Web Accessibility

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WHAT IS WEB ACCESSIBILITY?
What is Web Accessibility?

“The power of the Web is in its universality. Access by everyone regardless of disability is an essential aspect.”

Tim Berners-Lee,
W3C Director and inventer of the World Wide Web
What is Web Accessibility?

• Wikipedia:

Web accessibility refers to the inclusive practice of making websites usable by people of all abilities and disabilities. When sites are correctly designed, developed and edited, all users can have equal access to information and functionality.

What is Web Accessibility?

For example, when a site is coded with semantically meaningful HTML, with textual equivalents provided for images and with links named meaningfully, this helps **blind** users using text-to-speech software and/or text-to-Braille hardware. When text and images are large and/or enlargable, it is easier for **users with poor sight** to read and understand the content. When links are underlined (or otherwise differentiated) as well as coloured, this ensures that **color blind users** will be able to notice them.
What is Web Accessibility?

When clickable links and areas are large, this helps users who cannot control a mouse with precision. When pages are coded so that users can navigate by means of the keyboard alone, or a single switch access device alone, this helps users who cannot use a mouse or even a standard keyboard.
What is Web Accessibility?

When videos are closed captioned or a sign language version is available, deaf and hard of hearing users can understand the video.
What is Web Accessibility?

When flashing effects are avoided or made optional, **users prone to seizures** caused by these effects are not put at risk. And when content is written in plain language and illustrated with instructional diagrams and animations, **users with dyslexia and learning difficulties** are better able to understand the content.
Jun Murai enters the French National Order of the Legion of Honour
18 February 2019 | Archive

We are pleased to announce that Dr. Jun Murai, W3C Steering Committee Member and Professor of Keio University has accepted the Knight of the Legion of Honour Medal from the French government. The decoration ceremony took place on 13 February at the French Ambassador’s residence. The Legion of Honour is the highest French order of merit for military and civil merits created by Napoleon Bonaparte in 1802.

French Ambassador to Japan Laurent Pic, who decorated Murai-sensei, introduced Jun Murai as an "Internet Samurai" in the world. Thanks to Jun’s Internet research activities, his accomplishments contributed greatly to the advancement of society as well as technical progress. In addition, France also showed that he has continued to collaborate with Japan and research exchanges with Japan in the Internet field for many years through him.

Following words of thanks, Jun explained in detail the relationship with France in Internet research. "There are a lot of network researchers in the United States but in the part related to standardization, France and Japan combined in many cases, such as the World Wide Web and satellite Internet," said Jun Murai, before concluding, "I wish this will lead to further development in the digital technology field, including the power of the young people of both countries in the future."

(Photos by Susumu ISHTO.)
Making the Web Accessible

Strategies, standards, and supporting resources to help you make the Web more accessible to people with disabilities.

W3C
The World Wide Web Consortium (W3C) develops international standards for the Web: HTML, CSS, and many more.

WAI
The W3C Web Accessibility Initiative (WAI) develops standards and support materials to help you understand and implement accessibility.

You
You can use W3C WAI resources to make your websites, applications, and other digital creations more accessible and usable to everyone.

News

Accessible Name and Description Computation (Accname) is a W3C Recommendation

Accessible Name and Description Computation 1.1 (“Accname”) was published today as a “W3C Recommendation” web standard. It describes how browsers and other user agents determine the preferred text to display for a resource using the name and description attributes.
What is Web Accessibility?

• W3C:

Web accessibility means that people with disabilities can use the Web. More specifically, **Web accessibility means that people with disabilities can perceive, understand, navigate, and interact with the Web, and that they can contribute to the Web.** Web accessibility also benefits others, including older people with changing abilities due to aging.

W3C: [http://www.w3.org/WAI/intro/accessibility.php](http://www.w3.org/WAI/intro/accessibility.php)
What is Web Accessibility?

• W3C:

Web accessibility also benefits people without disabilities. For example, a key principle of Web accessibility is designing Web sites and software that are flexible to meet different user needs, preferences, and situations. This flexibility also benefits people without disabilities in certain situations, such as people using a slow Internet connection, people with "temporary disabilities" such as a broken arm, and people with changing abilities due to aging.

W3C: http://www.w3.org/WAI/intro/accessibility.php
QUESTION
• Which are the most problematic items for a blind person when browsing the Web?
Screen Reader User Survey #2 Results

Article Contents
- Introduction
- Demographics
- Free/Low-cost Screen Readers
- Mobile Screen Reader Usage
- Javascript Disabled
- Braille Output
- Images and Alternative Text
- ARIA Landmarks
- Problematic Items
- Web Accessibility Progress

Translations
- Polish by Maciek Teodorowski

Related Resources
- Visual Disabilities
- Screen Reader User Survey
- Screen Reader User Survey #3
- Screen Reader User Survey #4
- Screen Reader User Survey #5
- Screen Reader User Survey #6
- Screen Reader User Survey #7
- Designing for Screen Reader
Most Problematic Items

- CAPTCHA
- Flash
- Ambiguous links
- Missing/Improper Alt Text
- Complex or Difficult Forms
- Poor Keyboard Accessibility
- Unexpected Screen Changes
- Poor or Missing Headings
- Too Many Links
- Complex Data Tables
- Lack of "Skip" Links
- Inaccessible/Missing Search
Screen Reader User Survey #7 Results

Article Contents
- Introduction
- Demographics
- Region
- Disability Reported
- Disability Types
- Screen Reader Proficiency
- Internet Proficiency
- Screen reader usage
- Primary Screen Reader
- Screen Readers Commonly Used
- Internet
- Visual Impairment
- Mobility Impairment
- Cognitive Impairment
- Hearing Impairment
- Other
- Other
- Other

Related Resources
- Visual Disabilities
- Screen Reader User Survey
- Screen Reader User Survey #2
- Screen Reader User Survey #3
- Screen Reader User Survey #4
- Screen Reader User Survey #5
- Screen Reader User Survey #6
- Designing for Screen Reader Compatibility
Most Problematic Items

- CAPTCHA
- Unexpected screen changes
- Ambiguous links/buttons
- Flash content
- Lack of keyboard accessibility
- Complex/difficult forms
- Missing/improper alt text
- Missing/improper headings
- Too many links
- Complex data tables
- Inaccessible/missing search
- Missing "skip" link
QUESTION

• Which are the most problematic items for a person with low vision when browsing the Web?
Survey of Users with Low Vision Results

Article Contents
- Introduction
- Demographics
- Vision Level
- Age
- Internet Proficiency
- Vision Correction
- Primary Device Used
- Assistive Technologies
- Operating System
- Primary Browser
- WebBrowsers
- Related Resources
  - Visual Disabilities
  - WebAIM Surveys

Last updated: Apr 29, 2013
Most Problematic Items

- Complex layouts
- Unreadable when enlarged
- Poor contrast
- CAPTCHA
- Pop-up windows/dialogs
- Complex or difficult forms
- Too many links/navigation items
- Missing/improper headings
- Poor keyboard accessibility
- Complex data tables
- Lack of 'skip' links
Web accessibility myths

1. Creating a text-only equivalent is sufficient
2. It's complicated and expensive to make my website accessible
3. Accessible and attractive web design can't go together
4. Accessible websites stifle creativity

Webcredible: http://www.webcredible.co.uk/user-friendly-resources/web-accessibility/myths.shtml
Web accessibility myths

5. My site visitors don't have a problem accessing my website
6. Web accessibility places restrictions on the web page design
7. Blind and disabled people don't use the Internet

Webcredible: http://www.webcredible.co.uk/user-friendly-resources/web-accessibility/myths.shtml
Página principal

Ir a contenido

Estudiantes | PDI | PAS | Visitantes | Alumni | Acerca de | Admisión y ayudas | Estudios | Investigación

Español | Valencià | English

Destacados

1. Elche y Sant Joan d'Alacant
2. 4 de febrero
3. Certifica tu nivel de Inglés.
4. Instituto Centro de Investigación Operativa
5. 10 de marzo
6. UMH Sapiens
7. ¡Te esperan más de 40 cursos!
8. Exposición de arte

Accesos directos

QUESTION

• Does anybody know a website that declares to be accessible?
WEB ACCESSIBILITY STANDARDS
Making the Web Accessible

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Web Content Accessibility Guidelines 1.0

W3C Recommendation 5-May-1999

This version:
http://www.w3.org/TR/1999/WAI-WEBCONTENT-19990505
(plain text, PostScript, PDF, gzip tar file of HTML, zip archive of HTML)

Latest version:
http://www.w3.org/TR/WAI-WEBCONTENT

Previous version:
http://www.w3.org/TR/1999/WAI-WEBCONTENT-19990324

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Ian Jacobs, W3C

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Abstract

These guidelines explain how to make Web content accessible to people with disabilities. The guidelines are intended for all Web content developers (page authors and site designers) and for developers of authoring tools. The primary goal of these guidelines is to promote accessibility. However, following them will also make Web content more available to all users, whatever user agent they are using (e.g., desktop browser, voice browser, mobile phone, automobile-based personal computer, etc.) or constraints they may be operating under (e.g., noisy surroundings, under- or over-illuminated rooms, in a hands-free environment, etc.). Following these guidelines will also help people find information.
WCAG 1.0

• Web Content Accessibility Guidelines 1.0
  – W3C Recommendation 5 May 1999

• 14 guidelines
  – 65 checkpoints
Web Content Accessibility Guidelines (WCAG) 2.0

W3C Recommendation 11 December 2008

This version: http://www.w3.org/TR/2008/REC-WCAG20-20081211/

Latest version: http://www.w3.org/TR/WCAG20/

Previous version: http://www.w3.org/TR/2008/PR-WCAG20-20081103/

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- Wendy Chisholm (until July 2006 while at W3C)
- John Slatin (until June 2006 while at Accessibility Institute, University of Texas at Austin)
- Jason White (until June 2005 while at University of Melbourne)

Please refer to the errata for this document, which may include normative corrections.

See also translations.

This document is also available in non-normative formats, available from Alternate Versions of Web Content Accessibility Guidelines 2.0.
WCAG 2.0

• Web Content Accessibility Guidelines 2.0
  – W3C Recommendation 11 December 2008
• 4 principles
  – 12 guidelines
  – 61 success criteria
Web Content Accessibility Guidelines (WCAG) 2.0

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Уполномоченный русский перевод

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http://www.w3.org/Translations/WCAG20-ru/

Последняя версия:
http://www.w3.org/Translations/WCAG20-ru/WCAG20-ru-20130220/

Оригинальная версия (на английском языке):
http://www.w3.org/TR/WCAG20/

Список замечаний:
http://w3c-ru/about/trad/wcag20/errata
Web Content Accessibility Guidelines (WCAG) 2.1
W3C Recommendation 05 June 2018

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Latest published version:
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Latest editor's draft:
https://w3c.github.io/wcag/21/guidelines/

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https://www.w3.org/WAI/WCAG21/implementation-report/

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Previous Recommendation:
https://www.w3.org/TR/2008/REC-WCAG20-20081211/

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Gregg Vanderheiden (Trace R&D Center, University of Wisconsin-Madison)
WCAG 2.1

• Web Content Accessibility Guidelines 2.0
  – W3C Recommendation 5 June 2018

• 4 principles
  – 13 guidelines
  – 78 success criteria
Level A

• **1.1.1 Non-text Content**: Provide text alternatives for non-text content
• **1.2.1 Audio-only and Video-only (Pre-recorded)**: Provide an alternative to video-only and audio-only content
• **1.2.2 Captions (Pre-recorded)**: Provide captions for videos with audio
• **1.2.3 Audio Description or Media Alternative (Pre-recorded)**: Video with audio has a second alternative
• **1.3.1 Info and Relationships**: Logical structure
• **1.3.2 Meaningful Sequence**: Present content in a meaningful order
• **1.3.3 Sensory Characteristics**: Use more than one sense for instructions
• **1.4.1 Use of Colour**: Don't use presentation that relies solely on colour
• **1.4.2 Audio Control**: Don't play audio automatically
• **2.1.1 Keyboard**: Accessible by keyboard only
• **2.1.2 No Keyboard Trap**: Don't trap keyboard users
• (NEW) **2.1.4 Character Key Shortcuts**: Provide a mechanism to configure keyboard shortcuts
Level A

- **2.2.1 Timing Adjustable**: Time limits have user controls
- **2.2.2 Pause, Stop, Hide**: Provide user controls for moving content
- **2.3.1 Three Flashes or Below**: No content flashes more than three times per second
- **2.4.1 Bypass Blocks**: Provide a "Skip to Content" link
- **2.4.2 Page Titled**: Use helpful and clear page titles
- **2.4.3 Focus Order**: Logical order
- **2.4.4 Link Purpose (In Context)**: Every link's purpose is clear from its context
- **(NEW) 2.5.1 Pointer Gestures**: All functionality that uses multipoint or path-based gestures for operation can be operated with a single pointer without a path-based gesture, unless a multipoint or path-based gesture is essential.
- **(NEW) 2.5.2 Pointer Cancellation**: To help avoid inadvertent activation of controls, avoid non-essential down-event (e.g., onmousedown) activation when clicking, tapping, or long pressing the screen.
- **(NEW) 2.5.3 Label in Name**: For user interface components with labels that include text or images of text, the name contains the text that is presented visually.
- **(NEW) 2.5.4 Motion Actuation**: Functionality that is triggered by moving the device (such as shaking or panning a mobile device) or by user movement (such as waving to a camera) can be disabled and equivalent functionality is provided via standard controls like buttons.
Level A

- **3.1.1 Language of Page**: Page has a language assigned
- **3.2.1 On Focus**: Elements do not change when they receive focus
- **3.2.2 On Input**: Elements do not change when they receive input
- **3.3.1 Error Identification**: Clearly identify input errors
- **3.3.2 Labels or Instructions**: Label elements and give instructions
- **4.1.1 Parsing**: No major code errors
- **4.1.2 Name, Role, Value**: Build all elements for accessibility
Level AA

- **1.2.4 Captions (Live)**: Live videos have captions.
- **1.2.5 Audio Description (Pre-recorded)**: Users have access to audio description for video content.
- *(NEW)* **1.3.4 Orientation**: Content does not restrict its view and operation to a single display orientation, such as portrait or landscape, unless a specific display orientation is essential.
- *(NEW)* **1.3.5 Identify Input Purpose**: Input fields that collect certain types of user information have an appropriate autocomplete attribute defined.
- **1.4.3 Contrast (Minimum)**: Contrast ratio between text and background is at least 4.5:1.
- **1.4.4 Resize Text**: Text can be resized to 200% without loss of content or function.
- **1.4.5 Images of Text**: Don't use images of text.
- *(NEW)* **1.4.10 Reflow**: No loss of content or functionality occurs and horizontal scrolling is avoided when content is presented at a width of 320 pixels.
- *(NEW)* **1.4.11 Non-Text Contrast**: A contrast ratio of at least 3:1 is present for differentiating graphical objects (such as icons and components of charts or graphs) and author-customized interface components (such as buttons, form controls, and focus indicators/outlines).
- *(NEW)* **1.4.12 Text Spacing**: No loss of content or functionality occurs when the user adapts text line height/spacing to 1.5 times the font size, paragraph spacing to 2 times the font size, word spacing to .16 times the font size, and letter spacing to .12 times the font size.
(NEW) **1.4.13 Content on Hover or Focus**: When additional content is presented on hover or keyboard focus: The newly revealed content can be dismissed (generally via the Esc key) without moving the pointer or keyboard focus, unless the content presents an input error or does not obscure or interfere with other page content; the pointer can be moved to the new content without the content disappearing; the new content must remain visible until the pointer or keyboard focus is moved away from the triggering control, the new content is dismissed, or the new content is no longer relevant.

• **2.4.5 Multiple Ways**: Offer several ways to find pages
• **2.4.6 Headings and Labels**: Use clear headings and labels
• **2.4.7 Focus Visible**: Ensure keyboard focus is visible and clear
• **3.1.2 Language of Parts**: Tell users when the language on a page changes
• **3.2.3 Consistent Navigation**: Use menus consistently
• **3.2.4 Consistent Identification**: Use icons and buttons consistently
• **3.3.3 Error Suggestion**: Suggest fixes when users make errors
• **3.3.4 Error Prevention (Legal, Financial, Data)**: Reduce the risk of input errors for sensitive data
• (NEW) **4.1.3 Status Messages**: In content implemented using markup languages, status messages can be programatically determined through role or properties such that they can be presented to the user by assistive technologies without receiving focus.
1.2.6 Sign Language (Pre-recorded): Provide sign language translations for videos

1.2.7 Extended Audio description (Pre-recorded): Provide extended audio description for videos

1.2.8 Media Alternative (Pre-recorded): Provide a text alternative to videos

1.2.9 Audio Only (Live): Provide alternatives for live audio

1.3.6 Identify Purpose: In content implemented using markup languages, the purpose of User Interface Components, icons, and regions can be programmatically determined.

1.4.6 Contrast (Enhanced): Contrast ratio between text and background is at least 7:1

1.4.7 Low or No Background Audio: Audio is clear for listeners to hear

1.4.8 Visual Presentation: Offer users a range of presentation options

1.4.9 Images of Text (No Exception): Don't use images of text
Level AAA

- **2.1.3 Keyboard (No Exception):** Accessible by keyboard only, without exception
- **2.2.3 No Timing:** No time limits
- **2.2.4 Interruptions:** Don't interrupt users
- **2.2.5 Re-authenticating:** Save user data when re-authenticating
- **(NEW) 2.2.6 Timeouts:** Users are warned of the duration of any user inactivity that could cause data loss, unless the data is preserved for more than 20 hours when the user does not take any actions.
- **2.3.2 Three Flashes:** No content flashes more than three times per second
- **(NEW) 2.3.3 Animation from Interactions:** Motion animation triggered by interaction can be disabled, unless the animation is essential to the functionality or the information being conveyed.
- **2.4.8 Location:** Let users know where they are
- **2.4.9 Link Purpose (Link Only):** Every link's purpose is clear from its text
- **2.4.10 Section Headings:** Break up content with headings
• (NEW) **2.5.5 Target Size**: Clickable targets are at least 44 by 44 pixels in size unless an alternative target of that size is provided, the target is inline (such as a link within a sentence), the target is not author-modified (such as a default checkbox), or the small target size is essential to the functionality.

• (NEW) **2.5.6 Concurrent Input Mechanisms**: Web content does not restrict use of input modalities available on a platform except where the restriction is essential, required to ensure the security of the content, or required to respect user settings.

• **3.1.3 Unusual words**: Explain any strange words

• **3.1.4 Abbreviations**: Explain any abbreviations

• **3.1.5 Reading Level**: Users with nine years of school can read your content

• **3.1.6 Pronunciation**: Explain any words that are hard to pronounce

• **3.2.5 Change on Request**: Don't change elements on your website until users ask

• **3.3.5 Help**: Provide detailed help and instructions

• **3.3.6 Error Prevention (All)**: Reduce the risk of all input errors
W3C Web Content Accessibility Guidelines 2
Conformance Logos

Summary

This page provides information about conformance logos for WCAG 2.

Note: The information is for WCAG 2.0. It will be updated for WCAG 2.1 later in 2018. This page includes logos for 2.0 and for 2.1.

Page Contents

- How to use the logos
- Logos
- Scope of the claim
- Responsibility for accuracy of claims
- Comments
## WCAG 2.0 Logos

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## Scope of the claim
Quick Tips to Make Accessible Web Sites

1. **Images & animations:** Use the `alt` attribute to describe the function of each visual.
2. **Image maps.** Use the client-side map and text for hotspots.
3. **Multimedia.** Provide captioning and transcripts of audio, and descriptions of video.
4. **Hypertext links.** Use text that makes sense when read out of context. For example, avoid "click here."
5. **Page organization.** Use headings, lists, and consistent structure. Use CSS for layout and style where possible.

W3C: [http://www.w3.org/WAI/quicktips/]
Quick Tips to Make Accessible Web Sites

6. **Graphs & charts.** Summarize or use the `longdesc` attribute.

7. **Scripts, applets, & plug-ins.** Provide alternative content in case active features are inaccessible or unsupported.

8. **Frames.** Use the `noframes` element and meaningful titles.


10. **Check your work.** Validate. Use tools, checklist, and guidelines at [http://www.w3.org/TR/WCAG](http://www.w3.org/TR/WCAG)

W3C: [http://www.w3.org/WAI/quicktips/](http://www.w3.org/WAI/quicktips/)
AUDIT & TESTING
Audit & Testing

• **Accessibility audit:**
  – An accessibility expert reviews your site, highlighting any accessibility issue

• **Accessibility testing:**
  – Real disabled users complete common tasks on your website whilst a moderator notes all problems they experience

• **Automated accessibility testing:**
  – An automated program evaluates your website against accessibility guidelines
Audit & Testing

• Automated accessibility testing:
  – Literal interpretation of guidelines
  – Can't check any content issues
  – Can't check many coding issues
  – Outdated guidelines are used
  – Most guidelines aren't properly checked
  – Warnings may be misinterpreted
Welcome to AChecker. This tool checks single HTML pages for conformance with accessibility standards to ensure the content can be accessed by everyone. See the Handbook link to the upper right for more about the Web Accessibility Checker.
Simplify Your Accessibility

We believe...

in a web accessible to everyone. Tenon.io exists because universal design is hard. We create software to help you reach beyond compliance and build superior experiences for everyone.

Join us
WAVE
web accessibility evaluation tool

Site-wide WAVE Tools  Browser Extensions  Help  About/Terms of Use  Feedback

Web page address...

Powered by WebAIM

Need more than just one page at a time?

Dinolytics is an enterprise-level web accessibility evaluation system based on WAVE that provides site-wide monitoring and reporting of accessibility over time.

Learn more at dinolytics.com

Dinolytics
MORE INFORMATION
Making the Web Accessible

Strategies, standards, and supporting resources to help you make the Web more accessible to people with disabilities.

W3C
The World Wide Web Consortium (W3C) develops international standards for the Web: HTML, CSS, and many more.

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News

Accessible Name and Description Computation (Accname) is a W3C Recommendation

Accessible Name and Description Computation 1.1 (“Accname”) was published today as a “W3C Recommendation” web standard. It describes how browsers and other user agents determine the

See what we have for you:

Get Resources for...

- Content Writers
- Designers
- Developers
- Evaluators, Testers
- Policy Makers
- Trainers, Educators
- Web Users, People with Disabilities, Advocates
Accessibility

We’re constantly working to make GOV.UK as accessible and usable as possible.

The website does not have a separate accessibility statement. This is because we’ve tried to design GOV.UK to be as accessible and usable as possible for every user.

You can read a blog about accessibility on GOV.UK.

Compatibility with tools

GOV.UK is designed to be compatible with recent versions of the following screen readers:

- JAWS
- NVDA
- VoiceOver
We have web accessibility in mind
Our mission is to empower organizations to make their web content accessible to people with disabilities.

Accessibility Training
Whether here in Utah or on-site at your organization, WebAIM can provide web and document training to fit your needs.

Technical Assistance
Need assistance implementing accessibility? WebAIM’s expert staff can provide the assistance you need.

Accessible Site Certification
As a respected third party accessibility expert, WebAIM can evaluate and certify your site to established web accessibility guidelines.

Evaluation and Reporting
We can provide reports to help you know how accessible your site is and how to make it better.

Community
WebAIM Blog
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The Web for Everybody

About "Web Accessibility"

This website is designed to serve as a first course in web accessibility in computer science curriculum. Besides the basic concepts of web accessibility, the current web standards and the new features of HTML5 and CSS3 are also introduced.

In no way this website must be considered as a complete self-learning course. The aim of this website is to help to teach a classroom course. However, it is possible to use it as a guide for self-learning, but with a great effort.

Topics covered include: web accessibility, assistive technologies, current web development, web standards, World Wide Web Consortium (W3C), Web Accessibility Initiative, markup languages, HTML5, and CSS3.

You should expect to spend approximately 12 hours on this course when delivered face-to-face. If you want to use this course as a self-learning course, the duration should be at least twice, you will need to look for additional information to supplement what is not explained in these pages.

Requirements

You must have some background in HTML (HTML 4 or XHTML 1.0) and CSS (CSS1 or CSS2).