader.
- Redundant information. There is no need to include words such as "icon", "picture" or "image of" as screen readers announce the presence of an image before reading the alt text. More specific terms such as "painting", "photograph" or "illustration" may be used if it's meaningful to distinguish between each.

You can also <u>follow this guide with picture and alt text examples</u> for each category of image to better understand the different types of images and the function of the alt text.

1.1.2.1 Different types of images

Images have been categorised into different types, and each require a specific alt text attribute:

- **Informative images**. They convey a simple information or concept to be expressed in a short phrase or sentence. Alt text should convey the meaning or content that is visually displayed, which is typically more than a literal description of the image. For example, images used to label information or a file format, images conveying a specific emotion or impression.
- **Decorative images**. When the only purpose of an image is to add visual decoration to the page, rather than conveying information, you should provide a null (empty) alt text (alt="") so that assistive technologies such as screen readers will ignore the image and not distract users with redundant information. Decorative images may have visual elements such as borders or corners and be part of page design, or may be sufficiently described by the adjacent text in the body of the webpage.
- **Functional images**. The alt text of a functional image which is used as a link or as a button should describe the functionality of the link or button rather than the image itself. For example, a printer icon to represent the print function or a button to submit a form are functional images, used to initiate actions.
- **Images of text**. Images of text are when readable text is presented in an image. Unless the image is a logo, you should avoid text images as they can't be resized without losing clarity. If used, alt text should contain the same words as in the image.

- - **Complex images**. These are typically graphs, diagrams, charts, maps or other illustrations conveying complex, detailed information where the user is asked to be able to understand the image autonomously. A two-part text alternative is required in this case: the first part is a short description to identify the image and, when needed, locate the long description; the second part is the long description, which explains the essential information and content conveyed by the complex image, for example the interpretation of a graph. This can be done in different ways:
 - A text link next to the image is provided, redirecting to a separate web page or a section of the same containing the long description.
 - describe the location of the long description (somewhere on the same web page as the image) in the alt text.
 - **Groups of images**. If a group of images are conveying a single piece of information, the alt text for one image should convey the information for the entire collection, while the other have a null (empty) alt text.
 - **Image maps**. An image map is an image divided into several different clickable regions, which usually link to other pages. For these, you should include alt text for the image altogether, to provide general context and information, and for each of the selectable areas to convey information about the link destination or interaction that will be triggered.

Let's see a practical example of four different image types from <u>European</u> <u>Schoolnet's EMINENT 2022 webpage</u>. Each image type is identified by a number in the pictures below.









- 1. **Informative image**: at the top and bottom of the webpage, the European Schoolnet logo should have as alt text: "European Schoolnet".
- 2. **Decorative image**: Each entry in the section "Publications on data in education" of the webpage has a decorative image.
- 3. **Functional image**: The social media icons in the top right corner of the webpage should have as alt text: "Follow us on [platform name]".
- Images of text: The first image of the article should have as alt text: "Eminent 2022, Responsible & smart use of data in education, 6-7 December, Dublin".

1.1.2.2 Alt text decision tree

The ultimate judgement on the type of image is made by authors and content editors. This <u>alt text decision tree</u> provides the step-by-step logical reasoning to determine the kind of image, and thus to determine the appropriate alt text to go with it. An easy way to approach the alt text decision tree is the following:

- If the image is **informative**, provide a text description in the alt attribute of the image element. Images of text (e.g. a logo) are always considered informative.
- If the image is **decorative**, provide an empty alt attribute so that the image can be ignored by screen readers.
- If the image is **functional**, provide a text in the alt attribute that describes its function (e.g. a button "Add to basket" with a cart icon).

If no alt attribute is provided, screen readers will try to guess the image's content by reading its file name instead, but providing meaningful alt text should always be the priority. Nonetheless, when it comes to file names, the good practice is to always provide meaningful names also, such as "Eiffel_Tower.jpg" instead of "img1134958957.jpg".

1.1.2.3 Common accessibility issues in images

- Providing a descriptive alt attribute on decorative images. Let screen readers ignore decorative content.
- Specifying "Image of" in the text alternative. The screen reader can identify that the element is an image.
- Using an image of text instead of plain text for headings. They should always be avoided (exceptions being logotypes where the presentation cannot be altered).

1.1.3 Links

Links in webpages allow the users to visit another webpage, send an email, or navigate to different sections of the same webpage. In order for links to be accessible, they should always make sense as **standalone information**, be unambiguous and intuitive. Phrasing such as "click here" and "more" should be avoided. Other criteria to keep in mind include:

• **Keyboard accessibility of links**. Users should be able to select and navigate to each and every link on a webpage using the keyboard alone. This can be easily checked by using the "tab" key on the keyboard to navigate to the next interactive item, and by pressing "shift+tab" to navigate to the previous. Test if you can tabulate in a logical order through every element that should receive the focus, and use "Enter" or "Space" to interact with links/buttons/controls.



- Screen readers. Most screen readers will say "link" before reading each link out loud. Therefore, there is no need to include "link" in the link text as that would be redundant. Moreover, screen reader users might navigate from link to link as a way to skim web content, thus the need for links to make sense out of context and to include all relevant information related to a specific link before the link itself.
- The **hyperlink text** needs to be descriptive of the link.

Examples of bad link texts are (and should be avoided):

- "Click here"
- "Read more"
- "Buy tickets to Mars <u>here</u>".

Examples of good link texts are:

- "Find out more about the HTML language"
- "Read more about how to eat healthy"
- "Buy tickets to Mars here".

More <u>examples and further explanations on good and bad link texts</u> are available.

1.1.3.1 Common accessibility issues in links

- Displaying the link URL in plain text instead of an appropriate link text. Screen readers will read out the entire URL. This means that in any webpage, or document, you should avoid displaying links URLs such as "https://www.eun.org/home", for example. Instead, you should write "European Schoolnet Homepage" and make it a link.
- **Relying only on colour or location alone** to identify links from non-link text. Links should be identifiable through a consistent visual cue such as an underline or an arrow icon.
- Link text such as "<u>Click here</u> to access the PDF" instead of simply "<u>Access</u> the PDF".

1.1.4 Colour contrast and other visual elements

Providing a sufficient colour contrast ratio between text colours and background colours, and between other elements of the webpage and the background (such as icons, text fields' outlines, buttons, etc.) is essential so that every sighted user can read and understand the content and visual information correctly.



Other elements to be mindful of include:

- Do not rely on colour alone to convey meaning (for text elements). While using colour can help distinguish different parts of the text or different elements conveying different meanings, do not use it as the only way to convey information as it would not be available to screen reader users and troublesome for colour blind users. A few examples include using colour as the only way to identify links within the document, or relying on red/green to identify errors or required fields in forms without text to support the information to be conveyed.
- **Avoid blinking/flashing content**. Content blinking or flashing more than three times per second could potentially trigger seizures. This content should always be avoided. If it' not possible to avoid it all, it should be hidden behind an explicit action such as a link or an expand/collapse button.
- **Animated content**. Any animated content that starts automatically and plays for more than five seconds should provide a way for the user to pause it. In the case of animated gifs, they should be avoided or embedded in a way that prevents them from looping.

In addition, you should be mindful of how quickly different readers and users can read and digest information. One example of this are self-scrolling carousels, where the slides may sometimes change too fast – hence the necessity to provide a "pause" option to allow everyone to go through the content at their own pace.

Colour accessibility test. In order to test the colour accessibility of your webpage, you should first identify the hex codes of the colours of every item (text or other element) on your page. Hex codes are six-character codes beginning with a hash that uniquely identify colours (e.g. #FFFFFF is white). If you don't already know the hex codes, you will need to use a colour picker tool (for example, <u>ColorZilla</u> as a browser extension). Next, you will need a <u>colour contrast checker</u> to assess the level of conformance, and if needed increase the opacity of the text until it meets the requirements. There are <u>several levels of conformance</u> depending also on the type and font of the text against the background colour. The Level AA requires a contrast ratio of at least **4.5:1**. There are a few exceptions and specific cases to be taken into consideration:



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- **Text effects** such as outlines or text borders can impact the perceived contrast. The colour of an outline or border can be used as the foreground colour when measuring contrast, and any text glow or halo around the letters can be considered as the background colour.
- **Exceptions** include large text (as it's easier to read, it requires a lower ratio of 3:1), "incidental" text that doesn't have to meet the requirements and consisting of text of an inactive element, purely decorative text that doesn't convey information, text that is not visible to anyone, text that is part of a brand or logo name.

Non-text elements. When measuring the contrast of a non-text element, such as an icon, there might be a different contrast on one side than the other, or it might contain different colours that require multiple contrast ratios among different combinations of colours to be checked.

1.1.4.1 Common accessibility issues in non-text elements

- **Gifs inside articles**. Animated gifs that loop infinitely can distract users trying to read the content. Favour still images instead.
- Form elements such as text fields or unselected controls in light grey. These often don't have sufficient colour contrast, so they are difficult to situate for seniors and other users with low vision.
- Videos in auto-play with no way to pause them. Don't automatically start playing a video or, if they are shorter than 5 seconds, don't make them loop.

1.1.5 Keyboard accessibility

People with specific needs or disabilities navigating your site may not be able to use a mouse or other pointing device. Therefore, all functionality on your website should be accessible using the keyboard alone. Usually, the tab key should allow users to jump between all interactive elements on the page, and the Enter or Space key should allow users to "click on" the selected element.

Keyboard accessibility also implies providing support to users in their navigation, for example by helping them know where they are located in the webpage and what they can access. This is made possible by ensuring that the elements that receive the focus have a visible focus indicator, as well as maintaining a clear page



structure with a clear title and headings, and meaningful links. While setting focus indicators is quite complex and might require the support of a web developer, some good practices to follow are:

- Make sure each interactive element that receives the focus has a visible focus indicator i.e. do not disable it.
- The appearance of the focus indicator should meet the minimum contrast ratio of 3:1 with its background. Sometimes, the browser's default focus indicator is not enough against different background colours.

You can <u>read more about the focus appearance requirements</u> and <u>find further</u> <u>recommendations on focus appearance here</u>.

Content managers should also be aware that **embedding external content** through an iframe in a page can bring new accessibility issues. For instance, an embedded map that does not allow panning by keyboard, or a video player that uses keyboard shortcuts that interfere with screen reader shortcuts. Those issues can often be solved by adding a simple attribute or additional script in the iframe. This aspect is also quite complex and will need the support of a web developer, as it depends on the API (Application Programming Interface) of each external content type and is usually dealt with on a case-by-case basis. However, you can find more information and guidance on the most commonly used external content types that get embedded in webpages: <u>YouTube</u> and <u>Google Maps</u>.

1.2 Accessibility of Word documents

As mentioned in the introduction, most of the good practices mentioned in section 1.1 are cross-platform, and therefore apply to creating accessible Word documents as well. Think of, for example, colour contrast between text and non-text elements, readability, logical content structure with headings and sub-headings, links, and alt text for images. To avoid being repetitive, this section will explore good practices specifically related to Word documents, as an expansion to the points already detailed in section 1.1.

Writing with accessibility in mind means that you are trying to ensure that your content can be read and understood by as wide an audience as possible. As





mentioned in <u>section 1.1</u>, when it comes to formatting text elements in a Word document, it is important to be mindful of:

- **Headings**. The heading structure is one of the most important accessibility aspects of a text document, given that users who are able to read will usually skim through the headings of the document to get an idea of its structure and content. Similarly, screen readers will use headings to navigate through the document.
- **Lists and columns**. These also contribute to adding a hierarchical structure to the document, and are particularly useful to break down content-heavy information, thus making it easier to read and follow. There are two types of lists in Word documents: bulleted and numbered.
- **Simple language**. Plain and simple language means communication that the reader can understand the first time they read it. It can be defined as a clear, conversational style using everyday words, and preferring the use of active voice (active verb forms) over passive.
- Readability. Use a clear, easy-to-read font and ensure that the font size is sufficient (and usually a minimum of 11pt), provide sufficient colour <u>contrast</u> ratio between text colours and background colours. Do not use colour as the only way to convey information (e.g. to identify links within the document). Refer back to <u>section 1.1.1.4</u> for further recommendations on readability.
- **Table of contents**. For long documents, provide a table of contents to help navigate the document and facilitate keyboard navigation.

1.2.1 Text formatting

Be mindful of the following good practices when formatting text in Word documents:

- **Text justification**. Align text on the left (or right depending on the language). Justified text and centred alignment should be avoided for readability.
- **Line spacing**. Adjust the paragraph spacing or line spacing when necessary, and avoid empty carriage returns (pressing the enter key multiple times).

1.2.2 Visual elements in Word documents

Similarly to web pages, any image included in the document should include **alternative text**. Alt text is a text alternative defined for images, to describe the



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information delivered by an image to those users with visual impairments. Assistive technology like screen readers or other text-to-speech software will read the alt text instead of the image.

When using Word or another text processor, you will be typically asked to add a text alternative directly in the software. Refer to <u>section 1.1.2</u> to learn more about the <u>alt text decision tree</u> and how to correctly provide alternative text to images in documents.

1.2.3 Links in Word documents

Similarly to links in web content, in Word documents links serve the purpose of allowing the reader to visit a webpage, send an email, or to navigate to different sections or bookmarks of the same document. Links should always make sense as standalone information.

In addition, it might be useful to provide the full URL in brackets after the descriptive link, especially if the document will be printed out. This way, the URL inside the link will be explicitly available should users be unable to click on the link.

Refer back to <u>section 1.1.3</u> for more good practices about links.

1.2.4 Data tables

A data table is a grid within a Word document that contains information which is logically organised into columns and rows. While sighted users can visually scan and interpret the information in a table, visually impaired users are not able to make the needed visual associations, and proper markup is needed for screen readers to navigate through data tables. When formatting a table in a document, you should be mindful of:

- **Table summary**. Make sure to provide a description of the information conveyed by the table.
- **First rows and columns, headers**. Make sure to identifying row and columns headers directly in Microsoft Word, as those will be picked up on by screen readers.



- The **first row in a table** should contain defined column headers (Design tab > Check header row).
- The **first column in a table** should contain defined row headers. You can check this from the table Design tab > First Column checkboxes.
- **Structure**. Make sure the table has a simple structure, avoiding merged or split cells. Use the Tab key to ensure the order of the cells is logical.
- **Use proportional sizing** for easier readability.
- Tables should not be used for decorative purposes, such as the visual layout of the document. Additionally, tables shouldn't use **blank columns or** rows for visual formatting purposes.

1.2.5 Accessibility checker in Word

Microsoft Word offers a valuable accessibility checker under the **Review menu**, a tool that will automatically scan the document for any pending accessibility issues and provide suggestions and means to fix the issues. For example, it will automatically pick up on any images without alt text and ask you to provide it – or to mark the image as decorative, which will provide an empty alt text. Similarly, it will suggest possible hard-to-read text based on colour contrast, possible reading order issues, or suggest general improvements to the logical structure of the document.

1.3 Accessibility of PDFs

Similarly to Word documents, most of the good practices mentioned in <u>section 1.1</u> can be useful in creating accessible PDF documents as well – for example, logical content order, readability, colour contrast of both text and non-text elements, images and links. To avoid being repetitive, this section will focus on good practices specific to PDF documents.

The process of creating accessible PDFs starts from considering accessibility before converting a document to PDF. For example, if the source file is a Word document that will later be converted to a PDFs, firstly refer back to <u>section 1.2</u> on how to make a Word document accessible. Many of the features will be transferred during the conversion to PDF including, for example, the table of content and logical structure of the document – with headings, subheadings, and paragraph text.



Additionally, if all images have been provided with alt text correctly, the PDF will automatically keep the alt text and correctly identify decorative versus informative images in the documents.

1.3.1 Document properties

To be accessible, a PDF document must provide some information in the document properties that would allow screen reader users to identify it. The main characteristics are the following:

- **Title of the document**. The title of the document is the first thing read by a screen reader when opening the document. It should describe the document.
- Language of the document. It allows screen readers to identify which language the document should be read in.
- **The filename**. The name of the file is a metadata too, and should be as meaningful as possible. Avoid special characters that are not well supported in other operating systems and avoid making it too long.

All of these elements can be edited in **File > Document properties** in Adobe Acrobat.

1.3.2 Tagging the PDF document

PDF tags are necessary to allow assistive technologies to correctly interpret the document. When a document has been converted to PDF, check the PDF tags in a PDF editor such as Adobe Acrobat and ensure that:

- **The document's structure is correctly rendered**. Semantic elements (headings, paragraphs, lists, etc.) should be correctly identified as such in the tags list. A document without semantic tags is a document whose structure won't be communicated to screen readers' users.
- **The reading order is correct**. The document's elements should appear in the tags list in a logical order, meaning the order in which the elements are supposed to be read. To manually check the reading order, select a tag in the tag list; the element it refers to will be highlighted in the document. Browse the whole document that way.
- **Figure tags have a text alternative**. Figures include images, icons, graphics, charts, etc. Provide a textual description for those elements in the alt-text attribute so that screen reader users can access this information too.

- **Tables are correctly tagged**. Identify the heading cells of a table with the correct tag. A data table should always have at least one heading row or column.
- Long documents contain bookmarks. Bookmarks allow users to navigate within the document, which is particularly useful for users of assistive technology when reading long documents. To generate bookmarks, open the "Bookmarks" navigation panel of Adobe Acrobat and select "New bookmarks from structure". You should first ensure that the document's structure and headings' hierarchy is appropriate before generating bookmarks.

1.3.2 Accessibility checker in Adobe Acrobat

Similarly to Microsoft Word, Adobe Acrobat also includes a valuable accessibility checker that will automatically scan the document for any pending accessibility issues and provide further information and context on the detected issues, as well as potential fixes. For example, it will detect any non-tagged elements to be added to the tag tree, automatically pick up on any images without alt text and ask you to provide it or to mark the image as decorative, and will suggest possible reading order issues or suggest general improvements to the structure of the document. The accessibility checker in Adobe Acrobat can be accessed from **More > Prepare for accessibility**.

In addition, the Adobe Acrobat website offers a detailed <u>guide on how to make PDF</u> <u>documents accessible</u>.

1.4 Accessibility of videos and other media

Accessibility of audio and video content starts from the planning stage: planning for accessibility from the very beginning of your project (during planning, scripting and storyboarding) is a time- and money-saving good practice.

In addition, consider that not all media players are accessible to people with disabilities or vulnerable users. Accessible media players allow users to navigate their interface without a pointing device, through speech interface, and with screen readers. They are keyboard accessible and provide clear labels of each navigation element. They might have additional features such as changing the speed of the



video, interactive transcripts, or changing the size and style of the displayed captions. Different <u>options of accessible media players are available for comparison</u>.

1.4.1 Captioning and transcripts

Captions serve the purpose of collecting all audio information and describing them using text. They include both spoken content and non-speech information such as speech and sound effects, music, and the location/identification of a speaker if, for example, they are speaking off-screen. Captions appear on the screen on top of the visual elements in the video and are synchronised so that they appear at the same time as they are said by the speaker.

Captioning is a necessity for people who are unable to hear audio in a video, and it is also beneficial for people with other cognitive impairments. In addition, it helps with developing literacy in a language, both in children and adults. There are two types of captioning:

- **Open captions** words will automatically appear on the video; you cannot turn them off.
- **Closed captions** the words won't appear unless you turn them on. You can also turn them off.

Please note that **captions are different from subtitles**. Captions are usually in the same language as the spoken words, while subtitles usually translate text into another language.

Transcripts, on the other hand, are beneficial to users who can neither hear nor see the video, but are more generally helpful for any user who is unable to access the content from either web audio or video. A transcript should include spoken words, descriptions of the main audio information (e.g. laughter or other sound effects) and visual information (e.g. someone making a specific movement or act) of the scene.

In addition, transcripts make multimedia content searchable by search engines, increasing the quality of the search, and are also used by screen readers.





All multimedia content including speech in some form should include accessible captions that are **synchronised** to appear on the screen at the same time as the corresponding words are spoken, **equivalent** to the spoken words and other sound effects, and readily **available** to users needing them. A few items to consider are the following:

- **Descriptions**. Use descriptive language as much as possible to denote specific audio and visual elements accompanying the spoken scenes, and use easy-to-understand language for such descriptions. They should effectively describe sounds that have no visual equivalent in the video and the tone of voice, especially if different from the facial expressions of the speaker.
- **On YouTube**. YouTube has a feature that will automatically caption videos up to a certain length. While this tool is helpful, it can still be inaccurate at times, so it is always preferable to prepare and upload your own accurate transcript and captions as much as possible. You can directly add or edit captions from YouTube Studio, via its Captions Editor.
- Create captions from scratch. To manually create captions for videos, there are a range of tools that can help, such as <u>Amara</u>, <u>CADET</u> or <u>Jubler</u>. A typical caption file has the .srt file extension and can be edited on Notepad on Microsoft Windows or TextEdit on Mac. It should always have the following structure, where each subtitle line is numbered, and timestamps are included:

1
00:05:00,400 --> 00:05:15,300
This is a subtitle example.
2
00:05:16,400 --> 00:05:25,300
This is an example of another subtitle.

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1.4.2 Audio description

Audio description, also known as descriptive video or video description, is an additional audio track added to a piece of content describing and giving context for essential visual information. Audio description makes media accessible to people with visual impairments or who are blind by describing what is happening on screen through an audible description that is played during the natural pauses in the audio track of the media.

It is similar to the concept of alternative text (alt text) to describe an image or a website but applied to videos and other kinds of multimedia. However, attaching a written description to your video's visuals is not an equivalent of providing an audio description. There are three types of audio description:

- **Closed audio description** these descriptions are saved inside your video and can be turned on or off by the viewer as needed.
- **Open audio description** these descriptions automatically turn on when you click play, and can't be turned off.
- Real-time audio description live commentary or narration by a trained audio describer via headphones and a small transmitter. It is often applied to performances, in-person tours, and other live events, as opposed to prerecorded videos.

Audio descriptions can be provided together with the main video, as a separate audio track or as an alternative version of the video including audio descriptions.

While audio descriptions might be quite costly and time-consuming to produce, they might be unnecessary if the audio track is already presenting the visual content in an accessible way. For example, instead of having a speaker say "Click here and there", they should describe what is going to be clicked instead. Instead of saying "As you can see from the three key elements above", the speaker could directly read aloud and describe the three key elements.





1.4.3 Social media and other elements

There are several misconceptions and assumptions around users with specific needs and people with disabilities and their use of social media, for example that social media tools are completely accessible and can be used without limitation, and that the information distributed via social media is accessible and effective for all. Once again, good practices outlined in section 1.1 can be applied to producing accessible social media content as well, and especially readability, simple language and colour contrast of text and non-text elements.

Social media posts and other content can be made accessible to people with disabilities and vulnerable users by bearing in mind a few key elements:

- **Visibility and reachability**. Make sure your contact information is available on your social media account profile page, to allow users to easily reach you with any questions. Similarly, make your content available on more than one social media platform.
- **Content writing**. When preparing text content for social media platforms, avoid acronyms and abbreviations that might not be of immediate understanding, limit the number of hashtags and place them within or at the end of the tweet. Once again, use plain language.
- **Attached media**. Briefly describe any attached media (photo, video or audio content) that conveys meaningful information. Make your social media post act as a descriptive caption providing context for the item. Furthermore, you should link back to a webpage that hosts a tagged photo, captioned video or audio with full transcript for a full understanding.
- **Specific tips for Facebook.** When uploading a photo on Facebook, make sure to add captions these do not need to be too long but should be descriptive of what the scene is and how the different elements appear on the picture, providing context. When uploading a video on Facebook, make sure to also upload the related .srt file to allow for open captioning.
- **Specific tips for Twitter.** Whenever you are including a link in your tweet, consider providing an indication of whether the link is a photo, video or audio file, as this will allow screen reader users to know that they should be expecting before opening a link (e.g.: [VIDEO]). Lastly, make sure that you are always linking to accessible content or, whenever it is not possible to



determine if the content you are redirecting to is accessible, include a disclaimer so that the target audience is aware of the limitations.

• **Specific tips for Instagram.** Instagram continues to progressively include features to increase accessibility in posts and stories. Although these may vary depending on your geographical area and device used, a feature allowing for live captioning of Instagram Stories is now available to some users. In any case, it is always preferable to include captions of Instagram spoken stories, and to be especially descriptive and detailed in Instagram post captions. Good practices related to readability and colour contrast may apply to Instagram Stories as well.







2. Case study: the child-friendly version of the BIK+ strategy

On Wednesday, 11 May 2022, the European Commission adopted a <u>new European</u> <u>strategy for a Better Internet for Kids (BIK+)</u>, to improve age-appropriate digital services and to ensure that every child is protected, empowered and respected online.

The new European strategy for a Better Internet for Kids aims for **accessible**, ageappropriate and informative online content and services that are in children's best interests. The updated BIK+ strategy is the digital arm of the <u>European Union's</u> <u>Strategy on the Rights of the Child</u>, which has the following objective: to develop and promote **child-friendly** versions of laws and policies.

As part of the plans to ensure a safer online experience for all children and young people, it was pivotal to address them directly and provide them with the necessary tools to learn how to safely access and enjoy what the online world has to offer, and to be aware of potential risks and concerns. Thus, a <u>child-friendly version of</u> <u>the BIK+ strategy</u> was developed, starting from the key principles (or pillars) of the strategy and adapting the language and visual style to target a younger audience. The making of the child-friendly version of the strategy would not have been possible without the crucial contribution of young people themselves. Indeed, a number of BIK Youth Ambassadors from all over Europe were consulted during the process, and provided invaluable feedback and assistance on the tone, style, and content of the child-friendly version.

The accessible, child-friendly version of the new BIK+ strategy is now available in all EU languages and a variety of non-EU languages. <u>Download the English version</u> in PDF or access the translations of the child-friendly version in all EU and a range of non-EU languages.





2.1 Content: creating a child-friendly version of a policy document

The aim was to involve young people in the drafting of the content of the childfriendly version of the BIK+ strategy, using an iterative process. After getting a first sight of the text of the strategy on 11 May 2022, the launch day for the childfriendly version was 21-22 June 2022 at the Digital Assembly in Toulouse, France, leaving less than six weeks to finalise the text.

Some of the key aspects in the drafting of the child-friendly version of the strategy were:

- Providing **clear information** and emphasising how the strategy can be beneficial to children and young people, and how they can make their voice heard.
- Using a **simple, child-friendly language**: avoiding passive verb forms, using easy-to-understand vocabulary and short sentences, removing unnecessary references, avoiding the use of policy jargon or providing an explanation when unavoidable, highlighting key terms and concepts.
 - Additionally, the child-friendly version includes a **guide** to explain some of the more specific jargon used in the leaflet, providing further context and information about the development of the strategy.
- Consider the **age group** of your target audience, as the material will need to be adapted differently.
- When producing child-friendly content, you should be aware of **oversimplifications**: it is important not to patronise children and young people, and bear in mind that their understanding of these matters might be more extensive than expected.

See below a recollection of the content writing process, together with young people.





As you can see above, some of the suggestions from the young people included making certain sections of the text more concise, highlighted specific words that were repetitive or passive, or not child-friendly, and suggested replacements for them when it was not possible to leave them out altogether. They also assessed the general tone ("easy to understand for a range of ages, as well as hopeful and motivating") and additional features of the text such as highlighting key words using a different colour/bold font.

2.2 Design: creating a child-friendly visual template

While young people were being consulted on the quality and child-friendliness of the text, the design was being developed in parallel, incorporating the existing visual identity set out by EC for the BIK+ strategy. Young people were presented with two possible designs and equally consulted on the design and visual aspect of the child-friendly version of the BIK+ strategy.

Some of the key aspects in developing the visual template were:

- 1. **Visually clear, easy-to-read structure** with headings and sub-headings to contribute to building a logical order to facilitate comprehension.
- 2. **Use of decorative items** to break down text and as conceptual bullet points, sometimes substituting text when redundant.



3. **Use of icons** to help understand policy jargon and complement definitions of more complicated terms.

Please find below some examples of the aforementioned good practices put into practice. First of all, in terms of general look, we had two main design options, for which we collected feedback from young people. They preferred the "purple version" over the "white" one.



As far as the structure of a sample page from the document, we made sure to clearly identify headers from the other parts of the text, reduce the text to the necessary minimum and use icons and other decorative items to break down complex passages and reinforce the logical order of the document.





2.3 Ensuring accessibility

The accessibility of the resulting PDF document was enforced following the good practices mentioned in <u>section 1.1</u> and <u>section 1.3</u> above. In particular:

Document properties. Under File > Document properties > Description, there are a handful of parameters to consider: the document title which will be read out by the screen reader (as opposed to the filename), the author of the document, subject and keywords can also be added. The document should appear as "Tagged PDF". Under the security tab, Content Copying for Accessibility should be allowed. The language of the document (under Advanced) should also be set for the screen reader to pick the appropriate accent. See below some of the settings of the document properties.



ument Properties				
escription Security Fonts In	nitial View Custom Advance	d		
Description				
File: FR_CEversion_v	1			
Title: La stratégie eu	ropéenne pour un internet mieu	.x adapté aux enfan	ts (BIK+)	
Authon Better Internet	for Kids Team			
Subject: Dans le cadre o	de nos plans visant à faire de l'Er	urope un endroit ag	réable et sûr, y compris en lig	ne, nous avons récemment
Keywords: Online safety	media literacy, youth, online ex	perience, online risk	s safer internet	
Created: 05/07/2022 14-2	1 6 31			C
Modified: 01/08/2022 16:1	9:40			Additional Metadata
Application:				
Advand				
PDF Producer:				
PDF Version: 1.6 (Acroba	at 7.x)			
Location: V:\Projects	BIK Phase 4\WP6 Disseminatio	n of results and inte	mational outreach\BlK+strate	egy\Child-frie\BIK+ All languages
File Size: 2,51 MB (2	632.602 Bytes)			
Page Size: 8,26 x 11,70) in /	Number of Pages:	10	
Tagged PDF: Yes		Fast Web View:	No	

- **Colour contrast**. Refer to <u>section 1.1.4</u> for detailed information about colour contrast.
- **Bookmarks**. To add a new bookmark, select the text in the document first and then use the "Add bookmark" button. See below an example of a good bookmark structure based on the child-friendly version of the BIK+ strategy.





- Reading order. The reading order can be checked from Edit PDF > Reading Order. Boxes will appear around each text element of the page with a number in the top right corner showing the reading order, which can be changed from Edit PDF > Reading Order > Show Reading Order Panel.
- Tag tree. All content in the PDF document should be correctly tagged for example, <P> for paragraphs, <H1>, <H2>, etc. for headings and subheadings, <Link> for links – and should show on the tag tree of the document, which can be accessed from Edit PDF > Tags.

See examples below of a correct tag tree based on the child-friendly version of the BIK+ strategy, and how to access and edit the reading order of a PDF document.





2.4 Translating the child-friendly version into other languages

Once the English text of the child-friendly version of the BIK+ strategy was finalised after several rounds of consultation with young people, the text was professionally translated into all EU languages, as well as a range of non-EU languages. The translations soon showed that even a professional translation does not automatically ensure the same level of child-friendliness and clarity of the content in other languages, as each has a certain degree of nuance and specificities that cannot be picked up by translating services.

For this reason, the Insafe network of Safer Internet Centres was later consulted to provide feedback and amend the proposed translations, given their expertise in the topic matters and their experience in working with children and young people directly, therefore having a more comprehensive understanding on the best vocabulary and tone to convey the message.



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3. Conclusions

This guide aimed to provide a series of useful tips and good practices to correctly identify and approach the most common accessibility issues in web content, Word and PDF documents, and other media. The aim was to provide guidance and support to the Insafe network of Safer Internet Centres (and possibly beyond that) bearing in mind the limited access to tools and resources to check and enforce accessibility compliance, and the underlying limited knowledge of accessibility criteria in general.

In addition, the guide was developed with content managers and content editors as the primary recipients of the information, thus focusing on good practices that everyone can apply when producing content rather than on the more technical aspects, without having to rely heavily on webmasters and web developers, which might involve additional costs for the Safer Internet Centre. Content managers and editors might want to refer to the <u>checklist in Annex I</u> summarising the main accessibility criteria introduced in this guide when producing or revising content.

It should be noted that while it is important to ensure accessibility in content as much as possible, it is also important to acknowledge that there might be certain limitations – these could be operational or financial reasons that might limit or tamper the development of the design of a website, or a specific document or other piece of content – that make it impossible to meet all accessibility criteria at all times. This should not discourage content managers and content editors to continue their efforts in producing increasingly accessible content as it will be beneficial to their target audience, and potentially increase their target audience, but to bear in mind that ensuring accessibility is a learning process that is constantly evolving and requires continuous effort.

To encourage this progressive learning, it is worth mentioning that there are some free online courses available to all to get introduced to the most common accessibility requirements and issues, and to increasingly build knowledge on accessibility good practices. Some examples include the <u>ERASMUS+ Certified Digital</u>



<u>Accessibility Training project</u> by Digital Accessibility EU, the <u>Introduction to Web</u> <u>Accessibility course</u> and the <u>Tutorials</u> by the Web Accessibility Initiative (WAI).





4. Sitography and useful links

Policy documents

Accessibility requirements for ICT products and services Digital Strategy | <u>Web Accessibility</u> <u>European Accessibility Act</u> <u>European strategy for a Better Internet for Kids (BIK+)</u> <u>European Union's Strategy on the Rights of the Child</u> <u>Web Accessibility Directive (EU) 2016/2102</u> Web Accessibility Initiative (WAI) | <u>Accessibility requirements</u>

Web Content Accessibility Guidelines (WCAG)

Accessibility tools

Accessible colours | Colour contrast checker

- Accessible media players comparison table
- Amara | Subtitling tool
- CADET | Subtitling tool
- <u>ColorZilla</u> | Colour contrast checker (browser extension)
- Jubler | Subtitling tool
- Screen reader options | JAWS, NVDA, VoiceOver, Talkback, Dolphin, Narrator.
- WAVE | Web Accessibility Evaluation Tools
- Web Accessibility Initiative (WAI) | Alt text decision tree
- Web Accessibility Initiative (WAI) | Web Accessibility Evaluation Tools List
- WebAIM | Contrast checker



WebAIM | HTML Semantics and Accessibility Cheat Sheet

- WebAIM | Link contrast checker
- WebAIM | Word and PowerPoint Accessibility Evaluation Checklist

Building knowledge

- 200ok | Embedded YouTube content
- A11y project | Dyslexia fonts
- Adobe Acrobat | Creating accessible PDFs

Digital Accessibility EU | <u>ERASMUS+ Certified Digital Accessibility Training project</u> (free online course)

- Google | Embedded Google Maps content
- Guide to designing accessible, WCAG-compliant focus indicators
- W3schools | Accessibility tutorial
- W3schools | Accessible link texts
- Web Accessibility Initiative (WAI) | <u>Accessibility Fundamentals Overview</u>
- Web Accessibility Initiative (WAI)| <u>Diverse abilities and barriers of web content</u> <u>users</u>
- Web Accessibility Initiative (WAI) | How to meet WCAG (quick reference)
- Web Accessibility Initiative (WAI) | <u>Introduction to Web Accessibility</u> (free online course)
- Web Accessibility Initiative (WAI) | Tutorials
- Web Content Accessibility Guidelines (WCAG) 2.1 | <u>Levels of conformance for colour</u> <u>contrast</u>
- Web Content Accessibility Guidelines (WCAG) 2.1 | Focus appearance requirements
- WebAIM | Introduction to Web Accessibility
- WebAIM | Guide to alt text
- WebAIM | Testing Web Content for Accessibility
- WebAIM | Typefaces and fonts



WebAIM | Web Accessibility Principles

Other links

<u>Child-friendly version of the BIK+ strategy</u> | Example of child-friendly, accessible PDF document available in English and in a range of EU and non-EU languages

<u>European Schoolnet's EMINENT 2022</u> | Sample webpage for alt text for different image types

European Schoolnet homepage | Example of good/bad link text

One-pager checklist of accessibility criteria | Better Internet for Kids





Does the page have a **descriptive title**?

Annex I: Checklist for accessible content writing

Structure

Is the content structured with headings (<h1>, <h2>, <h3>)?</h3></h2></h1>
Do the headings (<h[n]>) follow each other in a logical order?</h[n]>
Is the content correctly structured in paragraphs ?
Are links visually distinguishable from normal text?
Images
Do informative images have a description in the alt attribute?
Do functional images describe the action they trigger in their alt attribute?
Do decorative images specify an empty alt attribute?
If there is an image that contains text , can it be replaced with real text?
If the image of text cannot be replaced with real text, is the text described in the image's alt attribute ?
If there is real text on top of an image, does it have sufficient colour contrast ?
Videos

- Do videos provide **closed captions**?
 - Do videos provide an **audio description track**?
 - If informative text is contained inside the video, is it **narrated** in the synchronised audio or **transcribed** in the captions?
- If the video is in an **embedded** YouTube player, does it specify the "disablekb=1" parameter necessary to not interfere with assistive technologies?





Text

Don't rely	on co	olour	only to	communicate	information	(i.e:	red	or	green	as
feedback).										

Avoid jargon, technical terms, abbreviations and acronyms - if they are necessary, describe their meaning in their first occurrence.

Don't put emphasis on text by using **decorative means** such as underlining the text, using bold or different text colours.

Avoid "Click here" links - instead, describe the action or destination.

Don't use emojis or images in place of text.



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A	www.betterinternetforkids.eu
\mathbb{X}	@Insafenetwork @safeinternetday
F	facebook.com/saferinternet facebook.com/SaferInternetDay
in	linkedin.com/company/better-internet-for kids
	youtube.com/@insafe01

info@betterinternetforkids.eu

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