# Accessibility recommendations for DigComp 2.2 translations

## This document is a guide developed to help when translating DigComp 2.2 into local languages. It is focused on some of the most relevant key aspects. For the detailed guideline, please check the [official reference EN 301-549](https://www.etsi.org/deliver/etsi_en/301500_301599/301549/03.02.01_60/en_301549v030201p.pdf) or the guidelines developed by W3C: [WCAG 2.1](https://www.w3.org/WAI/standards-guidelines/wcag/) (new version of WCAG under development).

The original DigComp 2.2 document was developed using InDesign and published in PDF following the accessibility guidelines. The file has been exported to .docx format and some accessibility features may have been lost in the process. People involved in translations should be aware of the following accessibility problems still present in the Word file:

* Images, diagrams, and tables do not include alternative text
* Images are not in line with text (this implies that the resulting PDF will need a review of the reading order)
* Titles do not necessarily have a coherent hierarchical tag structure
* Tables do not have an accessible structure, but this is not an issue as the same information is provided without a table in an accessible annex.

If you need more information about digital accessibility, specific training on the topic or want to contact us, please visit our web site: [Digital Accessibility group of UAH](https://esvial.cc.uah.es/ecdl/accesibilidad-digital/en/)

# General accessibility guidelines

## Title structure

Using titles in your text-editing tool defines the structure of the document. You must use the style functions to translate the visual structure of the document into a tag structure. For example, there is a function called Styles in MS Word that allows the tagging of different title levels using the styles heading 1, heading 2, etc.

This internal structure helps to navigate through the document and to keep consistency in the format. But it is also relevant for non-accessibility related aspects: e.g., it facilitates the creation of indexes.

## Lists of elements

The lists of elements are accessible if we use the option “bullet list” or “numbered list” as these options create the tags needed for an accessible internal structure. Avoid simulated lists with dashes, asterisks, etc.

## Alternative texts

Visual elements are commonly used to provide information in a more dynamic and simple way. Visually impaired people reading the document with screen readers should also have the same information. They get this information through the so-called alternative text. Elements that need alternative text include images, tables, graphs, charts, etc.

Content of alternative text may vary, depending on the author’s intention. If the image is just decorative, alternative text should specify it. Images with text should have as alternative text all the information presented in that image. In graphs, the content developer might think whether the user needs to know all the numbers and data or just general trends and conclusions. It depends on the reason why that visual element is included in the document as well as the possible existence of a detailed explanation of the element in the text.

Tables are a special element. They need alternative text as their structure provides visual information. The alternative text should offer information about how the table is structured in terms of columns. It is not necessary to include as alternative text all the information included in the table. For example, a suitable alternative text for the table provided in the next section may be:

“List of aspects to be checked for accessibility in documents. The first column describes the checkpoint, the next columns should be completed by the users: they mark the second column if the document complies with the checkpoint, they mark the third column if it does not comply with or they mark the fourth column if that checkpoint doesn't apply to the document.”

## Tables

As said before, tables are a special element. It is better to use tables only to present structured information and avoid them if only used for formatting.

Facilitating interaction with content of tables requires that authors check that there is a header row, not just with text in different format but marked as header using the appropriate feature of the text-editing tool.

Keeping the structure as simple as possible is essential, so it is important to avoid merged or divided cells: e.g., users of screen readers would have problems in connecting content to a specific row and column. Empty cells not marked with any type of content (e.g., “void” or “NA”) could also create problems to the same type of users.

## Use of colours

The document should ensure enough contrast between the colour of foreground or text and the one of background. The easiest way to check if the contrast is good enough is to use specific tools such as [TGPi Colour Contrast Analyser](https://www.tpgi.com/color-contrast-checker/).

In addition to ensuring contrast, it is necessary to avoid colour for semantic purposes or to convey information (e.g., only marking a number in red without an alternative label or way of communicating the meaning). Instead, add labels as an alternative or complement to colour.

In the case of figure, it is also important to ensure the contrast and good visibility and readability despite having alternative text.

## Checking accessibility

Text editors such as MS Word include automatic accessibility checkers that are really helpful when creating accessible documents. When using MS Word just Select File > Info and then select “Check Accessibility” in the “Check for Issues” drop-down menu.

Automatic tools are a great starting point but they are not capable of performing a complete check, so it is always necessary to complement it with a manual check by a user with, at least, basic accessibility knowledge. You can find a recommended simplified checklist at the end of this document.

## Exporting to PDF

Once the Word document is accessible, it is important to maintain accessibility when exporting to other formats, such as PDF. Saving the document as an accessible PDF requires that content authors check saving options and verify that non-printing information is included (bookmarks, document properties and document structure tags).

Following this process will provide a more accessible PDF, but it does not guarantee that the PDF is fully accessible. A review with Adobe PDF Pro is needed, specially focusing on the reading order and the tags structure.

# Simplified checklist for accessibility in text documents

Below you will find a list of elements to be checked when creating an accessible document. It is not intended to be an exhaustive list, but a summary of the most common elements that document authors should check.

| **Checkpoint** | **Yes** | **No** | **Don’t apply** |
| --- | --- | --- | --- |
| Clear text and easy reading |  |  |  |
| The language of the document and fragments with a different language than the main language have been established |  |  |  |
| Sans Serif Font, size 12 |  |  |  |
| Text is aligned to the left |  |  |  |
| Paragraph spacing is wide, at least of 1.15 points high |  |  |  |
| Defined section breaks or page breaks |  |  |  |
| Titles define the document structure |  |  |  |
| Lists, numbering and bullets, have been created using Word tools. |  |  |  |
| The document has page numbers |  |  |  |
| Images and visual objects have Alternative text |  |  |  |
| Images are placed in line with text |  |  |  |
| Titles of images have been correctly assigned |  |  |  |
| The option “Insert table” has been used to create tables. |  |  |  |
| Titles of tables have been correctly assigned |  |  |  |
| Alternative text in tables |  |  |  |
| A general description of the table has been provided, including information about how information is structured. |  |  |  |
| Tables have a simple structure, without merged or divided cells |  |  |  |
| Use of Tables of contents |  |  |  |
| Use of Tables of figures |  |  |  |
| Correct use of colour |  |  |  |
| Semantic use of colour has been avoided |  |  |  |
| Colour contrast is accessible |  |  |  |
| Navigation links (hyperlinks) clearly identify the target of the link |  |  |  |
| The document has a meaningful title in metadata |  |  |  |