

University of Silesia
**“Digital and social inclusion – new
challenges in higher education”**

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E - development



- **E – development** – is a process that uses modern ICTs to increase productivity, trade and the delivery services; it focuses on overall progress towards **economic growth**
- **E** – a new vocabulary is emerging with reference to the electronic character of applications using the prefix ‘e’
- **The Internet – electronic commerce (e-commerce)** – is using networked computers as a general pedagogical tool (e.g. to impart the skills needed for successful ICT-enabled projects)



E-commerce

- **Electronic commerce**, commonly known as **e-commerce** or **eCommerce**, is a type of industry where the **buying and selling of products or services is conducted over electronic systems such as the Internet and other computer networks.**
- Electronic commerce draws on technologies such as
 - **mobile commerce,**
 - **Internet marketing,**
 - **online transaction processing,**
 - **electronic data interchange (EDI),**
 - **and automated data collection systems.**
- Modern **electronic commerce** typically uses **the World Wide Web** at least at one point in the transaction's life-cycle, although it may encompass a wider range of technologies such as e-mail, mobile devices, social media, and telephones as well.



pros and cons

Shopping for online deals is a great way to avoid all the poorly behaved screaming kids besides my own.



som^{ee}cards
sponsored by

RetailMeNot



E- commerce

e-education

e-health

e-travel

e-shopping

e-bank



E - commerce



WIKIPEDIA



English The Free Encyclopedia 1 522 000+ articles	Deutsch Die freie Enzyklopädie 508 000+ Artikel
Français L'encyclopédie libre 406 000+ articles	Polski Wolna encyklopedia 322 000+ hasel
日本語 フリー百科事典 297 000+ 記事	Nederlands De vrije encyclopedie 245 000+ artikelen
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Svenska Den fria encyklopedin 137 000+ artiklar	Español La enciclopedia libre 177 000+ artículos



Reach more customers with Google Shopping

- List your products:** Create Product Listing Ads to appear on the new Google Shopping experience.
- Control when and where your products appear:** Set custom bidding options for your products.
- Show people you're a great place to shop:** Highlight your reliable shipping and excellent customer service with the Google Trusted Store badge.

[Get started](#)





MINISTRY OF HEALTH AND LONG-TERM CARE

Ontario.ca | Français

E-health

The screenshot displays the Ontario Ministry of Health website interface. At the top, there is a search bar with the text "Search" and a "GO" button. Below this, the website header includes the Ontario logo and the text "MINISTÈRE DE LA SANTÉ ET DES SOINS DE LONGUE DURÉE". A language selector shows "français" and "english". The main content area features a large search bar with the text "How can we help you?" and a "Search" button. Below this, another search bar is shown with the text "Besoin d'aide?" and a "Recherche" button. At the bottom of the page, there are three buttons labeled "Populaire", "À la une", and "Nouvelles". A footer element contains the text "Découvrez la magie de l'hiver" with a plus sign.



Globalization (g11n)

- According to L.Reis (2012):
- „**GLOBALIZATION** (G11N) refers to a broad range of engineering and business development processes necessary to prepare and launch products and company activities globally. The globalization engineering activities are composed of internationalization and localization while the business development activities focus on product management, financial, marketing and legal aspects.”
- House (2009: 80-81) says that
- „the global economy influences localization which **TAILORS** products to meet the needs of a multitude of specific local markets in what now is called **GLOCALIZATION**. The demand for glocalization is the cause of a continuous growth in translation.”



Website globalization

- **Website globalization services include:**
 - Localization of all **user interface, graphics, multimedia and documentation components**
 - **Comprehensive** and customizable quality control processes
 - Utilization of Translation Memory technologies for consistency and cost savings
 - Localization workflows under numerous Web publishing scenarios
 - **Online QA and Web testing** as required by our clients
 - Client review and approval opportunities at key stages in the process
- 

Eye tracking – one of the first tools



Eye tracking



Eye tracking is tracking the movement of users' eyes to show exactly where they look when they scan a page.

Generally, reading patterns online tend to resemble the letter "F".

Sally Evans 2010

http://www.associateprograms.com/wp-content/uploads/content_images/14621/searchresultsheatmap.jpg

<http://www.associateprograms.com/articles/how-to-increase-sales-by-tracking-web-user-behavior.html>

Web user behaviour



The visitor to this sample site will track the page like this:

1. The name of the site first
2. Move down, then left to the AdSense ads
3. Move up through the AdSense ads
4. Move right, down to the middle to the affiliate ads
5. Move left, down to more AdSense ads
6. Move across the bottom over the AdSense ads
7. Move up the right through the AdSense ads and the Affiliate ads



Internationalization

- L.Reis (2012) says that
- „**internationalization** is an engineering exercise focused on generalizing a product so that it can handle multiple languages, scripts and cultural conventions (currency, sorting rules, number and dates formats, etc.) **without the need for redesign.**
- Internationalization sometimes referred to as **world-readiness**, can be divided into two sets of activities: **enablement** and localizability.”



Internationalization (i18n)



The following screenshots show a browser action's tooltip that has been translated into English, Spanish, Serbian, and Korean.



Internet Browsers

Google
Polska

Szukaj w Google

Szczęśliwy traf

Google
Россия

Поиск в Google

Мне повезёт!

Google

Cerca con Google

Mi sento fortunato

Google

Recherche Google

J'ai de la chance

Google

Google-Suche

Auf gut Glück!

Google
საძიებელი

Google აძიბა

საძიებელი ჩემთვის



+Вы Почта Картины Войти

+Вы	Поиск	YouTube
Карты	Play	Новости
Почта	Диск	Календарь

Еще

+Vous Gmail Images Connexion

+Vous	Recherche	YouTube
Maps	Play	Actualités
Gmail	Drive	Agenda

Plus

+Ty Gmail Grafika Zaloguj

+Ty	Wyszukwar...	YouTube
Mapy	Play	Wiadomości
Gmail	Dysk	Kalendarz

Więcej

+Ich Gmail Bilder Anmelden

+Ich	Suche	YouTube
Maps	Play	News
Gmail	Drive	Kalender

Mehr

+Tu Gmail Immagini Accedi

+Tu	Ricerca	YouTube
Maps	Play	News
Gmail	Drive	Calendar

Altro



End users?
Only shoppers?



<http://commons.wikimedia.org/wiki/Category:Accessibility>



Modified



<http://commons.wikimedia.org/wiki/Category:Accessibility>



Disabilities

- łac. *invalidus* – *człowiek bezsilny, inwalida*

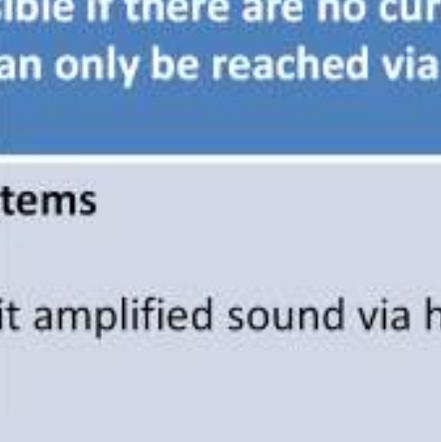
Inwalida – osoba upośledzona trwale poszkodowana na zdrowiu, „osoba z odchyleniami od normy” (Strumiłło 2004)

- Według przyjętej Konwencji Narodów Zjednoczonych zaleca się stosowanie terminu:

„osoba z niepełnosprawnością” (ang. *a person with disabilities*)

Źródło: <http://pstrumil.eletel.p.lodz.pl/pstrumil/swosin/w3b.pdf>







Inclusion in Germany





Inclusion





Defining disability and impairments

- **dis·a·bil·i·ty**

1. **lack of adequate power**, strength, or physical or mental ability; incapacity.
2. a physical or mental handicap, especially one that **prevents a person from living a full, normal life** or from holding a gainful job.
1. the condition of being **unable to perform a task** or function because of a **physical or mental impairment** 2. something that disables; handicap 3. lack of necessary intelligence, strength, etc

World English Dictionary

<http://dictionary.reference.com/browse/disability>



Defining disability and impairments

- **im·pair·ment**
- the state of being **diminished, weakened, or damaged**, especially **mentally or physically**: cognitive impairment in older adults.

- **im·paired** (adjective)
 1. weakened, diminished, or damaged: impaired hearing; to rebuild an impaired bridge.
 2. **functioning poorly or inadequately**
 3. **deficient or incompetent** (usually preceded by an adverb or noun): morally impaired; sports-impaired.

Dictionary.com

<http://dictionary.reference.com/browse/impaired>



Types of Disabilities

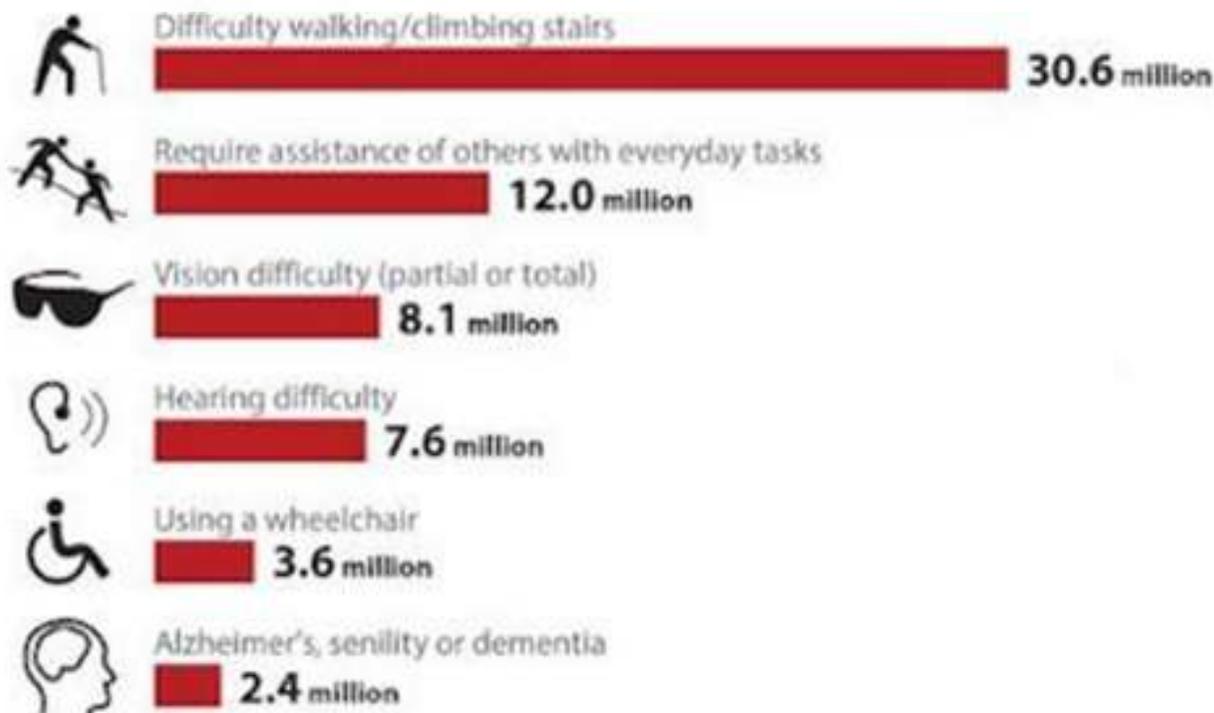
- Attention-Deficit/Hyperactivity Disorders
- Blindness or Low Vision
- Brain Injuries
- Deaf/Hard-of-Hearing
- Learning Disabilities
- Medical Disabilities
- Physical Disabilities
- Psychiatric Disabilities
- Speech and Language Disabilities



About **2 in 10** adults live with a **disability**

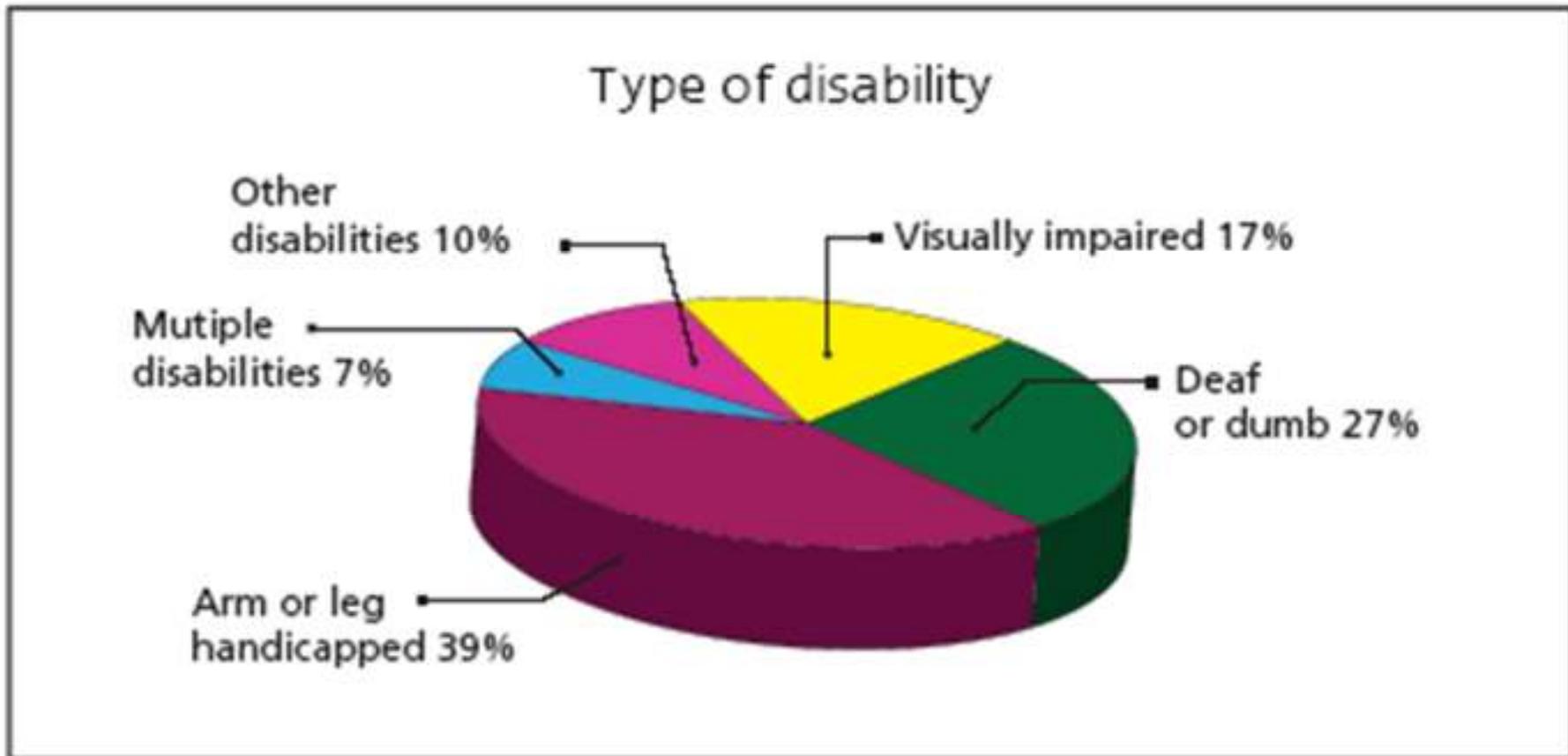


How Common are Specific Disabilities?





Types of disability





Impairments

- **Vision** impairments
- Learning impairments
- Mobility and dexterity impairments
- **Hearing** impairments and deafness
- **Language** impairments

Microsoft

Accessibility. A Guide for Educators

Empower students with accessible technology that enables personalized learning

Vision impairments



Vision Impairments



Astigmatyzm

There once was a little girl who could not read very well. She complained that the print was blurry and moving. She could not keep her place on the page. She went to her optometrist to get help. Her optometrist recommended vision therapy and told the girl that there was a solution to her vision problems. The girl began vision therapy and saw drastic improvements in her reading, writing, and most of all how she saw the world. The vision therapy made a huge difference in her life!

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Gradual loss of correct eyesight
after being 50 years old

Problem of the elder?

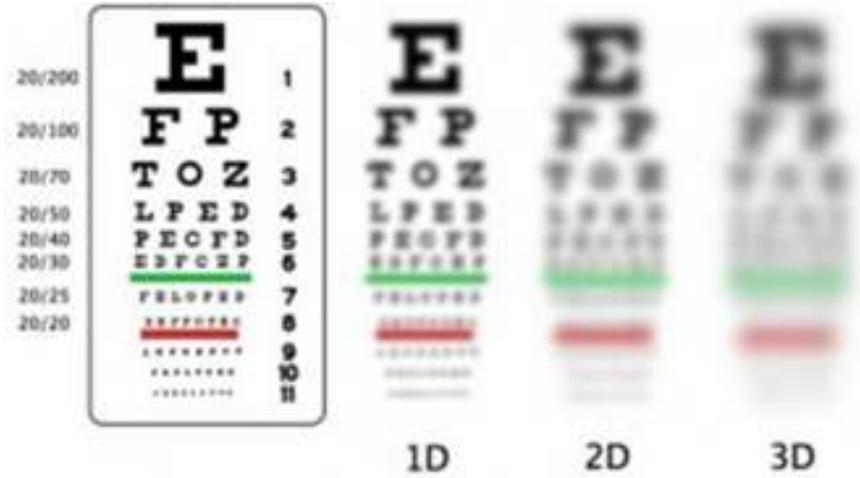
What It's Like



This is how a street scene looks with normal vision.

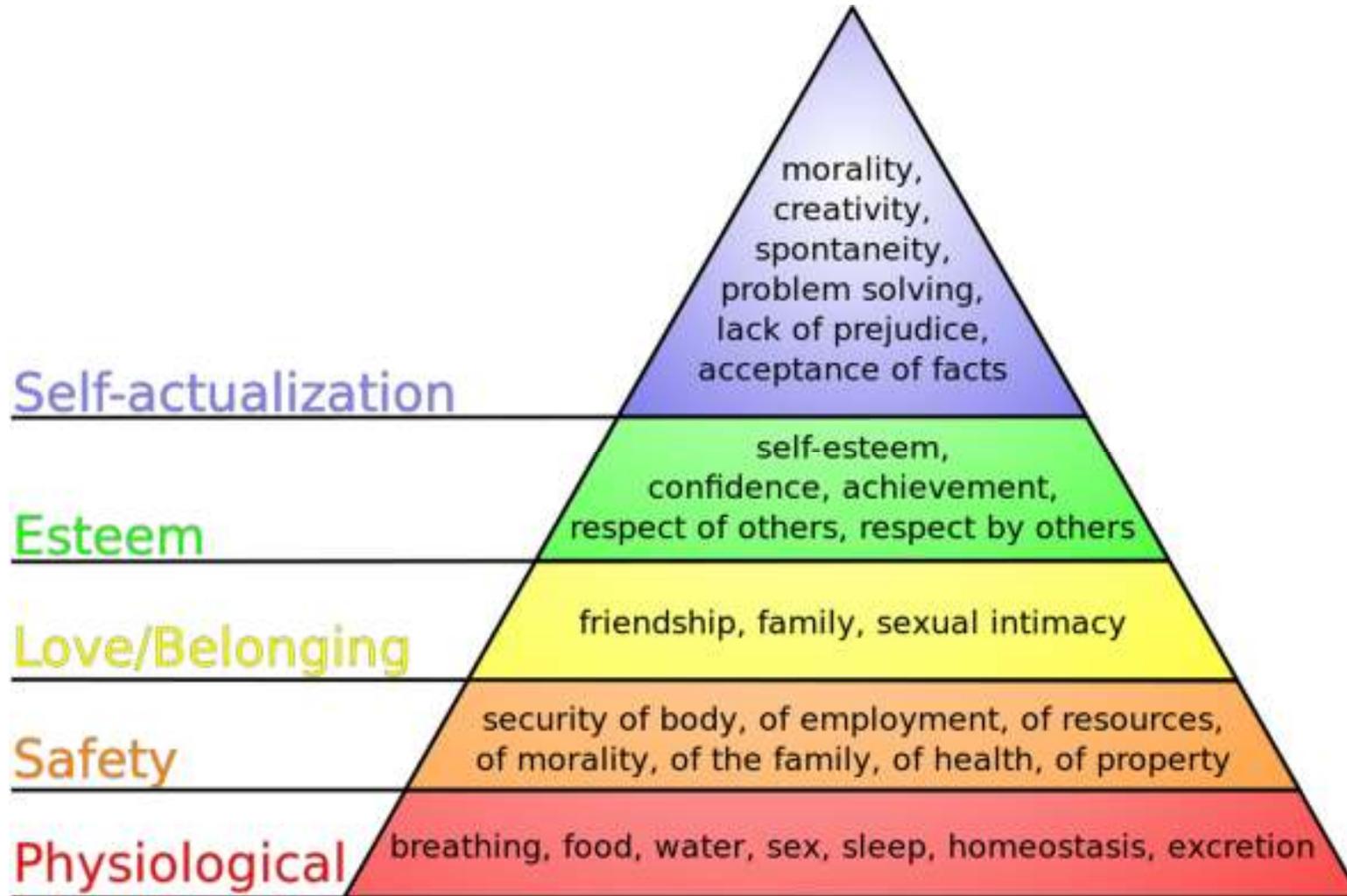


This is how the same scene looks with cataracts.





Maslow`s Hierarchy of Needs





E-inclusion Hierarchy of Needs

Self-Actualization

Need to be self-fulfilled, learn, create, understand, and experience one's potential

Employment: e-labour markets for disadvantaged groups

**Participation: email/fax service
Community: Digital TV
Family/Friends: children in hospital: ICT to keep in touch**

**Safety: Caller Schemes
Financial: inclusive e-payment vouchers**

**Food: online shopping co-operative for elderly
Health: Telecare/ Telehealth
Shelter: text based hostel vacancy alerts**

Digital Inclusion Team 2007; England



DIGITAL AGENDA FOR EUROPE

A Europe 2020 Initiative

- **Access (to equipment, facilities, services etc.)**
- The making available of facilities and/or services to another undertaking, under defined conditions, on either an exclusive or non-exclusive basis, for the purpose of **providing electronic communications services**, including when they are used for **the delivery of information society services** or broadcast content services.



DIGITAL AGENDA FOR EUROPE

A Europe 2020 Initiative

- access to **physical infrastructure including buildings**, ducts and masts; access to relevant software systems including operational support systems;
- access to information systems or databases for pre-ordering, provisioning, ordering, maintaining and repair requests, and billing;
- access to number translation or systems offering equivalent functionality; access to **fixed and mobile networks**, in particular for roaming; access to conditional access systems for **digital television services** and access to virtual network services.



Accessibility

- **Accessibility** is the degree to which a product, device, service, or environment is available to as many people as possible. Accessibility can be viewed as the "ability to access" and benefit from some system or entity.
- The concept often focuses on people with disabilities or special needs (such as the Convention on the Rights of Persons with Disabilities) and their right of access, enabling the use of assistive technology.
- <http://en.wikipedia.org/wiki/Accessibility>



Accessibility

- Accessibility is strongly related to **universal design** when the approach involves "direct access."
- This is about **making things accessible to all people** (whether they have a disability or not).



Technology

An alternative is to provide "indirect access" by having the entity support the use of **a person's assistive technology to achieve access.**

For example:



Assistive technology:

- Screen magnifiers
- Screen readers
- Braille printers
- Braille displays
- Braille notetakers
- Book readers
- Reading tools and learning disabilities programs
- Speech synthesizers (text-to-speech)
- Speech recognition programs
- Ergonomic keyboards and mice
- Joysticks
- Trackballs
- On-screen keyboard programs
- Keyboard filters
- Touch screens



Usability

- Accessibility is not to be confused with **usability**, which is the extent to which a product (such as a device, service, or environment) can be used by **specified users to achieve specified goals** with effectiveness, efficiency and satisfaction in a specified context of use.



<http://commons.wikimedia.org/wiki/Category:Accessibility>



<http://commons.wikimedia.org/wiki/Category:Accessibility>



Legal aspects

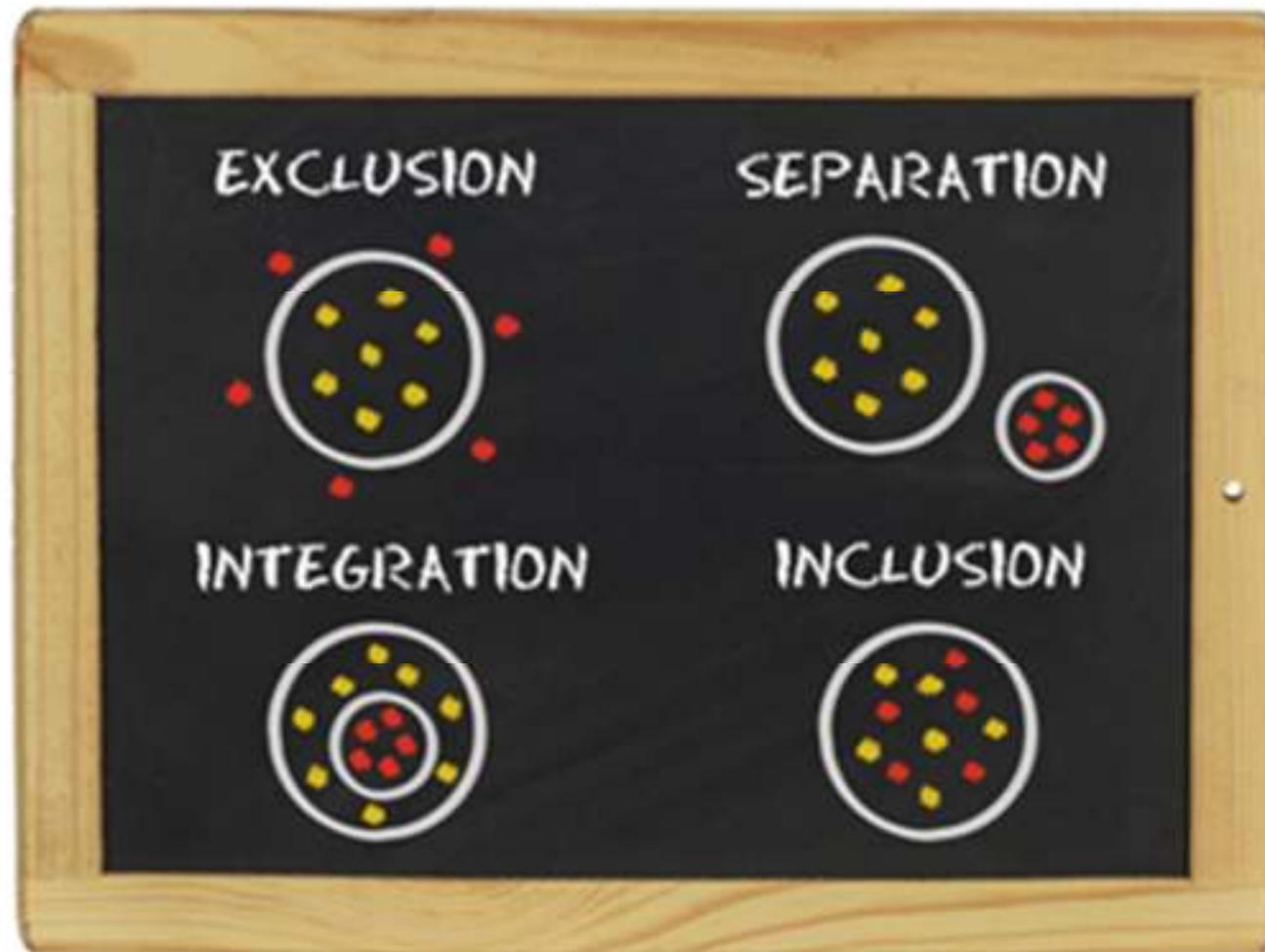
- The **Convention on the Rights of Persons with Disabilities** is an **international human rights treaty** of **the United Nations** intended to protect the rights and dignity of persons with disabilities. Parties to the Convention **are required to promote, protect, and ensure the full enjoyment of human rights** by persons with disabilities and ensure that they enjoy **full equality under the law**.
- The Convention has served as the major catalyst in the global movement from viewing persons with disabilities as objects of charity, medical treatment and social **protection towards viewing them as full and equal members of society**, with human rights. It is also the only UN human rights instrument with an explicit sustainable development dimension.
- The Convention was the first human rights treaty of the third millennium.
- http://en.wikipedia.org/wiki/Convention_on_the_Rights_of_Persons_with_Disabilities



The Convention

- **Article 13 of the Convention** affirms the effective access to justice for persons with disabilities, stating that:
- States parties shall ensure effective access to justice for persons with disabilities on an equal basis with others, including through the provision of procedural and **age-appropriate accommodations** in order to facilitate their effective role as a direct and indirect participants, including as witnesses, in all legal proceeding, including at investigative and other preliminary stages.
- In order to help to ensure **effective access to justice for persons with disabilities**, states Parties shall promote appropriate training for those working in the field of administration of justice, including police and prison staff. This Article together with the Article 12 are cited by the "Handbook on prisoners with special needs" by United Nations Office on Drugs and Crime.
- http://en.wikipedia.org/wiki/Convention_on_the_Rights_of_Persons_with_Disabilities

Inclusive education





Right to education

- The Convention states that persons with disabilities should be guaranteed the right to **inclusive education** at all levels, regardless of age, without discrimination and on the basis of equal opportunity.
 - States Parties should ensure that:
 - **children with disabilities** are not excluded from free and compulsory primary education, or from secondary education;
 - **adults with disabilities** have access to general tertiary education, vocational training, adult education and lifelong learning;
 - **persons with disabilities** receive the **necessary support**, within the general education system, to facilitate their effective education; and
 - effective **individualized support** measures are put in place to maximize academic and social development.
- http://en.wikipedia.org/wiki/Convention_on_the_Rights_of_Persons_with_Disabilities

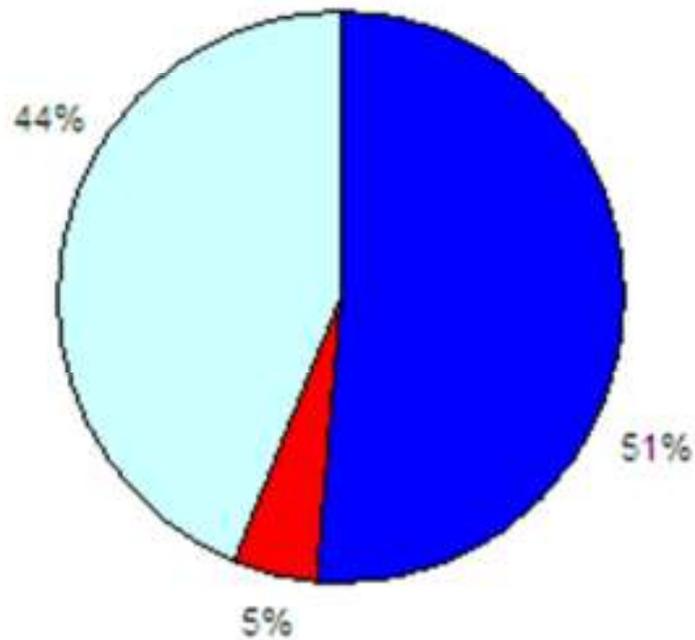


Telecommunications Act

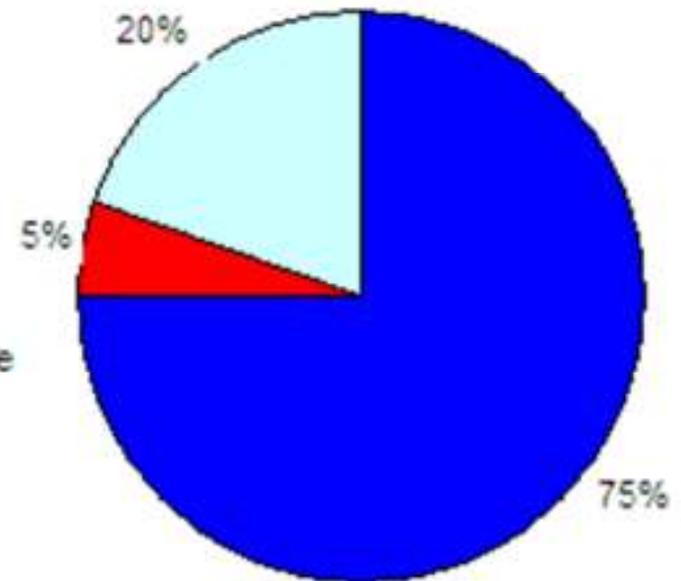
- Section 255 and Section 251(a)(2) of the Communications Act of 1934, as amended by the Telecommunications Act of 1996,
- require manufacturers of telecommunications equipment and providers of telecommunications services to **ensure that such equipment and services are accessible to and usable by persons with disabilities**, if readily achievable. These amendments ensure that people with disabilities will have access to a broad range of products and **services such as telephones, cell phones, pagers, call-waiting**, and operator services, that were often inaccessible to many users with disabilities.
- Federal Communications Commission
445 12th Street, S.W.
Washington, D.C. 20554

Employment

People with disabilities



People without disabilities



Labour force status for people with and without disabilities, Canada, 2006

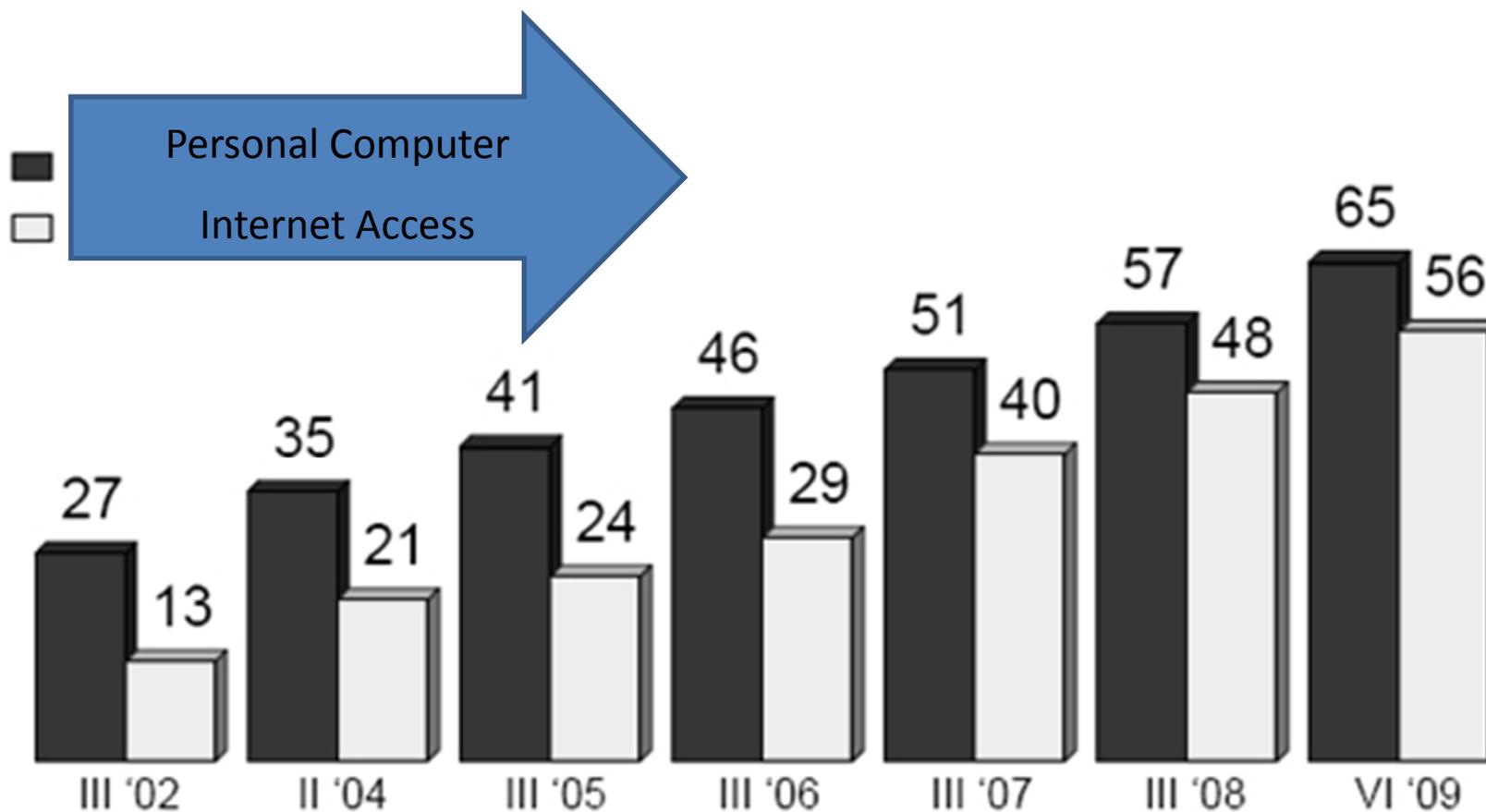
<http://www.statcan.gc.ca/pub/89-628-x/2008007/c-g/5201138-eng.htm>



Barriers

- Nowadays and despite technological advances aimed at making **the Web easy to use**, the Web is not wide open for many people. Some websites can pose **significant barriers to people with disabilities** including:
 - People who are blind.
 - People with low vision.
 - People who are deaf or hard of hearing.
 - People with mobility-related disabilities.
 - People with some types of learning or cognitive disabilities.





Odsetki badanych mających w swoim gospodarstwie domowym...
 Źródło: CBOS / Warszawa / Lipiec 2009

<http://ispoleczenstwo.pl/category/e-learning>



Main facilitators

Who should be **responsible for changing** this awkward situation?

- Web designers
- **Education institutions**
- Libraries, galleries, museums, cinemas
- Telecommunication (TV stations, radio, DVD producers)
- Social workers, etc.



DIGITAL AGENDA FOR EUROPE

A Europe 2020 Initiative

European Commission > Digital Agenda for Europe >



Our Goals

Living online

Growth & Jobs

Science & Technology

Telecoms & the Internet

Content & Media

Digital Me

Living online

Environment

Energy

Mobility

Smart Cities

eHealth and Ageing

Trust & Reliance

About

Better Internet for Kids

Trust Services and eID

Trust services

e-Identification

116 helplines

Public Services

Study report: Web accessibility in European countries: level of compliance with latest international accessibility specifications, notably WCAG 2.0, and approaches or plans to implement those specifications

Published by [Editor Connect](#) on 12/12/2009

This report presents the results of a study to provide data and analysis to support the European Commission in the identification of EU-level measures that can help to progress the achievement of greater levels of web accessibility across the Member States. The aim was to provide evidence and analysis to help understand and compare the approaches followed by the European countries, with a view to identifying issues and challenges, good practices and future priorities in the web accessibility field. A core focus of the report is on the issue of transitioning to WCAG 2.0 guidelines against the current background where Member States have, in the main, being targeting their efforts towards the earlier WCAG 1.0 guidelines.

SHARE THIS

The key overall conclusions that can be drawn from this study are as follows:



On **3 December 2012** the European Commission adopted a proposal for **a Directive on the accessibility of the public sector bodies' websites**.

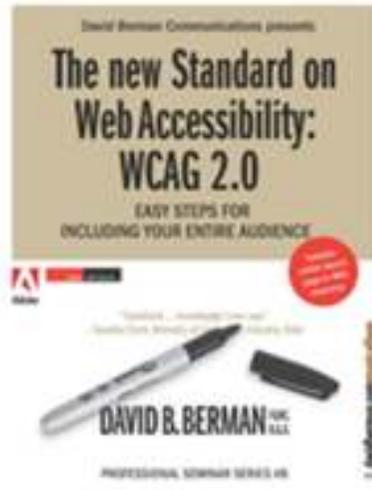
The European Accessibility Act - the Commission is preparing and that will address the accessibility of goods and services, including ICT.

In addition to action 64, **the Commission's eGovernment Action Plan 2011-2015** calls for the development of services designed around user needs and ensuring **inclusiveness and accessibility**.

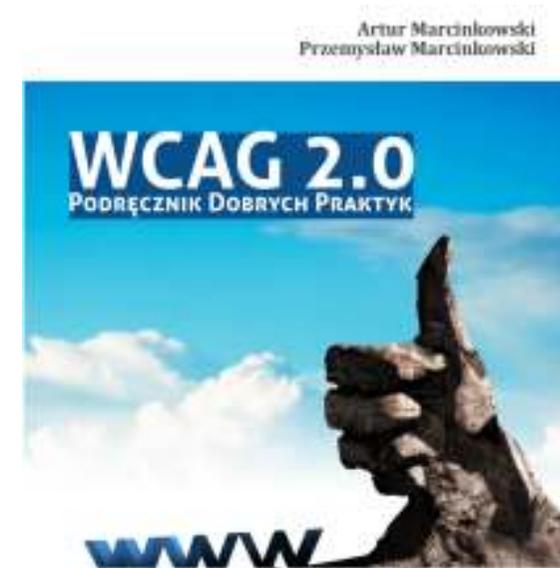


WCAG





WCAG 2.0



How to make a website more accessible?



WEB

- **Web 2.0**
- Refers to an incremental development of the technologies behind the World Wide Web, allowing the user to participate and contribute directly to the production of information, rather than being a mere passive receiver of it.
- **Web Accessibility**
- Websites designed, developed and edited, so that all users, in particular persons with disabilities, have equal access to information and functionality.
- **Web Content Accessibility Guidelines (WCAG) 2.0**
- Harmonised (de-facto) functional and technology-neutral specifications for web-accessibility.

<http://ec.europa.eu/digital-agenda/en/glossary#w>

How to Meet WCAG 2.0

A customizable quick reference to Web Content Accessibility Guidelines 2.0 requirements (success criteria) and techniques

Introduction

[\[Hide Introduction\]](#)

This web page can be used as a checklist for WCAG 2.0. It provides:

- **All of the requirements (called "success criteria")** from [Web Content Accessibility Guidelines \(WCAG\) 2.0](#)
- **Techniques** to meet the requirements, which are linked to pages with descriptions, code examples, browser and assistive technology support notes, and tests.
- **Failures** to avoid, which are linked to pages with descriptions, examples, and tests.
- **"Understanding" links** to pages that explain the intent of the guideline or success criterion, how it helps people with different disabilities, key terms, and resources.

You can customize what is included in this page by selecting from the [Customize this Quick Reference](#) section which **Technologies**, **Levels** of success criteria, and **Sections** of techniques you want to include.

For an introduction to **WCAG**, **Techniques**, and **Understanding** documents, see the [WCAG Overview](#).

Note that even content that conforms at the highest level (AAA) will not be accessible to individuals with all types, degrees, or combinations of disability, particularly in the cognitive language and learning areas. Authors are encouraged to seek relevant advice about current best practice to ensure that Web content is accessible, as far as possible, to this community.

About the Techniques

For important information about the techniques, please see the

Customize this Quick Reference

Technologies:

- Show HTML techniques and failures
- Show CSS techniques and failures
- Show SMIL techniques and failures
- Show Client-side Scripting techniques and failures
- Show Server-side Scripting techniques and failures
- Show Flash techniques and failures
- Show PDF techniques and failures
- Show Silverlight techniques and failures
- Show WAI-ARIA techniques and failures

Levels:

- Show Level A Success Criteria
- Show Level AA Success Criteria
- Show Level AAA Success Criteria

Sections:

- Show Sufficient Techniques and Failures
- Show Advisory Techniques

Save Settings Option:

- Save these settings (requires cookies)

Customize with Settings Above



WCAG 2.0 succeeds
Web Content Accessibility Guidelines 1.0
(WCAG 1.0),
which was published as a **W3C**
Recommendation May 1999.
Although it is possible to conform either
to WCAG 1.0 or to WCAG 2.0 (or both),
the W3C recommends that new and
updated content use WCAG 2.0.
The W3C also recommends that Web
accessibility policies reference WCAG 2.0.





Historical background

WCAG 2.0 is developed through **the W3C** process in cooperation with individuals and organizations around the world, with a goal of providing a shared standard for Web content accessibility that meets the needs of individuals, organizations, and governments internationally.

WCAG 2.0 builds on **WCAG 1.0** and is designed to apply broadly to different Web technologies now and in the future, and to be testable with a combination of automated testing and human evaluation.



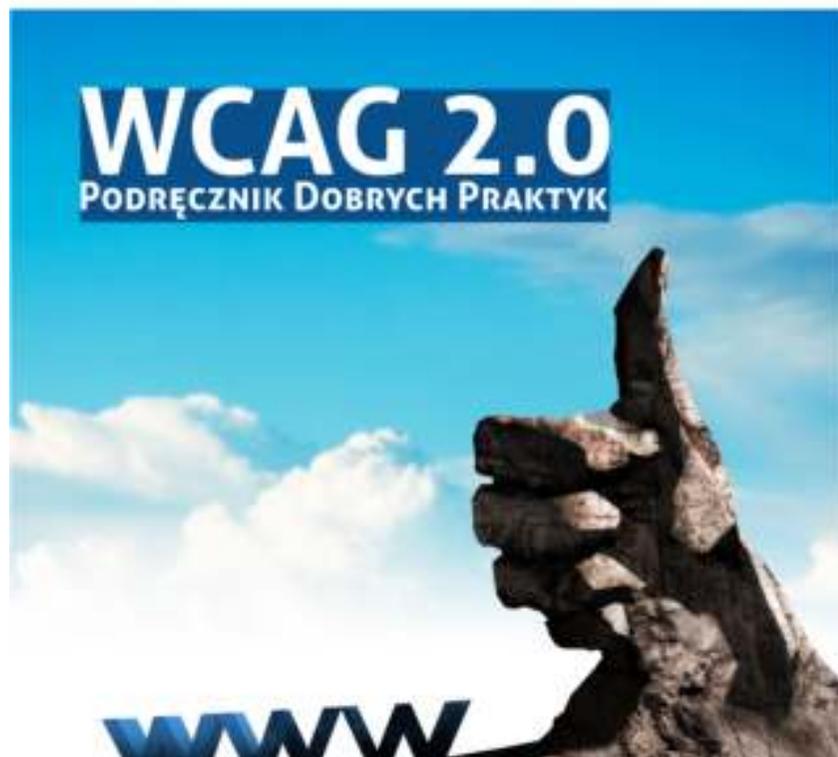
WCAG 2.0

Web Content Accessibility Guidelines (WCAG) 2.0

defines how to make Web content more accessible to people with disabilities.

Accessibility involves a wide range of disabilities, including visual, auditory, physical, speech, cognitive, language, learning, and neurological disabilities. Although **these guidelines cover a wide range of issues, they are not able to address the needs of people with all types, degrees, and combinations of disability.** These guidelines also make Web content more usable by older individuals with changing abilities due to aging and often improve usability for users in general.

Artur Marcinkowski
Przemysław Marcinkowski



Fundacja
WIDZIALNI
skany i dokumenty bez barier



Dąż do tego
co warte
dążenia

Solon

Częstochowa, 6 maja 2013r.

**Metodologia badania dostępności strony
www dla osób niepełnosprawnych,
starszych i innych narażonych na
wykluczenie cyfrowe w oparciu o WCAG 2.0
we współpracy z Uniwersytetem Śląskim**



UNIwersytet ŚLĄSKI
W KATOWICACH

Opracowanie:

dr Izabela Mrochen – Uniwersytet Śląski
Przemysław Marcinkowski – Fundacja Widzialni
Marcin Luboń – Fundacja Widzialni
Artur Marcinkowski – Fundacja Widzialni



WCAG 2.0 Layers of Guidance

The individuals and organizations that use WCAG vary widely and include Web designers and developers, policy makers, purchasing agents, teachers, and students.

In order to meet the varying needs of this audience, several layers of guidance are provided including overall *principles*, general *guidelines*, testable *success criteria* and a rich collection of *sufficient techniques*, *advisory techniques*, and *documented common failures* with examples, resource links and code.



WCAG 2.0 Principles

- WAI – Web Accessibility Initiative
- WCAG – Web Content Accessibility Guidelines
- **Principles** - At the top are four principles that provide the foundation for Web accessibility:
 - *perceivable,*
 - *operable,*
 - *understandable, and*
 - *robust.*



Success Criteria - For each guideline, testable success criteria are provided to allow WCAG 2.0 to be used where requirements and conformance testing are necessary such as in design specification, purchasing, regulation, and contractual agreements.

In order to meet the needs of different groups and different situations, three levels of conformance are defined: **A (lowest), AA, and AAA (highest).**



WCAG 2.0

- **Zasady** 

- Wytyczne (A, AA, AAA)

Priorytet A – rekomendacje, które **muszą** być bezwzględnie spełnione

Priorytet AA – gwarantuje jeszcze większą dostępność czyli **powinien** być spełniony

Priorytet AAA – najwyższy poziom dostępności; rekomendacje, które programista **może** spełnić

- **Percepcja (*perceivable*)** - informacje oraz komponenty interfejsu użytkownika muszą być przedstawione użytkownikowi w dostępnym dla nich sposób
- **Funkcjonalność (*operable*)** - komponenty interfejsu użytkownika oraz nawigacja muszą być funkcjonalne (powinny pozwala na interakcję)
- **Zrozumiałość (*understandable*)** – treść oraz obsługa interfejsu użytkownika musi być zrozumiała
- **Rzetelność (*robust*)** - treść musi być wystarczająco rzetelna aby mogła być poprawnie interpretowana przez wielu różnych klientów użytkownika, włączając technologie asystujące.

WCAG 2.0 Guidelines

This section is normative.

Principle 1: Perceivable - Information and user interface components must be presentable to users in ways they can perceive.

Guideline 1.1 Text Alternatives: Provide text alternatives for any non-text content so that it can be changed into other forms people need, such as large print, braille, speech, symbols or simpler language.

[Understanding Guideline 1.1](#)

1.1.1 Non-text Content: All non-text content that is presented to the user has a text alternative that serves the equivalent purpose, except for the situations listed below. (Level A)

[How to Meet 1.1.1](#)
[Understanding 1.1.1](#)

- **Controls, Input:** If non-text content is a control or accepts user input, then it has a name that describes its purpose. (Refer to [Guideline 4.1](#) for additional requirements for controls and content that accepts user input.)
- **Time-Based Media:** If non-text content is time-based media, then text alternatives at least provide descriptive identification of the non-text content. (Refer to [Guideline 1.2](#) for additional requirements for media.)
- **Test:** If non-text content is a test or exercise that would be invalid if presented in text, then text alternatives at least provide descriptive identification of the non-text content.
- **Sensory:** If non-text content is primarily intended to create a specific sensory experience, then text alternatives at least provide descriptive identification of the non-text content.
- **CAPTCHA:** If the purpose of non-text content is to confirm that content is being accessed by a person rather than a computer, then text alternatives that identify and describe the purpose of the non-text content are provided, and alternative forms of CAPTCHA using output modes for different types of sensory perception are provided to accommodate different disabilities.
- **Decoration, Formatting, Invisible:** If non-text content is pure decoration, is used only for visual formatting, or is not presented to users, then it is implemented in a way that it can be ignored by assistive technology.

Guideline 1.2 Time-based Media: Provide alternatives for time-based media.

[Understanding Guideline 1.2](#)

- WCAG 2.0 – Percepcja, Wytyczna 1.2
- 1.2.1 Tylko dźwięk lub tylko wideo (nagranie) (A)
- 1.2.2 Napisy (nagranie) (A)
- 1.2.3 Audiodeskrypcje lub treści alternatywne multimedialnych (nagranie) (A)
- 1.2.4 Napisy (na żywo) (AA)
- 1.2.5 Audiodeskrypcja (nagranie) (AA)
- 1.2.6 Język migowy (nagranie) (AAA)
- 1.2.7 Audiodeskrypcja poszerzona (nagranie) (AAA)
- 1.2.8 Alternatywy multimedialnych (nagranie) (AAA)
- 1.2.9 Tylko dźwięk (na żywo) (AAA)

In the following list, the problematic items are identified in order, with **most difficult/frustrating first**, and **least difficult/frustrating last**:

- Inaccessible Adobe (Macromedia) Flash content.
- **CAPTCHA (Completely Automated Public Turing test to tell Computers and Humans Apart).**
- Links or buttons that do not make sense.
- **Images with missing or improper descriptions (alt text).**
- Screens or parts of screens that change unexpectedly.
- Complex or difficult forms.
- Lack of keyboard accessibility.
- Missing or improper headings (h1, h2, etc.).
- Too many links or navigation items.
- Complex data tables.
- Inaccessible or missing search functionality.
- Lack of "skip to main content" or "skip navigation" links.

Problems

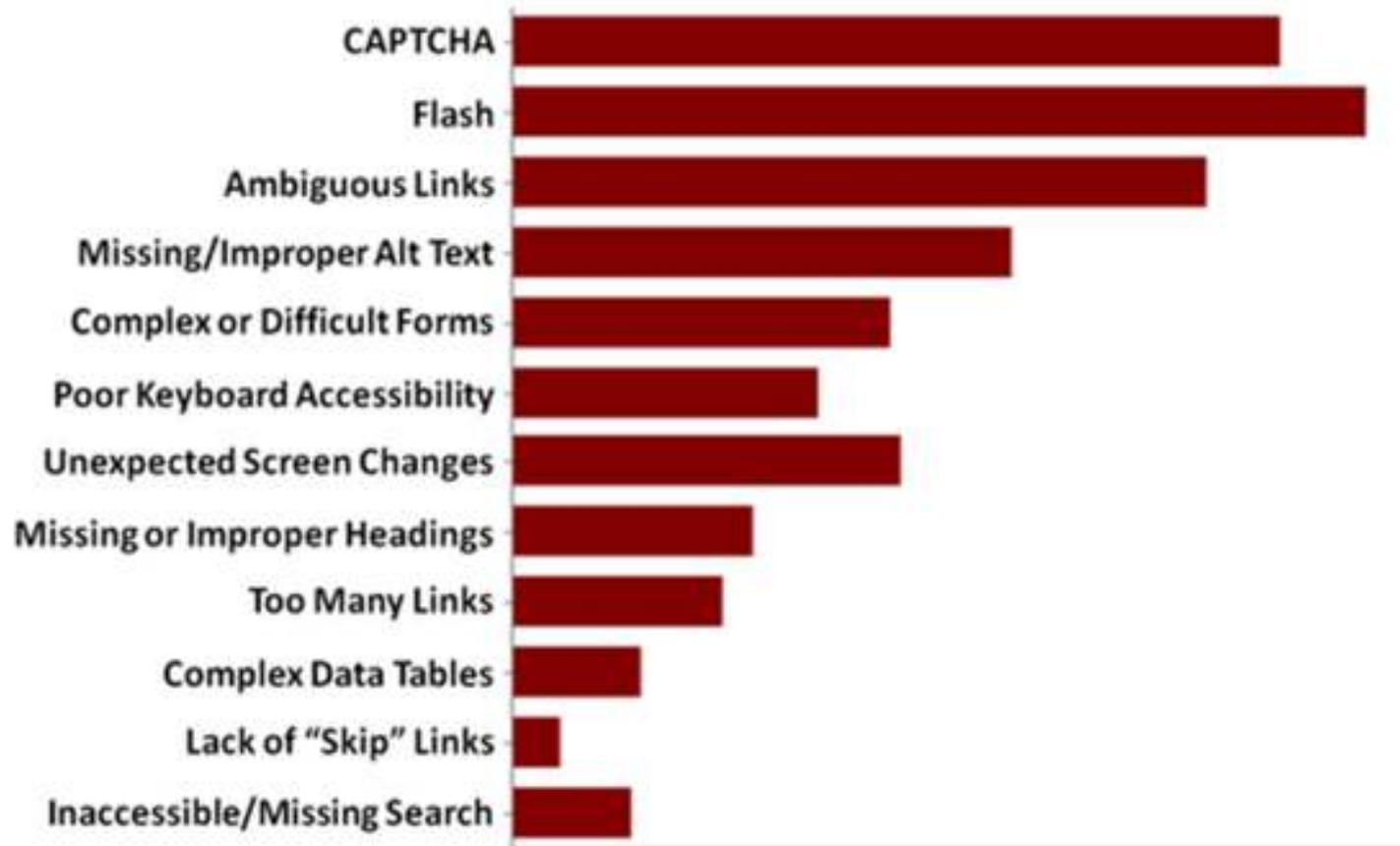
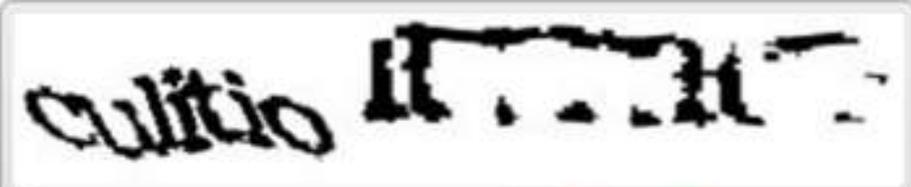


Fig. 1. Most problematic items in WebAIM's Screen Reader User Survey #4 Source: [16]

Type the characters you see in the picture below.

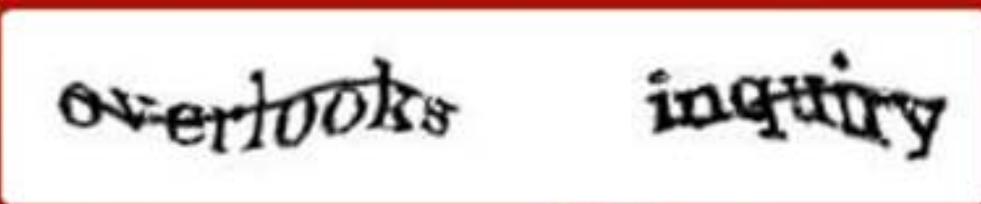
Finding

Please prove that you are human.



Type the two words:

reCAPTCHA™ stop spam. read books.



Type the two words:

reCAPTCHA™ stop spam. read books.

NOTE: "Inaccessibility of CAPTCHA" was written in 2005 and may not reflect current best practices.

WTF DOES IT SAY

palvelulla iGoogle

Suomi

n vahvistaminen:

Kirjoita alla olevassa kuvassa näkyvät merkit.

du

du



Kirjainko Type the characters you see or numbers you hear

ehdot:

Tarkista edellä antamasi Google-tilitiedot (tarvittaessa voit muuttaa tietoja) ja tutustu alla oleviin palveluehtoihin.

[Tulostettava versio](#)

Googlen Palveluehdot



0:04 / 1:07





Three pieces of advice can help to quickly and easily improve the accessibility of a website:

- Add proper **alternative text** to images. The text provided as the text alternative should represent the content and function of the image.
- Label correctly the form controls with meaningful and descriptive text. This makes it clear to the user what information they should be providing. If a form has many controls and it is too complex, group the controls with fieldset and legend. Check the tab order in the form.
- Test web pages with a keyboard. Make each page navigable by keyboard alone using the tab key.

<http://muzeum-wujek.pl/ksiazka/>

Spis treści

Wstęp

Kopalnia „Wujek”:
zarys dziejów

Kopalnia „Wujek”
13-16 grudnia 1981

Zakończenie

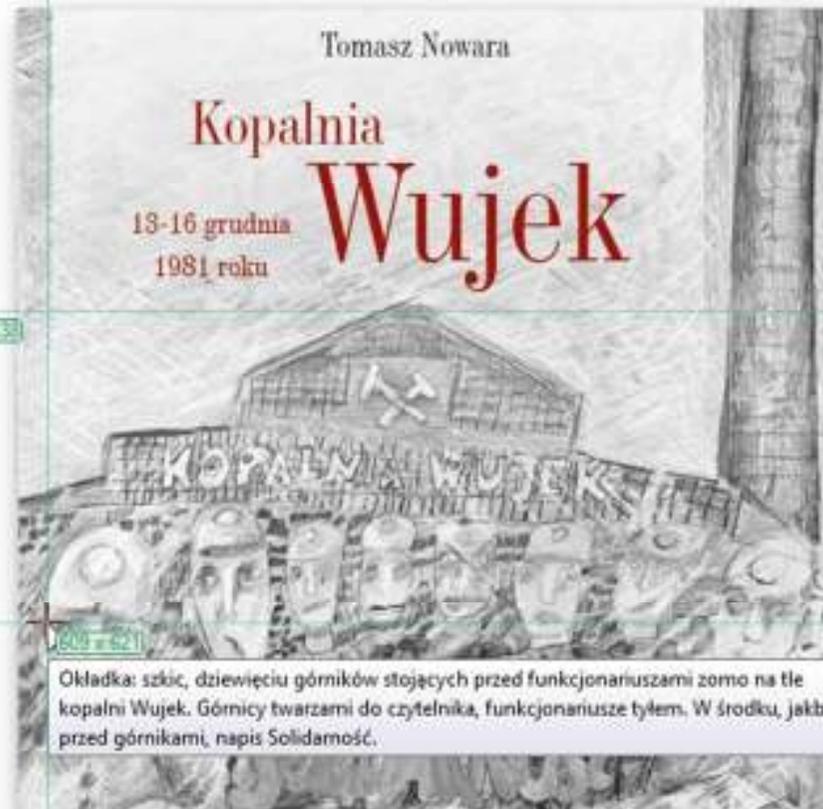
Zakończenie c.d.

Aneks

Wykaz ważniejszych
skrótów

Wykaz źródeł i
bibliografii

lokalizacja: wersja polska



Okładka: szkic, dziewięciu górników stojących przed funkcjonariuszami zomo na tle kopalni Wujek. Górnicy twarzami do czytelnika, funkcjonariusze tyłem. W środku, jakby przed górnikami, napis Solidarność.

Okładka: szkic, dziewięciu górników stojących przed funkcjonariuszami zomo na tle kopalni Wujek. Górnicy twarzami do czytelnika, funkcjonariusze tyłem. W środku, jakby przed górnikami, napis Solidarność.



Top 10 accessibility tips

- The University of Melbourne published a list that outlines **the 10 most common accessibility problems** on the University of Melbourne web site:
- **Add alt text to images** and add labels to forms.
- Use heading tags, table headings and lists.
- Provide sufficient **colour contrast**.
- Make each page navigable by keyboard alone.
- Allow pausing of animations.
- Add skip to content links.
- Add a meaningful page title.
- Avoid "click here" link text.
- Keep navigation consistent.
- Avoid pop-up windows.

Contrast

rails /

name	age
 actionmailer/	about 22 hours ago
 actionpack/	about 7 hours ago
 activemodel/	about 7 hours ago

rails /

name	age
 actionmailer/	Wed Apr 13 10:40:18 -
 actionpack/	Thu Apr 14 00:57:44 -
 activemodel/	Thu Apr 14 01:43:51 -
 activerecord/	Wed Apr 13 11:41:42 -

rails /

name	age
 actionmailer/	about 22 hours ago
 actionpack/	about 7 hours ago
 activemodel/	about 7 hours ago

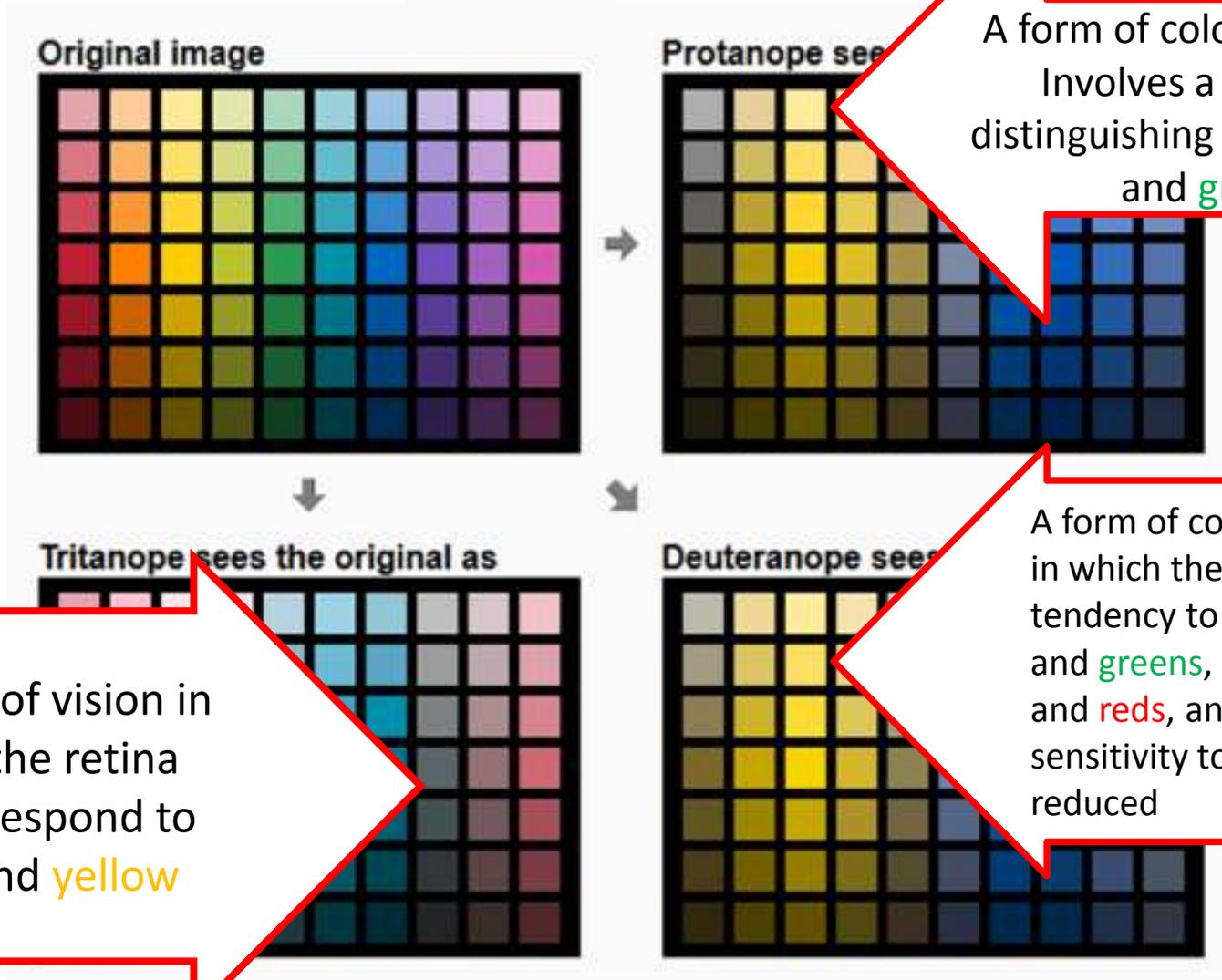
rails /

name	age
 actionmailer/	Wed Apr 13 10:40:18 -
 actionpack/	Thu Apr 14 00:57:44 -
 activemodel/	Thu Apr 14 01:43:51 -
 activerecord/	Wed Apr 13 11:41:42 -



Colour





A form of color blindness. Involves a defect in distinguishing between red and green

A form of colour blindness in which there is a tendency to confuse blues and greens, and greens and reds, and in which sensitivity to green is reduced

A defect of vision in which the retina fails to respond to blue and yellow



Usage example of Visolve for iPhone





Good Practices

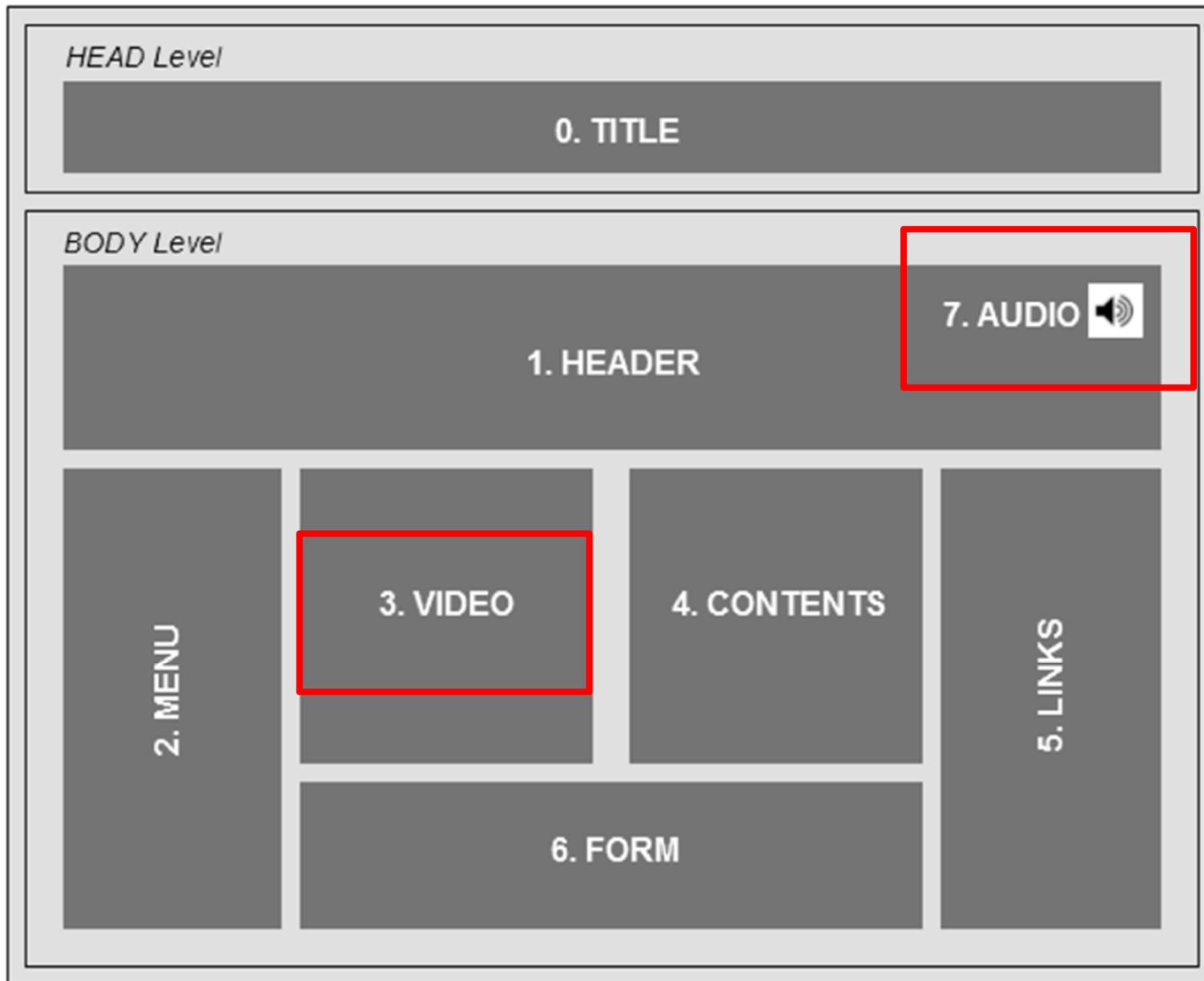


Four types of information transfer

- **Written information**
 - leaflets, catalogues, brochures, etc.
- **Electronic information**
 - websites, CD, etc.
- **Audio information**
 - CD, radio, telephones, etc.
- **Video information**
 - computer screen, television, mobile devices

Web Accessibility

- Websites designed, developed and edited, so that all users, in particular persons with disabilities, have **equal access** to information and **functionality**.



My web my way - Making the web easier to use

My web home

How to guides

Disability on BBC Online

Best practice

You are on: My web my way home

1.2k

How to guides

Choose a topic you would like help with



I can't see very well



I am blind



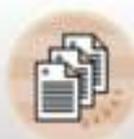
I can't hear very well



I find words difficult



I find a keyboard or mouse hard to use



Browse all guides



Demos

Accessibility Demos

Demos of Accessibility in Windows 7

See video demos that show the accessibility features of Windows 7 and Internet Explorer 8.



Accessibility Demo: Learn about the Ease of Access Center in Windows 7.



Magnifier makes things on the screen bigger and easier to see.



Windows 7

More Information

- [How to show captions or subtitles in Windows Media Player](#)
- [More Windows 7 Demos](#)

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- [Windows 7](#)

Office

- [Office 365](#)
- [Office 2013](#)
- [Office 2010](#)

Assistive Technology Products

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- Human Ability and Accessibility Center**
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- Industries
- Case studies
- Product accessibility information
- Developer guidelines
- Laws, standards and regulations**
- Open Computing
- Accessibility education
- Partnerships
- Events
- Resources
- Accessibility at IBM

Human Ability and Accessibility Center >

Laws, standards and regulations

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Overview

IBM believes that accessibility of information technology (IT) is an important issue that is growing in significance and relevance in many business domains. As an organization we have voluntarily been a leader in accessibility for many years but we are now seeing the emergence of regulations that require or encourage IT products and services to be accessible to people with disabilities. IBM supports the spirit and intent of regulatory activity that creates an inclusive environment with respect to the use of IT but we believe that these regulations should be objective, attainable and standards-based to provide a common set of base requirements that all vendors can work toward.

Regulations or policies that leverage the purchasing power of governments can be very effective in promoting accessible IT products. The US created an accessibility milestone in 1998 when it amended Section 508 of the Rehabilitation Act. This law requires US federal agencies to purchase information technology products that meet specifications defined by the US Access Board. The benefit of procurement requirements being driven by governments, the largest purchasers of IT, is that it accelerates the market for accessible products.

IBM believes that the use of regulation to improve IT accessibility will be most effective when it is "harmonized" worldwide, embodying a consistent set of expectations and objectives. If multiple, conflicting regulations emerge, it could become technically and economically difficult for vendors and their clients to support them, and it could create a disincentive to participation in certain markets. The end result is that the user does not benefit and may have fewer options and significantly increased costs.

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Iframes - HTML Class Lesson Syllabus

Iframes and HTML 4.01 Frames

By Jennifer Kyrnin

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Ads: [Java Lesson](#) [HTML5 Class](#) [Web Class](#) [HTML Tutorials](#) [CSS Tutorial Class](#)

The first thing you should realize about HTML frames is that there is only one type of frame that is valid in HTML5—`IFRAME`. This lesson will teach you about how to build iframes as well as HTML 4 framesets.

Required Reading

Iframes

Iframes or inline frames are the only valid type of frame in HTML5. They are fairly easy to use, requiring just one element: `IFRAME`. This article explains the `IFRAME` element.

Ads

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Doradce.

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See More About

New Iframe Attributes

There are three new attributes of the `IFRAME` element that help improve the security and design of your iframes. This article explains what they are for and how they can be used.

Linking in Iframes and Frames

When you add links to documents that are inside frames, you can choose where they should open—inside the current frame, inside the window holding the frame, or inside a completely new window.

Learn to Build HTML 4.01 Frames

HTML frames may be obsolete in HTML5, but browsers still support it and they can be useful. This tutorial

Ads

Badania nad toczniem

clinlife.pl/Badania_nad_toczniem
Poszukujemy ochotników do programu badań. Więcej informacji tutaj.

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Dostępność. Projektowanie uniwersalne

Strategia Europejska wobec zagadnień dostępności

Dostępność i eliminowanie barier znajduje się w samym centrum Strategii Komisji Europejskiej, która określiła je pierwszy i podstawowy obszar działania na najbliższe dziesięciolecie.

Dostępność oznacza, że osoby niepełnosprawne mogą na równych prawach na równych z innymi korzystać z produktów i usług, środowiska fizycznego, transportu, technologii i systemów informacyjno-komunikacyjnych.

Komisja proponuje zastosowanie instrumentów prawnych, takich jak np. standaryzacja, w celu zwiększenia dostępności zgodnie z projektami przewidzianymi w Europejskiej agendzie cyfrową i Unią innowacji. W dokumentach tych wymienione zostały działania na rzecz zwiększenia szans i równoprawnego uczestnictwa w życiu społecznym wszystkich obywateli. Ich treść zawiera odniesienie do koncepcji projektowania uniwersalnego, promowania technologii i rozwiązań służących włączeniu do społeczeństwa osó z obniżoną funkcjonalnością.

- „Europejska strategia w sprawie niepełnosprawnych 2010-2020”

[Pobierz publikację „Europejska strategia w sprawie niepełnosprawności 2010-2020”k w formacie pdf 162 kb](#)

- „Plan działań Rady Europy w celu promocji praw i pełnego uczestnictwa osób niepełnosprawnych w społeczeństwie: podnoszenie jakości życia osób niepełnosprawnych w Europie 2006-2015”. Zalecenia nr Rec(2006)5 Komitetu Ministrów dla państw członkowskich

[Pobierz publikację „Plan działań Rady Europy w celu promocji praw i pełnego uczestnictwa osób niepełnosprawnych w społeczeństwie: podnoszenie jakości życia osób niepełnosprawnych w Europie 2006-2015” w formacie pdf 430 kb](#)

- “Projektowanie uniwersalne. Objasnienie koncepcji”



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Dostępność. Projektowanie uniwersalne

System identyfikacji wizualnej Projektowania Uniwersalnego

Biuro Pełnomocnika Rządu ds. Osób Niepełnosprawnych informuje, że zostało opracowane pierwszy w Polsce system identyfikacji wizualnej projektowania uniwersalnego. Autorką tego systemu jest Małgorzata Sobocińska-Kiss. Celem opracowania systemu znaku graficznego było umożliwienie łatwej identyfikacji wszelkich działań na rzecz tego przedsięwzięcia.

Pani Małgorzata Sobocińska-Kiss jest wykładowcą grafiki w Wyższej Szkole Informatyki Stosowanej i Zarządzania działającej pod auspicjami PAN w Warszawie. Ukończyła studia na Wydziale Wzornictwa Przemysłowego w Akademii Sztuk Pięknych w Warszawie.

Małgorzata Sobocińska-Kiss w ramach przygotowań do obrony swojej pracy doktorskiej stworzyła pro bono, na potrzeby Biura Pełnomocnika Rządu ds. Osób Niepełnosprawnych system identyfikacji wizualnej Projektowania Uniwersalnego oraz włączyła się aktywnie w promowanie idei dostępności dla wszystkich. Działa społecznie w Stowarzyszeniu Wspólna Przestrzeń zrzeszonego w międzynarodowej organizacji European Institute for Design and Disability – EIDD.

Pierwszy raz logo projektowania uniwersalnego zostało użyte do oznakowania materiałów podczas konferencji pt. „Projektowanie uniwersalne a społeczna odpowiedzialność biznesu”, która miała miejsce w Warszawie w dniu 16.10.2013 r. [[przejdź do zakładki z materiałami z tej konferencji](#)].

W ramach system identyfikacji wizualnej projektowania uniwersalnego zostały opracowane:

- logo projektowania uniwersalnego
- księga znaku projektowania uniwersalnego
- zestaw ikon pomocniczych
- standardy graficzne publikacji z dziedziny projektowania uniwersalnego
- projekt znacznika materiałów graficznych (naklejki silikonowej)



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Biuro Pełnomocnika Rządu ds. Osób Niepełnosprawnych informuje, że został opracowany pierwszy w Polsce system identyfikacji wizualnej projektowania uniwersalnego. Autorką tego systemu jest Małgorzata Sobocińska - Kiss. Celem opracowania systemu znaku graficznego było umożliwienie łatwej identyfikacji wszelkich działań na rzecz tego przedsięwzięcia.

Pani Małgorzata Sobocińska-Kiss jest wykładowcą grafiki w Wyższej Szkole Informatyki Stosowanej i Zarządzania działającej pod auspicjami PAN w Warszawie. Ukończyła studia na Wydziale Wzornictwa Przemysłowego w Akademii Sztuk Pięknych w Warszawie.

Małgorzata Sobocińska-Kiss w ramach przygotowań do obrony swojej pracy doktorskiej stworzyła pro bono, na potrzeby Biura Pełnomocnika Rządu ds. Osób Niepełnosprawnych system identyfikacji wizualnej Projektowania Uniwersalnego oraz włączyła się aktywnie w promowanie idei dostępności dla wszystkich. Działa społecznie w Stowarzyszeniu Wspólna Przestrzeń zrzeszonego w międzynarodowej organizacji European Institute for Design and Disability – EIDO.

Pierwszy raz logo projektowania uniwersalnego zostało użyte do oznakowania materiałów podczas konferencji pt. „Projektowanie uniwersalne a społeczna odpowiedzialność biznesu”, która miała miejsce w Warszawie w dniu 16-10-2013 r. [\[przejdź do zakładki z materiałami z tej konferencji\]](#)

W ramach system identyfikacji wizualnej projektowania uniwersalnego zostały opracowane:

- logo projektowania uniwersalnego
- księga znaku projektowania uniwersalnego
- zestaw ikon pomocniczych
- standardy graficzne publikacji z dziedziny projektowania uniwersalnego
- projekt znacznika materiałów graficznych (naklejki silikonowej)

The American Foundation

- 2008 – the American Foundation for the Blind publishes the first guide with a set of rules



<http://www.audiodescribe.com/samples/>



- **JOEL SNYDER -**
President, Audio
Description Associates,
LLC
- **Director, Audio
Description
Project, American
Council of the
Blind**

www.acb.org/adp



<http://www.acb.org/adp/museumpainting.html>

Interactive technologies



Written information



European easy-to-read standards

<http://www.inclusion-europe.com/etr/en/european-easy-to-read-standards>

Category:Accessibility in Poland

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Media in category "Accessibility in Poland"

The following 2 files are in this category, out of 2 total.



Danuta Poland disability
employment.jpg
31 KB



Łazienka
niepełnosprawnych-
dworzec-warszawa-
wschodnia.jpg
4.94 MB

Termin **30 maja 2015 r.** na zapewnienie dostępności serwisów internetowych urzędów wynika z Rozporządzenia Rady Ministrów w sprawie Krajowych Ram Interoperacyjności z 12 kwietnia 2012 r. Na pewno jest nad czym pracować. Na przełomie 2012 i 2013 r. **Fundacja Instytut Rozwoju Regionalnego i Rzecznik Praw Obywatelskich** przeprowadzili badania pn. „Dostępność witryn internetowych instytucji publicznych dla osób niepełnosprawnych”.



Accessibility

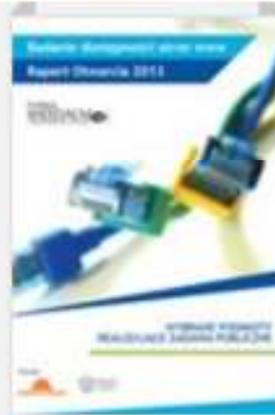


Raport Otwarcia 2013 – badanie dostępności stron www

WCAG 2.0 Podręcznik Dobrych Praktyk

Metodologia badania dostępności stron internetowych

WCAG 2.0



Raport Otwarcia 2013



Podręcznik dobrych praktyk WCAG 2.0



Metodologia badania dostępności stron www

ROZCZNIK PRAW OBYWATELSKICH

Kraków, Kwiecień 2013 r.



Dziennik Ustaw Monitor Polski Wyszukiwanie Lista cel

TU JESTEŚ Dziennik Ustaw 2012 Poz. 526

AKT PRAWNY

Rozporządzenie Rady Ministrów w sprawie Krajowych Ram wymagań dla rejestrów pu postaci elektronicznej oraz systemów teleinformatycznych

Data ogłoszenia: 2012-05-16
Nazwa dziennika: Dziennik Ustaw
Rok: 2012
Pozycja: 526

Pobierz plik:



Budowa systemu udostępniającego dzienniki urzędowe została sfinansowana z budżetu państwa. System korzysta z funkcjonalności elektronicznej Platformy Usług Adm

WYMAGANIA *Web Content Accessibility Guidelines* (WCAG 2.0) DLA SYSTEMÓW TELEINFORMATYCZNYCH W ZAKRESIE DOSTĘPNOŚCI DLA OSÓB NIEPEŁNOSPRAWNYCH

W systemie teleinformatycznym podmiotu służącym do realizacji zadania publicznego należy zapewnić spełnienie następujących wymagań:

Lp.	Zasada	Wymaganie	Pozycja w WCGA 2.0	Poziom
1.	Zasada 1 – Postrzeganie	Wymaganie 1.1	1.1.1	A
2.		Wymaganie 1.2	1.2.1	A
3.			1.2.2	
4.			1.2.3	
5.		Wymaganie 1.3	1.3.1	A
6.			1.3.2	
7.			1.3.3	
8.		Wymaganie 1.4	1.4.1	A
9.			1.4.2	AA
10.			1.4.3	
11.			1.4.4	
12.			1.4.5	
13.	Zasada 2 – Funkcjonalność	Wymaganie 2.1	2.1.1	A
14.		Wymaganie 2.2	2.1.2	A
15.			2.2.1	
16.		Wymaganie 2.3	2.2.2	A
17.			2.3.1	
18.		Wymaganie 2.4	2.4.1	A
19.			2.4.2	
20.			2.4.3	
21.			2.4.4	
22.			2.4.5	AA
23.	2.4.6			
24.	2.4.7			
25.	Wymaganie 3.1	3.1.1	A	
26.		3.1.2	AA	
27.		3.2.1	A	
28.	3.2.2	A



WCAG 2.0

Krajowa Rada Radiofonii i Telewizji

- WCAG 2.0 (*Web Content Accessibility Guidelines*) – wytyczne dotyczące dostępności internetowych
- Rozporządzenie Rady Ministrów z dnia 12 kwietnia 2012 w sprawie Krajowych Ram Interoperacyjności „minimalnych wymagań dla rejestrów publicznych i wymiany informacji w postaci elektronicznej oraz minimalnych wymagań dla systemów teleinformatycznych (Dz. U. 2012, pozycja 526) **zobowiązuje** podmioty realizujące zadania publiczne do dostosowania swoich serwisów internetowych do standardu WCAG.”

Conclusions





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Oferta studiów podyplomowych



12th December 2012

Włączenie cyfrowe i społeczne:
strony internetowe,
audiodeskrypcja, multimedia
**Digital and social inclusion:
websites, audiodescription,
multimedia**

<http://wlaczeniecyfrowe.widzialni.us.edu.pl/>

szukana fraza



O studiach
Rekrutacja
Akty prawne
Konferencje i warsztaty
Pomoc dla niepełnosprawnych
studentów
Dostęp i zakwaterowanie
Kontakt
O nas w mediach
Aktualności

Dołącz do nas



„WŁĄCZENIE CYFROWE I SPOŁECZNE: STRONY INTERNETOWE, AUDIODESKRYPCJA, MULTIMEDIA” -

ROCZNE STUDIA PODDYPLOMOWE KWALIFIKACYJNE
UNIWERSYTET ŚLĄSKI

O studiach

„Włączenie cyfrowe i społeczne:

strony internetowe,

audiodeskrypcja, multimedia” -

Roczne Studia Podyplomowe

Uniwersytet Śląski

informacje dr Izabela Mrochen

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izabela.mrochen@widzialni.org

tel. 32 200-94-36

NABÓR NA STUDIA TRWA



UNI WERSYTET WIDZI SŁYSZY

POMAGA



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Challenges for universities in the 21st century



- ✓ combining the main requirements of education policy of the EU,
- ✓ protecting the e-inclusion/equality idea of the EU,
- ✓ replacing traditional and passive learning with active studying,
- ✓ education leaders should be focused on preparing students in schools for tomorrow`s world, with the objective of helping them to meet their maximum potential,
- ✓ personalized learning should focus from being taught to being learned,
- ✓ the student`s needs become more central,
- ✓ raising the standard of training in higher-education institutions,
- ✓ following the requirements of labour market,

Thank you for your attention

- <http://www.triple-c.at/index.php/tripleC/article/view/225>