# Webinar: Word Document Accessible 101

Date: March 10, 2021

Full details about this webinar including links to related resources can be found on our website: <https://daisy.org/news-events/articles/word-document-accessibility-101-w/>

- Hello everyone, and a very warm welcome to you.

My name is Richard Orme and I'm your host

for today's webinar Word Document Accessibility 101.

Over the last few months, we've covered many topics

on accessible publishing and reading.

On many occasions our presenters

have been demonstrating, describing images,

exploring math and creating EPUB

whilst using the Microsoft Word application

but we've not tackled the topic

of accessible Word documents themselves.

Some of our audience tell us they liked the practical

do it yourself webinars.

So this week we'll focus on this important subject.

Our wonderful panel includes a senior programme manager

from Microsoft and accessibility experts who provide advice

and technical training on accessible Word documents

to educators and government departments.

So without further delay

I'll ask our panel to introduce themselves.

Erin: I'm Erin Williams and I am a Programme Manager at Microsoft.

Kirsi: Hello everyone, my name is Kirsi Ylanne

I work at Celia Library for the Print Disabled in Finland,

Greetings from Helsinki!

Prashant: Hello everyone, my name is Prashant Verma,

I'm working as an Accessibility Specialist

for the DAISY Consortium.

- Thank you panel.

So looking forward to hearing your presentations,

let's just do a quick overview

of what today's session will include.

We'll start off with Erin, giving us an overview

of why accessibility and Microsoft accessibility and Word.

Then we'll see some demonstrations of accessibility barriers

and indeed solutions before diving into techniques

of how you can make sure

that your Word documents are accessible

to all. We'll cover Word document structure,

graphics, tables and considerations around content.

We'll look at testing for accessibility

and we'll cover any questions we haven't already covered

in your questions section at the end and some discussion.

So let's move on then to Why accessibility? Erin?

Erin: Thank you, Richard.

You know, we live in a connected society.

We are more connected than ever

in our work education and personalised

and technology can connect people and how they communicate

learn, transact and experience the world.

With over a billion people in the world

who have disabilities,

it's unfortunate that many of them can't fully participate

in our economies and our societies.

If we don't design for accessibility

we're excluding a large segment of the global population

who could be customers, co-workers or employees.

When societies and organisations are inclusive

in their approach to accessibility,

they design products and services

that can be seamlessly used by everyone.

When services, tools and products

aren't designed inclusively, it's like saying

to every fifth person who walks in your door

you can't work here, or I don't really want your business.

We need to be inclusive in all areas of accessibility,

visual, audio, mobility, cognitive and maybe more.

While it may seem like a daunting task,

there are some fundamental things you can do

to make a big bang for your buck.

And once you start thinking inclusively

it becomes second nature.

So specifically with Microsoft and Accessibility

it was a little over five years ago when Satya Nadella

our CEO approved a huge investment into accessibility.

He came out with a pretty cool mission statement

to empower every person and organisation on the planet

to achieve more.

Satya stated in a company memo that went viral

that the world is diverse.

You will better serve everyone on the planet

by representing everyone on the planet.

Will be open to learning our own biases

and changing our behaviours so we can tap

into the collective power of everyone at Microsoft.

We don't just value differences,

we seek them out, we invite them in.

And as a result our ideas are better,

our products are better and our customers are better served.

At Microsoft we're just beginning to fully understand

the full impact that inclusion has

on our productivity and innovation.

We're taking an integrated approach to inclusion.

The first of these pillars starts

with our culture and our people.

It's important to hire talent with disabilities.

Having a diverse workforce enables us to create products

that work for everyone

with accessibility embedded into those products

and not just bolted on as an afterthought.

We're also ensuring our systems

across the company are accessible

and we think about inclusion from start to finish.

Accessibility drives itself

and drives innovation and change,

and what's possible for people with disabilities

ensuring that we have a continual focus on the future.

So specifically with Microsoft Word and accessibility,

Microsoft Word is currently the most widely

used word processor on the market.

And it's part of the Office desktop

both desktop and web versions of Office 365

working on Windows, Apple and Android systems.

The application is accessible and widely taught

by most businesses and governments.

Built in features support and encourage accessibility

compatibility with screen readers such as JAWS,

NVDA, Narrator and more, as well as dictation abilities

and multiple features with Learning Tools.

Accessibility Checker is another Microsoft tool that we have

in most Office 365 products, Word included,

which helps ensure that your content is accessible

for those who consume it.

Techniques covered in this webinar will apply

to Windows, macOS, and online versions of Word.

Kirsi: Thank you Erin,

now we are going to have a look at three examples

of accessibility barriers and solutions to the barriers,

and first example is text content as an image.

Sometimes the text content is included as an image

perhaps a quotation with an image behind

as a stylized heading or a table copied from a spreadsheet

as in this example.

If text is included as an image

it cannot be read aloud or read on a braille display

and it is not possible to copy and paste text from an image.

And in the next slide, we see another problem.

If someone with low vision uses a high contrast scheme

then the table as an image will not display correctly.

Here, the high contrast scheme in Windows has been used.

So display becomes white text on black background

but the table in the Word document stays in the

same colours because it was included as an image.

And in the next slide, we can see that

now the table is inserted into the Word document

as a proper table.

It now changes colour according to the user preferences,

similarly the font can be changed, the text made bigger

and it can be explored by someone using a screen reader.

Text content include it as images present a barrier

to accessibility as we see in this example.

Following the correct approach means that the document

is accessible to users with various disabilities.

Prashant: Thanks Kirsi, now we will have a look at an example

of heading structures,

how lack of a heading structure actually creates barriers

for many people with disabilities.

When documents don't have a heading structure

it becomes difficult for everyone to navigate it.

You can see an example here.

This document has sections and subsections

which are visually prominent

but when we open the navigation pane from the viewable

we find that the navigation page is empty,

there are no entries in it, actually there's is a tip

from Microsoft Word to make use of the heading styles

to prepare the sections and subsections.

We can see the second example.

It is the same document and it's looking similar

but here the heading structure is present

and in the navigation pane, we can see a list

of all the sections and subsections

and one can use it to navigate to any part of the document.

So the heading structure is a very important part

of making the document accessible.

Later in this webinar,

we'll see how we can apply styles to prepare the structure.

Kirsi: Thank you, Prashant.

And next, we'll go on to have a example

what happens when you image descriptions are missing

from an image and in the first short demo we do,

we're going to see an image without the alternative text

and pay attention what happens when the screen readers focus

is on the image.

Computer: Departure of the lifeboats 00:45 02:05,

picture 29 image in line with text.

The Sad Parting unattributed illustration dated to 1912.

Kirsi: Okay, you could hear that it says picture 29

in line with text.

And next example, we'll show what happens

when an alternative text is added to the image.

Kirsi: Departure of the lifeboats 00:45 02:05.

Illustration of a weeping women being comforted by a man

on the sloping deck of a ship.

In the background men are loading other women

into a lifeboat image in line with text.

The Sad Parting unattributed illustration dated to 1912.

Kirsi: And here you could see the content of the image

was explained because the image has an alternative text.

Okay, one of the most important things to know

about the accessible Word documents is

that you need to use built-in heading styles

for marking up headings, do not rely on the visual layout

and be happy with just editing the heading text

larger and bolder.

Make sure that the structure of the document

is marked up correctly.

The heading styles contain information that is conveyed

to the assistive technology.

The screen readers look under the hood

of the Word document and pass information

about the structure to the users.

And using heading styles also make it possible

for screen readers users to navigate in the Word document

skipping from heading to heading.

And styles are also needed

if you want to convert your Word document

into another format.

Information of the styles is used

to create necessary text in an accessible PDF file

or ebook publication.

And now we going to show how to mark up text headings

with headings styles.

So highlight the text of the heading

like here at the background and then go home

and where there are styles choose the appropriate style,

either heading one or heading two.

And when you use heading styles

use them in a logical and consistent way.

Use heading one for main headings on document

and heading two for subheadings.

And if you want to use more heading levels

use heading three, heading four, et cetera.

You can use also heading five and six

but don't use heading seven.

Then you might run into problems

if you want to convert the document,

and do not skip over heading levels

for example, from heading one to heading three

because skipping heading levels can be very confusing

for users of assistive technology.

And you can check the heading structure

in the navigation pane that was shown earlier.

So choose view and then check box navigation pane

and you will see on the left-hand side

the heading structure

and the heading level one is left most

and then heading level two is indented

and heading level three is indented and even more.

So this is a very quick way to visually

check the heading structure.

Okay, other styles should also be used

in the same way as headings.

So if you want to have a list in your Word document

use the bulleted or numbered list for the list.

This makes sure that the users of screen readers

and assistive technology will also know

when there is a listing of the document.

If you want to edit the font, spacing

or other features of the body text

modify the styles that you are using.

For example, modify normal style to format the body text.

However, it's important to know that some built

in features in Word do not work well

with assistive technology at the moment.

Do not insert text boxes in your Word document,

Screen readers could ignore the text boxes

and the text in the box

and the users wouldn't access the text at all.

So instead of you using text boxes,

edit a text paragraph and add a border to the paragraph.

And visually the text will be in a box

and then the screen readers will be able to access the text.

Okay, I think that many of you might already

use the heading styles in Word documents.

So you are already producing

quite accessible Word documents,

but if you want to further improve the accessibility

of your Word documents, you should make sure

that your pictures and images are accessible.

So when you insert a picture,

make sure that the picture is inline with text

and check out the layout options of the picture.

When the picture is inline with text,

screen readers can access to alternative texts

of the picture.

If the pictures is floating then the screen readers

may ignore the image and it's alt text.

And there may also be some problems

if you want to convert the Word document

into another format.

The screen readers cannot magically scan images

as you would see in the first example.

You need to add alternative text for images

and before you start writing the alternative texts

or 'alt text' as it is called, you should think

what is the purpose of the image in the document?

What information the image contains?

And what is told in the body text?

Don't repeat the same things that are already told

in the document text but focus on the information

that is important and all is seen in that image.

Remember that the alt text is meant

for people who use screen readers

and only they can access the alt text.

Unfortunately, we don't have now time

to discuss more how to write alt texts

but previous days of webinars have covered this team.

Go to the data webinar page and look

three webinars titled,

The Art and Science of Describing Images.

You will find excellent information

about how to describe different kinds of images.

But let's now have a look how to add alt text in Word.

So when you have inserted an image into your Word document

select the image,

and if you use a mouse right click on the image

and choose edit alt text.

And then (murmurs) titled Alt Text will appear.

There will be a question,

How would you describe this object

and its context to someone who is blind?

And there is a tip text one to two sentences

are recommended.

The newest version of Word,

have a option to generate a description for me.

You can try that

and see what kind of results artificial intelligence

at the moment can make but

I have to warn you that the quality is not very great

at the moment, if you would add an automatic description

for this image, the painting would say

'a battleship in the water'.

But here we have written the alternative text ourselves

and the text is as follows,

'painting of a ship sinking by the bow

with people rowing a lifeboat in the foreground

and other people in the water.

Icebergs are we visible in the background.'

So that is quite different

than a battle ship in the water.

So please write alt text yourselves.

Human can guarantee the quality

and consider the context of the image,

which is not currently done by the artificial intelligence.

And in the newest versions of Word,

it is also possible to mark an image as decorative.

You can use this with images

that do not contain any information.

For example, if there's an extract form

that only brings colour to the document.

If you have an older version of Word

you don't have this option mark as decorative

then you can write the word 'decorative' in the Alt text field.

Okay, now it's Prashant's turn to tell about tables.

Prashant: Thanks Kirsi.

To ensure that the tables are accessible for everyone,

keep them as simple as possible.

This is because the screen readers

and other assistive technologies do not cope well

with complex tables.

So you should avoid using merge cells, split cells

and extra tables.

Do not use tables for layout purposes

such as placement of text and images.

Use the table only when you want to present

some tabular data.

If the table has a header row than you need to mark it,

you need to ensure that it is selected properly

in the Word document,

so that screen reader started built to identify it

and read it when they are navigating within the table.

To mark the header row, you need to click on the row

or select it.

And then if you're using a mouse right click

and in context menu, select table properties

then you need to go to the row page

and select the check box.

'Repeat as header row on the top of each page'

and ensure that the other check box,

which is to allow row to break

across all pages is not selected.

That is not good for accessibility

and you can click okay and that's all.

This will make it a header row

and when screen reader users will be navigating the document

they will be able to have the column headers read aloud.

Okay, what are the other content consideration?

So you can use headers and footers,

particularly when you are aware that the document

will be printed but be aware that assistive technologies

may not detect the presence of headers and footers.

So important information should not be put

in the header and footer alone,

information such as name of the author

or the title of the book should be in the document text

as well as the header and footer.

The header and footer information is also sometimes lost

when the document is converted to some other formats.

It is also important to identify the document language,

this enables screen readers to use an appropriate voice

to read aloud the text.

To mark the document language, you have to select the text.

And then in the ribbon review pane at the top

you need to choose language and then set language and there

from the list of languages, select the correct language

in the document text list, and then you can click okay.

This will help the assistive technology users

in having the text read aloud

or converted to some other formats.

Footnotes and endnotes should be created

using the Microsoft Word features.

People should be able to click on the note reference

and then skip and read the note.

This is possible only when you use

the insert footnote option

in the Microsoft Word reference ribbon.

Sometimes people manually just write down

the footnote reference numbers.

In that case, it is not accessible.

I can also demonstrate what to do with the hyperlinks.

The hyperlinks should have a label

which is easy to read and understand, what example

on the slide that you see on the screen.

The first type of link has the label,

'Wikipedia article on sinking of the Titanic'

This is easy for screen readers

and other assistive technologies to read out,

whereas the other hyperlinks, which are the URL

or the web addresses are difficult to read and understand.

Which is the display text of the hyperlink,

you need to right click on the hyperlink.

So we are changing the display text

of the last hyperlink on this slide,

right click and then choose edit hyperlink.

And then at the top you will find this field text to display

there you should write something such as for this link

the New York times, and then click Okay.

So the display text will change,

it will still work,

people will still be able to click

and go to the relevant webpage

and this is now accessible for all users.

Kirsi: Thank you Prashant, and Erin already told that Word

and other Office programmes have built in accessibility

to checkup which helps you to find accessibility errors

and fix them.

And now we're going to show you

how to run the Accessibility Checker.

Okay, in the newest version of Word,

you can start the Accessibility Checker code,

select review tab and then select check accessibility.

And you will have the Inspection results

on the right hand side,

and you will see errors and warnings.

Fix all the errors and check the warnings

if you have to correct them and fix them.

So let's now have a look at the list of errors.

One of the very common error is missing alternative texts

and you can choose one of the items in the list.

Let's take the picture 43

and there then focus on the document

we'll go through that image.

So you will see it on the main page

and you can click the picture 43 here

and see more how to fix it.

And also you can see on the lower,

why fix and steps to fix,

but here the recommended actions is shown

and it says 'Add a description'

And if you click on that,

then we can rise the alternative description there.

Here, you could see that

it has the name of the file name there.

So it's better to write there something.

And now we are writing a coloured map shows the route

of the Titanic from South Hampton et cetera, okay.

It is also possible here

to generate the description for me to push that

but I recommend do not do that.

And if the image had been a decorative image

then we could have marked it as a decorative.

And in this way you should go through all the image,

the pictures that are missing to alternative text.

Okay, the other very common error is that image or object

is not in line and let's now have a look

at what has happened, okay?

Here the focus went to the image

and we can see that the it's not in line,

you then move it there. And we can fix it also

by changing the image in line with text.

And when we choose that, you can see that the arrow

is not any more seen in the inspection results.

Okay, then there are some warnings,

you might have merged or split cells in a table

but this might be something that you have is correct.

You don't have to correct it, if this is done on purpose.

But let's have a look what is the warning

hard to read text contrast.

Now we can see that there is a light grey background

and also white light grey text.

And there is not enough contrast

between the text and the background

and we can fix that by making the text darker.

It's okay, so what do you have to do?

Fix all the errors and go through the warnings

and see whether you have to fix them or not.

Okay, then I like to mention you that unfortunately

the accessibility checker does not find all the errors.

So it was you that if there are no headings in the document

so this is something that it's not an error but it's a tip.

And please always try to have at least one heading

in your Word document.

So here we should add in this document heading structure.

And these can be done for example,

marking up the heading as we showed earlier.

Also one problem is that if you have skipped heading levels

the Word accessibility checker does not warn you about this.

So do use the navigation pane

to check the heading structure.

And one problem with alternative texts

is also the accessibility checker

do not check the quality of the alt text.

So there might be a case

that the document can have a photo of a cute cat

and then the alternative text might be

'drawing of an angry dog'.

So you need to manually go through and check the images.

Like for example, here we have inserted an image

and the alternative text says img1.jpg

and it doesn't tell anything about the content of the image.

So you have to write yourself the alternative text here.

So you cannot totally rely on the accessible checker

but it's a very nice tool to have.

And there are some things you need to check

manually in the Word document.

Prashant: Thanks Kirsi!

So in conclusion, we can say

that making the document accessible benefits all users,

it actually, it may help you reduce the time taken

to format the document, it can make you more efficient.

For example, to make the section names prominent

you may be increasing the font size, changing the font,

changing the colours and you can achieve the same effect

just by dusting one click

just by applying a heading style.

The use of the heading structure makes a document navigable,

the navigability improves for everyone

not just users with disability, without the structure

even the non-disabled people can't really randomly skip

to any section or subsection,

the navigation pane can't be used.

So the usability for everybody improves when

you make the document, it is the right thing to do

and very often it is also a legal requirement.

Richard: Thank you, Erin, Kirsi and Prashant for some presentations

and some very smooth demonstrations there.

And I have a bunch of questions all lined up for us.

Let's start with the first one that came in

which is, we know that some people are using the very

latest versions of Word,

some people are using older versions.

What do you have to say around the accessibility features

in the different versions, Erin?

Erin: Thanks Richard, that's a really good question.

As you said, the latest and greatest versions are always

going to have the most accessibility features.

So we've been doing this accessibility push

as I mentioned previously for a couple of years

but you know, every year that we release a new product

it's gonna have a cumulative amount of features

and updates and just new things to try.

So the latest and greatest is always going to

have the most accessibility features.

For example, the desktop or web versions of Office 365

will have more accessibility features

than office desktop, 2019, 2016, 2013 or 2010.

I know those are still used a little bit in the market

but the most features we'll have or will be in the latest

and greatest Office 365 versions which are available desktop

and web versions, but they are more accessible

than standalone versions, 10, 13, 16 or 19

of office desktop product.

Richard: We've got some questions now

which are grouped together

which relate to tabular information.

So the first is a clarification please,

this question comes from Tim.

Prashant said to avoid merged cells

but when doing the accessibility checker

Tim spotted that Kirsi allowed that to happen.

So how hard and fast is this rule around merged cells

and what are the implications

of allowing those to go through?

So Prashant or Kirsi, maybe you'd like to pick this one.

Prashant: Yeah, okay.

So when each column is separate, had a separate header

then as the screen reader use it is going through the table

and they are at maybe down below in the table,

still then they are able to find out which column they are

and what is this information all about?

Then the cells are most for those columns,

those two columns, the same column header is read out.

So some users will still be able to understand

that the content,

but yes if possible one should avoid merging the cells

but sometimes the data is such that, that it can't be done.

So then we can just let it go.

We can ignore that warning.

Yeah, we have an example here on screen.

So we see that the last column is length,

it is a merged cell and then the row below

has two headings, metres and feet.

We are hearing the screen reader.

Computer: Length column header.

Richard: So I was trying to demonstrate

using Narrator in Word, this works very well.

It's reading the column heading

and whichever column I'm in

It will read me that merge cell

and I'm not hearing the numbers actually are

for metres and feet, I'm not hearing the extra information.

If this was split, I guess, into separate row headings

then I would be able to hear that information correctly.

Is that right?

Prashant: Yes it is correct.

We could have split this

and we could have said length in metres and length in feet.

So this table can be modified slightly

to improve the accessibility in this case.

Richard: Let's make sure we're answering Tim's question,

okay?

So yeah, so Kirsi you allowed it

in the accessibility checker.

What are your thoughts on merged cells and tables?

An absolute no, no or sometimes are they okay to keep in?

Kirsi: I think it's sometimes you need to keep them

if the nature of the table is that

but like Prashant said in this example,

we could write it two columns length in metres

and length in feet.

And I think that when you want

to make an accessible document

try to keep the tables as simple as possible.

But many times if there are very, very tricky tables

you cannot keep them simple.

Richard: Let's stick with tables for a little bit longer,

we've got two more questions.

One is, what are the implications for importing a table

from Excel or another application such as Excel

is the question.

Kirsi: Yeah, I think many times

if you make sure that the Excel, the table is accessible

you can use the accessibility checker in Excel

then you can import it to your Word document

and it should work fine.

And so between the different office documents,

you can copy things and they're usually work fine

but do use the accessibility checker in the Word document.

Richard: It's great, thank you.

And the last for the moment question on tables is

in Microsoft Word it's possible to add Alt text for tables,

when would you do this in what sort of circumstances

or in fact, should you be doing that each time?

Prashant: So the earlier versions of Microsoft Word,

the accessibility checker actually flag this

if the table did not have an Alt text,

the recent accessibility checker doesn't have this test,

so it's not mandatory.

Actually this field is not really used

by the screen readers or most standard technology.

But however, the description is there

and if the document is being converted to some other format,

maybe plain text format then it may use this description.

They may put it in place of the table

sometimes in some scenarios it may be useful.

In my view it is not critical, not essential now

but yeah, I mean, providing it can have some use cases.

Richard: That's great, thank you.

I have a question from Dinesh which is related

to the hyperlinks and Prashant,

you showed how you can add display texts for hyperlinks.

Dinesh is asking about what about the screen tip?

This was something that popped up as well on the screenshot.

What's the role of the screen tip please?

Prashant: Yes, screen tip I believe it helps the sighted users.

I would suggest that we have something useful,

something similar in the screen tip also.

The screen tip is not really what is used

by different screen readers or read aloud tools.

But yes, I mean it helps to have the same text I suppose,

or something similar, something quite useful over there.

Richard: Great, thank you.

So then I have a question from Hans and Hans is saying,

in Microsoft Word you can hide the images

and show placeholders instead

and if you do so the images will be replaced by empty boxes.

Do you know is there a way

of showing available text alternatives

within the boxes because this would be great

since it would help assessing the quality

of the image description.

I guess I could see a workflow where you kind of see

all the Alt text in place

almost kind of how a screen reader will encounter it.

Or maybe sometimes

if you see a webpage where the image hasn't loaded

you see the Alt text there,

instead it do we know whether or not this is a feature

that is in Word or could be considered for it.

So I don't think I've seen that option.

Maybe it's a suggestion coming your way Erin.

Erin: Yeah, I probably would be a suggestion

I haven't seen that either.

A good way to make suggestions

in to the product is through the user voice site.

And if you just go to any browser and you select,

type in search keyboards, Microsoft user voice and Word

and you can put any kind of product

select suggestions there.

The nice thing about having user voice is it's public

and other people can vote on that suggestion.

So if there are multiple people who also

want that same feature it can get voted up,

a higher impact meaning the more people who vote on it

then the more likely the product group will to prioritise it

in the next releases.

Richard: Thank you.

The next question is around numbered lists

and the question is that in Word documents

sometimes the numbered lists are

in multiple different formulas,

different ways of presenting the numbers

with letters and numerics and so on.

How can we simplify the numbered lists,

make them easier to use?

Prashant: Okay, in my view,

as long as the numbers have been generated automatically

it is okay to have any kind of numbering

like Roman numbers or alphabets, it's not a problem.

And one can always choose the format option, the bullets

and numbering list has a formatting option

where you can change the numbers also,

you can have it start from a certain number

or you can choose it a different numbering scheme.

So as per requirement, that can be done.

In general we don't like to change the content.

If the author has presented it in a certain way,

we want to just keep it like that.

Just ensure the accessibility part.

So if it's a list which is manually created

with the numbers have been typed manually

or in case of bullets, if the bullets are inserted graphics

then we interfere with it which we changed that

and choose similar automatic bullets

or automatic number list.

Richard: Thank you.

The next question feels it's back to tables,

it's a popular topic.

The question feels more like a screen reader type question

but it's relevant to this.

It's all about the accessibility of Word documents.

How can a screen reader user get like a summary

of a Word table from their screen metre?

Maybe simple or complex to be able to hear about

what their table is.

Any thoughts on that Prashant?

Prashant: Okay, so the screen reader

when it encounters the table,

it of course and I would say is the number of rows

and columns it has,

and one is navigating the rows and column,

numbers are also announced.

And the screen readers also provide many key strokes

to have either the column header, row header announced

or not announced as per the requirement.

It's also possible to directly skip to the next row

from the present cell on the previous row or the column.

So, that is if I believe once it is a proper table

screen reader users will have full control

to navigate and read the table.

Richard: Thank you Prashant.

A couple of questions coming your way now, Kirsi.

And so the first is Tim again is saying that maybe

you mentioned using all caps in your presentation.

So can we just hear your thoughts on that?

Kirsi: If it was in the example,

when we wrote the heading it was used in all caps.

Tim is correct that it's having a long text in all caps

is problematic for people who have learning difficulties

or reading difficulties.

So I would say it's good to avoid using long texts

with all caps.

But there's sort of for people who are using screen readers,

then it's not a problem when they can hear the text.

Richard: Thank you for that.

Kirsi: So you should have a look

at what kind of instructions that these organisations

for dyslexia or learning difficulties have

and try to follow the layout advice and suggestions

for making sure that the text is visually very well,

easy to read.

Richard: And Kirsi you've reminded me that I remember

the advice from RNIB.

The blindness organisation in the UK

was for folk with low vision,

not to use all caps as well for lots of text

because the letter shapes

are then much more difficult to discern.

So okay, so that's a very helpful clarification,

thank you for that.

A linked question is about fonts.

So are there any recommended fonts

for use when you're creating your Word document, Kirsi?

Kirsi: I would say that chose a font

that is as clear as possible like in these slides

we are using a special font, Richard what is it called?

Atkinson hyper legible font.

Richard: Okay yeah, this is one that has come

from the Braille Institute actually in the States,

there are similar fonts from APH

and from an organisation in France and elsewhere, so yeah.

Kirsi: But I like to remind that if you are sending

a Word document to a person and you don't lock it

then they can themselves edit the font.

And but if you send a PDF file,

that you have the converted from Word document

then you cannot anymore change the font.

So, I think it's very good to use that kind of file formats

that allow users to adjust the fonts themselves

and adjust the layout themselves.

Richard: Great, thank you.

What are the considerations for making a Word document

if you're then going to create a PDF from it

and you want that to be as accessible as possible.

Do you need to follow some different guidelines

to what has been shown in this presentation?

Kirsi: Well, you have to make sure that your Word document

is accessible and then you have to make sure that convert

the Word document into PDF file in a correct way.

So you can go to file tab and then use the export option.

And then there's the create PDF.

And then before create publishing the PDF

you should check the options

and choose the following things

that document structure text for accessibility.

And when you have chosen that and also document properties

then you can make sure that the Word document is converted

into an accessible PDF file

and the necessary text in the PDF file are made.

You don't need to have text to PDF file.

There are also some details,

do you have to add a title in the file properties

in order to make an accessible PDF

but I would suggest that look for instructions

there are a lot of them online

and you can find no good instructions,

how to to ensure that the Word document

is converted into an accessible PDF file.

Richard: Hope you allow me or another follow up question,

this comes from Christopher on this topic.

Christopher says that they notice

that there's occasionally degradation

and in terms of producing a PDF,

in terms of different spacing being there

actually Christopher's took (murmurs) him out

PDF to a Word document, which is the other way around.

Kirsi: Yeah, I think that's a tricky thing, so yeah.

Richard: That's the topic of a whole other webinar!

Kirsi: Yeah, I would love to see when the Microsoft and Adobe

would work together and solve the problems

that there are still between converting

Word to document to PDF file and what's worse.

Richard: It could be that Christopher is referring

to the latest versions of Microsoft Office

and Microsoft Word where you can open a PDF inside Word

and then edit it as if it were a Word document.

But I think it comes up with suitable warnings

if you do that.

You wouldn't expect to kind of completely the full fidelity

of spacing and things like that I guess with that.

Richard: Yeah, I think a lot of depends how good the PDF file

itself it is.

Doesn't have tags, et cetera.

Richard: Great, okay.

So we've got time for maybe squeezing one more question.

I'm gonna put it your way Prashant 'cause it relates

to some of the work that I know you've done in relation

to helping people make education resources accessible.

How can we handle additional texts

that accompany the basic text?

So this is like a sidebar or a call out,

I think is the terminology.

This is quite common in textbooks on the subject

of management (murmurs) and computer science Evie mentions.

What's the best way of handling this in a Word document.

Richard: Yes, so people generally placed this within text boxes

or divide the layer into columns,

for accessibility purpose we have to ensure

that the document has a easy and simple reading order.

So the best thing to do is to put this text

as a paragraph and you can put it within a border.

If you like, you can also highlight it

with a different background colour,

but one should avoid using text boxes

or dividing the text into different columns.

When that is done, screen readers

and some other assistive technologies

and may skip that content or it may be read

at some other location rather than where it is intended.

And definitely when this document is converted

to some other format then also

that information may just get lost

or may get like maybe placed at some other location.

Richard Great, thank you.

Okay, we're coming to the end of this session,

once again thank you to Erin, Kirsi and Prashant

for sharing great information and advice.

As I mentioned in the introduction,

the previous webinars are all available

on the Daisy website

so do head there to check out the back catalogue.

Our next webinar will be on March the 24th,

and it's entitled exploring

the accessible mobile reading revolution.

The COVID-19 pandemic has changed the way

that many of us work, learn and engage

in leisure activities.

People have chosen and in some cases have been forced

to use the only technology available

to them reading on mobile devices.

But for readers with print disabilities

are these mobile devices suitable replacements

for an accessible desktop experience?

This webinar will examine the features and limitations

of accessible reading on popular mobile apps,

discuss technology developments that are impacting

on accessible mobile learning and explore what this means

for the future of accessible reading.

Join us on March the 24th to learn more.

You can register at daisy.org/webinars

where you can also sign up

to the announcements mailing list.

I hope you'll join us again soon.

In the meantime, thank you for your time.

Stay safe and well and have a wonderful rest of your day.

Goodbye!