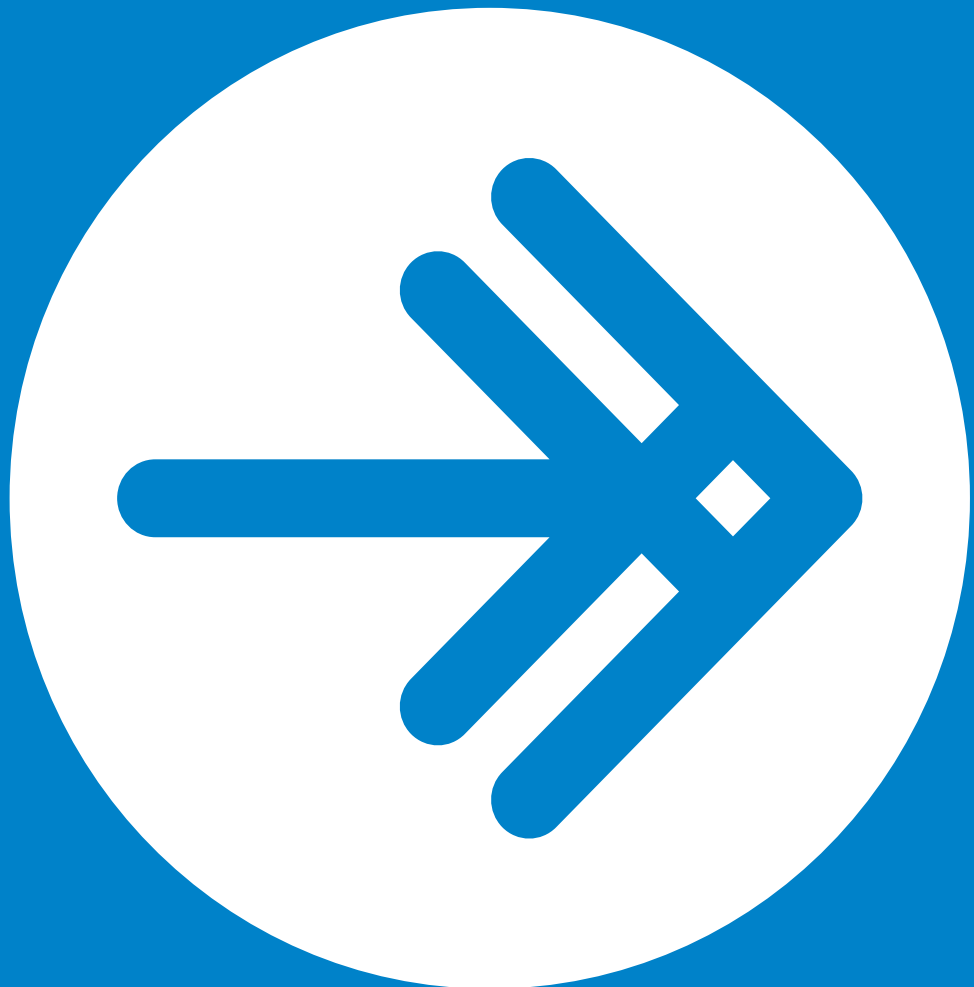

Leading the way in accessible information

An accessibility guide for writers, communicators, and designers, including web and IT tool designers, production houses and procured services to the public sector.



Contents

Foreword	2
Background	3
Why make services accessible to all?	6
What is expected of government?	10
Creating inclusive design	14
Alternate formats	22
Resources	30
Appendix 1: Quarterly report template for agencies	34
Appendix 2: Lead checklists	38
Appendix 3: Checklist for individual projects	42

Foreword

The State Sector is committed to being responsive to the needs of all New Zealanders. I am proud to be the Chief Executive sponsor as the State Sector takes a leadership role in increasing the inclusion of disabled people through opening up employment opportunities and making sure that information is accessible to all.

In early 2018, I launched the Accessibility Charter, which embodies our public service Chief Executives' commitment to providing accessible information and online tools.

We know that it will take commitment, planning and resourcing to make changes to existing and future communication material and IT tools. To achieve this change, each agency will appoint a sponsor from the senior leadership team who has responsibility for the development of a plan of action for the next five years.

This Accessibility Guide has been developed by the Ministry of Social Development in consultation with the Disabled Persons Organisations – Deaf Aotearoa, People First New Zealand Ngā Tāngata Tuatahi, Association of Blind Citizens of New Zealand, and Kāpō Māori Aotearoa.

This Guide is for all government agencies to use to support them in creating an inclusive and accessible public sector.



Brendan Boyle
Chief Executive
Ministry of Social Development

Background

The New Zealand Disability Action Plan's joint vision is for "All New Zealanders to experience equal rights of citizenship" and for disabled people, full realisation of their human rights depends on access to information, services and products.

The purpose of the work is to:

- improve disabled people's access to information provided by government agencies to the public
- provide disabled people with a consistent experience when accessing government information
- meet New Zealand's international obligation under the United Nations Convention on the Rights of Persons with Disabilities.

In 2017, as part of the New Zealand Disability Action Plan, an Accessibility Charter was developed by the Ministry of Social Development and the Disabled People's Organisation's (DPO) action lead, the Association of Blind Citizens of New Zealand (Blind Citizens NZ).

In July of that year, the State sector Chief Executives agreed to the following statement, which formed the Accessibility Charter.

"Public Sector Chief Executives are committed to working progressively over the next five years towards ensuring that all information intended for the public is accessible to everyone and that everyone can interact with our services in a way that meets their individual needs and promotes their independence and dignity. Accessibility is a high priority for all our work. This means:

- meeting the New Zealand Government Web Accessibility Standard and the Web Usability Standard, as already agreed, by 1 July 2017;
- ensuring that our forms, correspondence, pamphlets, brochures and other means of interacting with the public are available in a range of accessible formats including electronic, New Zealand Sign Language, Easy Read, Braille, large print, audio, captioned and audio described videos, transcripts, and tools such as the Telephone Information Service;

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- compliance with accessibility standards and requirements as a high priority deliverable from vendors we deal with;
 - responding positively when our customers draw our attention to instances of inaccessibility in our information and processes and working to resolve the situation;
 - adopting a flexible approach to interacting with the public where an individual may not otherwise be able to carry out their business with full independence and dignity.


We will continue to actively champion accessibility within our leadership teams so that providing accessible information to the public is considered business as usual.”

This statement was launched in February 2018 at the State sector Chief Executive’s master class. It was agreed that each agency – their Chief Executive (CE), head of Information Technology (IT) and head of Communications – would sign the Charter.

To implement the Accessibility Charter, State sector agencies need to develop an Action Plan for producing information, tools and resources that are accessible and includes alternate formats to help meet the needs of disabled people. This Action Plan should be owned and championed at a senior level.

To support government agencies to implement the Action Plan, it was agreed that the Ministry of Social Development (MSD) would work with Blind Citizens NZ, Deaf Aotearoa and People First New Zealand Ngā Tāngata Tuatahi (People First New Zealand) to develop a guide to inform government agencies on what is meant by accessibility of information. This guide is to be used by writers, communicators, designers including web and IT tool designers; production houses and IT procured services.

It is planned that this guide will be supported with a training programme, which will be available to all government agencies. The guide will be reviewed regularly to make sure content reflects current practice.

-  It is not only the right thing to do, as per the Human Rights Act of 1993, but the bright thing to do. It is good service, reflecting a public sector that is responsive to the needs of its community.

Why make services accessible to all?

Improve customer service through access to information

How up to speed are you when it comes to providing information that is accessible to disabled people?

This guide is designed to help you. It supports the government's commitment to providing services geared to meeting the needs of all groups in the community. It offers best practice advice to public sector information providers and policy makers at all levels and will help you ensure that your departments and agencies are aware of the requirements of the UN Convention on the Rights of Persons with Disabilities¹ and the New Zealand Disability Strategy². The guide is by no means definitive and it is important to learn from individual experience.

The aim is to help ensure that disabled people will be able to receive a consistent response to their information needs from across government.

The right thing to do

The overarching framework that underpins this guide is the New Zealand Disability Strategy.

The vision for the strategy is that “New Zealand is a non-disabling society – a place where disabled people have an equal opportunity to achieve their goals and aspirations, and all of New Zealand works together to make this happen”.

The New Zealand Disability Strategy is supported by three principles and two approaches.

The three principles are: Te Tiriti o Waitangi, the UN Convention on the Rights of Persons with Disabilities, and ensuring disabled people are involved in decision-making that impacts them.

1 www.odi.govt.nz/united-nations-convention-on-the-rights-of-persons-with-disabilities/

2 www.odi.govt.nz/nz-disability-strategy/

The two approaches are: investing in our whole lives – a long-term approach, and specific and mainstream services – a twin-track approach.

Embracing these principles and approaches in all work will help make sure the disabled community is visible, acknowledged and respected on an equal basis with others, and that disabled people can live a life with dignity and feel valued.

To be effective, requires developing and strengthening key relationships and partnerships. A partnership relationship gives both the government agency and the disability community the opportunity to discuss and mutually agree aims and purpose. Partnerships help identify, negotiate and explicitly resolve differences and conflicts.

This guide has been developed using a co-design approach between Disabled People's Organisations and the Ministry of Social Development. We acknowledge that this is a living document and will be revised based on mutual discussions and feedback from those who use it.

The bright thing to do – good government

As a matter of good government and good practice, all government agencies should ensure that all New Zealanders have access to information about their policies, initiatives and programmes. As part of increasing the employment of disabled people in the public sector, it is important that all employees have the right tools to do their jobs. To assist this work a set of resources have been developed – the Lead Toolkit. They can be accessed at www.ssc.govt.nz/lead

When considering publicity and publication methods, the diverse nature of the audience is key. This means considering alternate formats (e.g. Easy Read, large print, braille, audio, website, face to face) and languages, such as New Zealand Sign Language [NZSL] and te reo Māori, and other languages that reflect the audience).

The accessibility of different formats is of particular importance to disabled people.

The trend towards a digital society provides users with new ways of accessing information and services. Government agencies rely increasingly on the internet to produce, collect and provide a wide range of information and services online that are essential to the public. Disabled people would benefit from wider access to public services through websites and mobile applications and would receive services and information facilitating their daily lives. Accessibility and usability should be key features when designing, constructing, maintaining and updating websites and mobile applications.

Best practice

Best practice for communicating information is driven by the principles of inclusive design³. These principles have formed the basis of the Web Accessibility Standards. It is expected that government agencies will comply with a AAA rating for these standards.

Inclusive design

Applying a set of principles called universal design, to information makes it accessible to most people with the least amount change. Universal design is also about presenting information in a variety of ways (including alternate formats) so everyone can use it.

Web Accessibility Standards

 **The power of the web is in its universality. Access by everyone regardless of disability is an essential aspect.**

Tim Berners-Lee, inventor of the World Wide Web

3 <http://universaldesign.ie/What-is-Universal-Design/The-7-Principles/>

The Web Accessibility Standards (Web Standards)⁴ focuses on improving Government website accessibility for people with disabilities. Accessible websites also benefit users without disabilities, as well those using a variety of technologies to access the web. This helps the New Zealand Government to meet its obligations under the Human Rights Act 1993, the UN Convention on the Rights of Persons with Disabilities and directly supports the development of accessible digital services.

The Web Standards are a mandatory requirement for Public Service and non-Public Service departments laid out in Cabinet Minute (03) 41/2B, and are supported by a Web Standards Self-Assessment requirement. The assessment process is currently being undertaken, with a findings and recommendations in draft, before being presented to Cabinet. This report will set out our findings on the current state of government compliance, and the next steps for our ongoing commitment to maintaining and supporting these standards.

The all of government Digital Service Design Standard, newly approved by the Government Chief Digital Officer and launched by the Minister for Government Digital Services in July 2018, will also support and promote the web standards under a new overarching service design framework. The Web standards are specifically referenced as a mechanism for meeting Principle 5: 'Be inclusive, and provide ethical and equitable services'. The compliance and support model for this new standard is currently being readied for a broad public consultation process under the Open Government Partnership NZ National Action Plan.

4 Further information about the Web Standards can be accessed at:
www.ict.govt.nz/guidance-and-resources/standards-compliance/web-standards/

For guidance on meeting the standards and assessing compliance, see The Web Accessibility Toolkit at:
<https://webtoolkit.govt.nz/guidance/content-design-and-management/>

What is expected of government?

Implementing the Accessibility Charter

Each government agency will need to develop its own Action Plan. Here are some tools and factors to consider when developing your Action Plan and the associated projects.

The 6-point Action Plan

1 Appoint a sponsor

It is expected that the Leadership Team will appoint a sponsor who will be accountable for reporting on progress with the implementation of the Accessibility Charter and the Lead Toolkit: Increasing the employment in the public sector (see Appendix 1: Report template).

2 Appoint champions

The IT, Communications and Human Resource (HR) teams will each need to appoint a champion to support staff to up-skill and be a point of contact for queries.

3 Develop the Action Plan

The Action Plan can be developed from a gap analysis using the Lead Toolkit Checklists (see Appendix 2) in partnership with discussions with the Disabled People's Organisations (DPOs) listed in the insert Useful contacts.

4 Prioritise the projects

A more detailed analysis will identify key projects to progress. This may include developing capability and engaging with the DPOs to find out what projects are of priority for their communities. When implementing the Action Plan use the Individual Project Checklist (see Appendix 3) when commissioning work.

5 Monitor progress

To monitor your progress, develop regular reporting through the IT, Communications and HR champions to the leadership sponsor. Make sure that you incorporate user feedback in your reports.


6 Continuous quality improvement

Use your reporting to identify further areas of improvement. You should also engage the DPOs for feedback on ways to improve.

The Action Plan should include guidance on:

- who has ownership and is responsible for ensuring the information needs of disabled people are addressed when procuring and developing communication and IT resources
- who will hold the budget for funding alternate formats and testing for accessibility
- prioritising information to be put into alternate formats and languages in consultation with the DPOs listed in the insert Useful contacts.
- deciding which formats the department will provide.
- timing of production – factor in the time to produce alternate formats so they are available at the same time as other formats. Alternate format versions take time to produce, especially if they are long, so scheduling must consider this. Generally a minimum of 4 weeks is required. However if it's a brief document, such as a media statement or blog, it may be possible to have the document sooner. For some services, an urgent fee may be charged.

-
- establishing a peer-review process
 - identifying a complaints and feedback procedure
 - agreeing how to comply with and monitor the commitments in the Accessibility Charter, decide who in the agency will be responsible for progress and how they will ensure changes are implemented?

 **Get everyone on board. It is important to ensure that the Action Plan is understood and supported by everyone in the organisation – from senior management to customer-facing staff.**

Information that should be given priority

This is not intended as an exhaustive list, nor is it in any order of priority. Individual departments may wish to add their own specific priorities.

To reflect good practice, priority should be given to information that:

- is aimed specifically at disabled people or has a significant impact on disabled people and/or their families and/or whānau
- is needed to exercise the rights and responsibilities of citizenship (such as voting or paying tax)
- is needed to make an informed decision, receive payments or other services
- is of a personal or confidential nature (e.g. if it relates to medical or financial issues)
- could result in legal consequences or loss of rights if not acted upon (e.g. census or voting information)
- seeks a response from the public (e.g. consultation documents)
- is in response to correspondence from a disabled person who has expressed a preference for a particular format.

Where documents don't meet agreed priorities, it will be necessary to assess what action should be taken on an individual basis.

For instance, it might be appropriate, to provide a number of lengthy documents in an accessible format to an individual who needs them for use in a court case.

Agencies might decide that all new documents should be made available in alternate formats, while recognising that some pre-existing documents may also be important enough to justify transcription into alternate formats.

Under certain circumstances, provide a summary version of a longer document as a minimum alternative to providing the complete document e.g. documents longer than 10 pages.

Creating inclusive design

How to talk to and about disabled people

➔ Respectful language is simply showing respect and ordinary courtesy. Think of it in similar terms to the way we talk about women, Māori or older people.

- Use respectful language.
- Keep it simple, accurate and neutral.
- It is often not appropriate to name a person's impairment/s or ask what their impairment/s is/are, unless confidentially such as in a survey.
- Don't define someone by their impairment or the equipment they use.
- Use neutral language – the art of discussing difficult issues while still maintaining dignity and respect for each other.
- Use inclusive language – avoid creating or perpetuating negative social stereotypes. Use “person uses a wheelchair”, rather than being confined to a wheelchair. Or, someone may “have an impairment”, but they neither “suffer” from it, nor are they “afflicted” with it. Other language that is inappropriate includes “mental retardation” and “deaf mute”.

In New Zealand, we use the term “disabled person/people” rather than “person/people with a disability”, as outlined in the New Zealand Disability Strategy.

In this context, “disabled” refers to things outside the person that impact on them and put barriers in the way of them participating in the world we all live in. These barriers can be both attitudinal and physical. By using the term “disabled people” we are indicating that we need to do something about the barriers that disable people.

➔ Don't make assumptions about a disabled person's needs or capabilities based on your own preconceptions.

Using images

➔ Information about disabled people should show them as people in society and not create an impression of separateness or specialness. Images should be age appropriate.

- Disabled people should be included in general illustrations to show they are part of the community like everyone else.
- Show disabled people in everyday social situations and work environments.
- Show diversity amongst disabled people – disabled people can be any ethnicity, any relationship or family status etc.
- Some impairments are not visible or obvious. Don't go out of your way to accentuate a person's disability in photos/images.

More people understand clear language

Tips for writing clear language.

- Know your audience.
- Use everyday language readers are familiar with.
- Use short, clear sentences (15–20 words).
- One idea in a sentence is best.
- Keep paragraphs short with one subject in one paragraph.
- Avoid using a multi-syllable word when a shorter one will do.
- Avoid jargon, acronyms, technical words and details. If you must use an acronym, always provide a full version the first time you mention it.

-
- Use active rather than passive verbs e.g. “All government agencies signed the Charter” rather than “the Charter was signed by all government agencies”.
 - Use “you” and “we”.
 - Give straightforward instructions, e.g. “please sign this Charter”.
 - Be helpful, human and polite.
 - It is okay to use bulleted lists.



Use everyday language people are familiar with.

Use Clear Print Principles to make print accessible

The following information has been reproduced with permission from the Round Table on Information Access for People with Print Disabilities Inc.

Fonts

- Make body size 12-point type the minimum size recommended for a general audience and 16 point is the minimum size recommended for people with vision impairment/low vision, or people with learning disability.
- Use a strong sans-serif font such as Arial.
- Avoid highly stylised or simulated handwriting and typefaces.
- Typefaces are available in different weights. Avoid light options because there is less to provide the contrast between paper and text.
- Avoid italics which can make text difficult to read for some people.
- Bold type can be used to emphasise particular text.
- Avoid using all capital letters in words. The human eye reads by recognising the shape of words and a word in all capitals interferes with this recognition.

Other design characteristics

- Be consistent with numbering, generally small numbers (1–10) should be written as words and larger numbers (over 10) should be written numerically.
- Use a typeface that makes numerals distinct.
- Avoid underlining.
- Line length should be about 60 characters.
- Align text to the left-hand margin.
- Avoid right-justified text.
- The space between lines should be 1.5 and twice the space between words.
- Words should be evenly spaced.
- Make sure there is a strong contrast between the text and the background.
- Use plenty of white space around text and images and separate the different elements of the page.
- Avoid using text over images or patterned backgrounds.
- Avoid using colour shading and screens that reduce the contrast between text and background.
- To accentuate particular pieces of text, use white spaces or boxes.
- Leave a space between paragraphs for ease of reading.
- Avoid fitting text around images if this means lines of text start in different places and are difficult to find.

-
- Avoid using watermarks in the background of content to identify for example, “draft” and “confidential”. Signal these clearly on the front page and include in the running header or footer.
 - Allow extra space/widely spaced lines on forms for people to write on or for signatures.
 - Consistency is important, for example make sure page numbers are in the same place on each page.

Paper

- Use matt or satin paper rather than glossy paper.
- Use paper of sufficient weight so the print does not show through on the other side.

Binding

- Print documents should open flat.



To accentuate particular pieces of text, use white space.

Email and web accessibility

If you are sending out emails including newsletters:

- provide the original Word document as well as the PDF
- include the document in the original email if the document is short
- provide a web link at the end of the text
- provide captioned and audio described video or New Zealand Sign Language (NZSL) video
- avoid using a PDF file as the only communications tool.

Information on the web should:

- be accessible HTML
- be tagged/structured PDFs, optimised for accessibility. Don't use "scanned" PDFs as the only communications tool. They cannot be read by screen readers, and can be inaccessible to people with other impairments
- include alternate formats like audio, New Zealand Sign Language (NZSL) videos, captioned and audio described videos, transcripts and webpages embedded with Easy Read.

Creating accessible presentations and materials

To ensure presentations delivered at your event are accessible, there are three aspects that should be considered:

1. visual presentation (slideshow, PowerPoint, videos, audio files)
2. handouts
3. verbal presentation.

Creating accessible PowerPoint and keynote presentations

Slideshows are a powerful communication tool but they are often inaccessible to people who are blind or vision-impaired. Fortunately, there are ways you can create slideshows that are accessible to a wider audience. Some general guidelines are as follows:

1 Keep the design simple.

- Use a simple, uncluttered design template.
- Utilise the pre-defined text boxes, title boxes, and image boxes already incorporated into templates rather than creating your own. Adding new page elements can reduce the ability of adaptive software to read the information in the right order or to read the information at all.
- Use sans serif fonts such as Arial, Verdana, or APFont (a font developed specifically for low-vision readers), in minimum 24-point.
- Be mindful of colour contrast issues. Light text on a dark background is best (e.g. yellow on black, white on dark blue, or white on black).
- Do not convey information with colour alone as some individuals may be colour-blind.
- Limit the number of bullet points and total quantity of text per slide. We recommend 5 words per bullet and no more than 5 to 7 bullets per slide. If your audience is largely made up of people with learning disability 2 to 3 bullets per slide is best.
- If using Microsoft PowerPoint, consider incorporating audible slide transitions that notify audience members that you are moving to a new slide. iWork Keynote does not offer audio transitions, so use some verbal indication, such as saying “next slide”.

2 With PowerPoint, set to “Normal” view, open the Slide Show menu and select Slide Transition. A Slide Transition pane will appear on the right side of the screen.

- In the Modify transition section, select Sound. Choose a sound from the select box. “Click”, “whoosh”, “chime”, or “camera” are good choices. Some of the others might become annoying to the audience.
- Disable automatic slide transitions and ensure slides change “on click”. This allows audience members who want to review your slides at a later time to control the speed with which slides change.
- Minimise the number of transitions or animations used in your presentation. These features can limit the functionality of adaptive technology.
- If using Microsoft PowerPoint (version 2010 or later), once you have completed your slideshow use the “Document Accessibility Checker” to check for accessibility issues. This tool is able to scan the slideshow for elements that are missing descriptive text, elements that have no assigned order for adaptive technologies, slides that have no assigned titles, and other issues.

Alternate formats

People who need information in alternate format

There are over 1.1 million disabled people in New Zealand. That is approximately 25 percent of the population. From an information point of view we are looking at people who are print disabled, including those with sensory or learning disabilities, dexterity or literacy issues.

Disabled people should be able to expect a level of service consistent with that offered to the rest of the community from different departments in a joined-up government.

Alternate formats

There are a number of organisations who provide alternate formats.



These providers are experienced in providing information in specialised formats and it is important that you trust their advice.

Alternate formats for people with learning (intellectual) disability

Easy Read

Easy Read is an alternate format that is easier for people with learning disability to read and understand.

It is also more accessible for many people who are Deaf, older, have English as a second language or low-literacy.

Easy Read:

- uses many of the same principles of plain language, but goes a lot further in terms of avoiding or explaining difficult words
- uses images to explain the meaning of the ideas in the text.
- People First New Zealand provides a professional Easy Read Translation service, called Make It Easy.

There are 2 ways you can use the Make It Easy service:

1. You can use the service to get a complete translation of your information into Easy Read, and guidance on the best way to structure your document and reach people with learning disability. This service is charged by the hour, includes the cost of images (and the right to use them for that document) and testing by people with learning disability, and has a 4 week minimum timeframe. This service enables you to state your document has been translated by People First – a recognised Easy Read producer.
2. You can have a go at putting your information into Easy Read by following the principles in the People First New Zealand ‘Guide to making Easy Read information’. You can then send your draft to the Make It Easy service for a consultation. A consultant will provide you with practical advice on what to change in your document to bring it into line with the principles of Easy Read. This service can take 1 to 2 weeks, and is charged out at a set price. Making the changes suggested by the consultant will enable you to state your document has been translated in consultation with People First New Zealand.

When considering contracting People First New Zealand, the most important things you can do are:

- let People First New Zealand know ahead of time that you will be sending a document their way
- allow for the 4 week minimum timeframe for complete translations
- put your document into plain language as much as possible
- consider whether it will be okay to translate only the summary or key points of your document.

People First New Zealand can also utilise its networks through local groups and social media to distribute information to people with learning disability throughout New Zealand. Publicly available Easy Read documents are regularly uploaded to the People First website for free downloading by the community. Discuss this possibility with People First to make sure your information is easy to find.

Formats for blind, vision-impaired, low vision, and Deafblind

Blind Citizens NZ provides advice about producing documents in alternate formats for those who are blind, vision-impaired, Deafblind or have low vision (referred to as blind and vision-impaired), and provides a blind consumer's perspective.

Blind and vision-impaired people read information via a range of options such as large print, audio, braille, e-text etc. Creating well-structured, accessible documents using clear print principles, means they can be more easily converted into alternate formats such as large print, braille and synthetic audio files. Clear print documents are more legible, and readable, and they benefit everyone, especially someone who is vision impaired.

Large print

Large print refers to text that is larger than 12-point print (font) size, and uses clear print principles. When producing large print documents for a wide audience the recommended minimum print (font) size is 16 point. Some people prefer their large print to be 22-point print size or bigger. When producing a large print document for just one person's use, ideally you should ask them what print size they prefer.

Documents that are created accessible from the beginning are more easily reformatted to a larger print size. Reformatting an existing document to large print will require attention to the layout of all content.

Large print information can be produced effectively using standard word processors and printers.

Audio

Audio versions of print documents must be accurate, uncensored reproductions of the printed text. They must be of the highest standard possible and describe the purpose and circumstances of the document.

A number of providers provide a quality audio recording service using either a professional narrator or synthetic text. Information can be produced as audio on CD, as MP3 (files can be emailed, downloaded from websites etc.), and/or DAISY files. DAISY offers a flexible and navigable reading experience for blind or vision-impaired people.

Contact the Association of Blind Citizens of New Zealand for advice.

Braille

New Zealand has a standing setting authority for braille – this is The Braille Authority of New Zealand Aotearoa Trust (BANZAT). For several hundred blind and vision-impaired people, braille is the primary means of accessing information. For Deafblind people this may be the only way information can be obtained.

Braille consists of arrangements of raised dots that stand for individual letters, combinations of letters (contractions), punctuation signs and other print symbols. By using a six-dot cell, 63 different patterns can be formed. Braille must always be of a high standard, and mirror print documents exactly. Often people will prefer hard-copy braille as opposed to using technology that displays print as braille.

Information about braille producers can be located on BANZAT's website.

Audio description of video

For blind and vision-impaired people audio description is the equivalent to captioning for Deaf and Hard-of-hearing people.

Audio description gives blind and vision impaired people information about the things they may not be able to see. Being unable to follow or appreciate nuances of silent, visual activities on screen such as body language, scenery, facial expression, clothing and style of dress etc., and static displays in museums and art galleries for example, blind people benefit from audio description because it provides a commentary on these aspects of the visual experience.

When producing video, visual clips etc., attention to visual content that will not be seen by blind or vision-impaired people is needed. In the same way as spoken and audio content requires captioning (and/or NZSL), where visual content requires additional information to be available, a narrative must recognise the need for and importance of audio description.

Able is the primary producer of audio description in New Zealand and is recognised internationally for the quality of its work.

User testing

Test your website's accessibility and usability through the Association of Blind Citizens of New Zealand who involve blind and vision-impaired testers to complete a series of tasks using a variety of assistive software, devices, and technology platforms. The Association of Blind Citizens of New Zealand will co-ordinate the feedback and provide recommendations. The Ministry of Social Development has a contract they would be willing to share.

People First New Zealand may also be able to offer website testing by people learning disability. Contact the People First national office to inquire about this possibility.

Alternate formats for Deaf people

Deaf people who use New Zealand Sign Language (NZSL) as their first or preferred language can find English information difficult to access and understand. This is due to a range of factors including that NZSL and English are different languages and the grammatical order and linguistic rules of each language are very different. English is like a second or third language for many Deaf people. Deaf people are provided significantly greater access and understanding of information when it is provided in their first or preferred language – NZSL.

NZSL is a real language and the natural language of the Deaf community. It is a visual language using the hands, body, facial expressions and movement in very precise ways. NZSL has no written form of expression, i.e. you cannot write a note in NZSL, but you can record one on video.

NZSL was made an official language of New Zealand by the New Zealand Sign Language Act 2006. The Act acknowledges that NZSL is a language unique to New Zealand, that it is the preferred language of Deaf people, and guides government agencies in making their information and services accessible through NZSL. The Act also provides the right to use NZSL in courts.

NZSL video

Making information accessible for Deaf people entails translating the information into NZSL on video. NZSL videos can be shared on websites, e-newsletters, social media and on screens used in offices/workplaces.

Step one

Contact Deaf Aotearoa to discuss the information you want translated. Deaf Aotearoa can provide advice on ways to translate the information into NZSL ensuring consideration of the language differences and the information needs of the Deaf community.

This first step of consulting with Deaf Aotearoa is important because government information is written for hearing people who have had a lifetime of accessing a wide range of written and spoken information. Making information accessible to Deaf people often requires identifying and addressing information gaps and adapting the information to match the information needs of the Deaf community.

Step two

Identify and work with professional NZSL translation services so they can produce a NZSL translation video/s to your specifications. They can also provide advice on technical issues and options.

There are a number of factors to think about and discuss with the NZSL translation services, including:

- allowing time to get a quote for the NZSL translation service work
- allowing time for the translation work to be completed (the process involves translating the English information into NZSL, filming and editing)
- thinking about the colour background and logos or other graphics/ images you want to appear on the screen in the NZSL video, such as titles in lower thirds, images of things being referred to or URL and email addresses
- deciding if you want a voice over speaking the NZSL information being presented
- deciding if you want captions.

Step three

Ensure the NZSL video is uploaded and shared widely in Deaf community networks including Deaf Aotearoa’s communication channels.

Captions on videos

Captions make videos more accessible for people who are Deaf or Hard-of-hearing and who do not use NZSL as their first or preferred language.

Captioning can be open or closed. “Open captions” are permanently on the screen and “closed captions” can be turned on and off by the user.

Captions are different from subtitles. Captions are designed for Deaf and Hard-of-hearing people and include information about speakers and sounds. For example, captions will indicate changes in speakers, when the person speaking is off screen, when there is music and what kind of music. Subtitles are often put on foreign language films and are designed for people who can hear and so don’t include the additional aural information.

Resources

Producing alternate formats

Round Table on Information Access for People with Print Disabilities

The Round Table has a series of guidelines for producing information in a range of formats (<http://printdisability.org/>):

- Guidelines for producing clear print: <http://printdisability.org/guidelines/guidelines-for-producing-clear-print-2011/>
- Guidelines for the production of audio materials: <http://printdisability.org/wp-content/uploads/2013/09/Sound-Advice-Guidelines-FINAL-VERSION-Jan-2014.pdf>
- Guidelines for producing accessible e-text: <http://printdisability.org/guidelines/guidelines-for-accessible-e-text-2018/>

Accessible information and communications

IBM Accessibility Research

Solutions and best practices for developing web and mobile applications that meet accessibility standards, including accessibility checklists and information about inclusive design.

- Tools and guidance: <https://www.ibm.com/able/tools-and-guidance.html>
- Accessibility Handbook: <http://accessibility-handbook.mybluemix.net/design/a11y-handbook/>

UK Association for Accessible Formats

Standards and best practice for quality accessibility information. The minimum standards can be downloaded for free. https://www.ukaaf.org/minimum_standards/

Producing and presenting accessible information

Advice about creating accessible templates and documents in a number of applications, including Microsoft Word, Excel and PowerPoint, and Adobe.

- Accessible Digital Office Documents Project (OCAD University): <http://adod.idrc.ocad.ca/>

For creating accessible PowerPoint Presentations see:

- “Creating Accessible PowerPoint Presentations” (Microsoft Office): <http://office.microsoft.com/en-us/powerpoint-help/creating-accessible-powerpoint-presentations-HA102013555.aspx>
- “Using PowerPoint” (Accessible Campus – The Council of Ontario Universities): [http://www.accessiblecampus.ca/educators/teaching-tips/using-powerpoint/YouTube Video:](http://www.accessiblecampus.ca/educators/teaching-tips/using-powerpoint/YouTube%20Video)
- “Creating Accessible Microsoft PowerPoint 2010 Presentations: Make a Presentation Accessible” (Texas Governor’s Committee on People with Disabilities): <https://www.youtube.com/watch?v=-pb3vrEq-iU&feature=plcp> • YouTube Video:
- “Creating Accessible Microsoft PowerPoint 2010 Presentations: Adding Tables, Charts, Images, and Shapes” (Texas Governor’s Committee on People with Disabilities): <https://www.youtube.com/watch?v=fzjymVE3Z6c&feature=plcp>
- “Accessible Keynote and PowerPoint Presentations” (The University of Minnesota Accessibility Office): <https://www.swarthmore.edu/sites/default/files/assets/documents/academic-advising-support/Accessible%20Presentations.pdf>

Captioning videos

- Video Tutorial: “How to Add Closed Captions to a YouTube Video”:
<http://www.youtube.com/watch?v=9K4WJs94FfY>
- “Creating Captioned Video” (Accessible Technology Coalition):
<http://atcoalition.org/article/creating-captioned-video>
- Use Overstream to add captions to online videos you are not the owner of: <http://www.overstream.net/tutorial/demo2.html>

Examples of good practice

Examples of Easy Read documents:

<http://www.peoplefirst.org.nz/news-and-resources/easy-read-resources/>

Examples of NZSL videos:

<http://deaf.org.nz/info-in-nzsl>

Appendix 1: Quarterly report template for agencies

Each agency uses this template to report quarterly on the progress to increase employment and retention of disabled people in their organisation and progress with implementing the Accessibility Charter.

Organisation

<p>Leadership commitment</p> <p>Do you have a member of the Senior Leadership team who sponsors this work?</p>	<p>Y/N</p>
<p>Success stories</p> <p>We are often asked what other agencies are doing. Please send any success stories on:</p> <ul style="list-style-type: none"> • Implementing the Lead toolkit • Accessibility charter <p>for us to share.</p>	

Lead Toolkit

<p>HR commitment</p> <p>Do you have a person or team who is responsible for Diversity and Inclusion including Disability in your organisation?</p> <p>If yes, can we please have their contact details?</p> <p>Are they part of the Lead Toolkit Implementation meetings?</p>	<p>Y/N/in development</p> <p>Y/N</p>
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Diversity and Inclusion Strategy and plan?	
Do you have a D&I strategy?	Y/N/in development
Do you have a D&I Action Plan?	Y/N/in development
Is disability part of the D&I strategy and Action Plan?	Y/N/in development

 **Policies and practices**

Reasonable accommodation	
Do you have a policy on reasonable accommodations?	Y/N/in development
How is this disseminated to both line managers and employees?	
Dissemination and Training	
Do you have a plan for disseminating the Lead Toolkit material to both line managers and hiring managers?	Y/N/in development
Is it included in:	
• Induction material	Y/N
• Training materia	Y/N

Internships	
Do you have an internship programme?	Y/N
Are disabled people included in the programme?	Y/N
If not, do you have a specialist recruitment programme for disabled people?	Y/N
Looking at your last internship programme:	
• How many disabled people applied?	
• How many were selected?	

<p>Data</p> <p>Do you record data on the number of disabled employees? When do you record that a person has a disability? What question do you ask? Can people update their status? Do you undertake a survey and if so can you provide a copy? Do you know the % of disabled people employed in your organisation?</p>	<p>Y/N/in development</p> <p>Y/N/in development</p> <p>Y/N/in development</p>
<p>Disability Network</p> <p>Do you have a Disabled employee's network?</p>	<p>Y/N/in development</p>

 **Accessibility Charter**

<p>Senior Leadership commitment</p> <p>Accessibility Charter has been signed? Signing has been communicated to staff.</p> <p>IT and Communications commitment</p> <p>Who is the:</p> <ul style="list-style-type: none"> • IT contact • Communications contact <p>Can we please have the contact details?</p>	<p>Y/N/in development</p> <p>Y/N/in development</p>
<p>Programme of action</p> <p>Programme action exists for:</p> <ul style="list-style-type: none"> • IT • Communications 	

Appendix 2: Lead checklists

For assessing an organisation's ability to attract and retain disabled people



High Medium Low



There is internal top-level support for the employment of disabled people in our organisation



We have a good understanding of the business case for including disabled people in our workforce



We have a reputation as being an employer of choice for disabled people



We have implemented an Accessibility Plan



We know how many disabled employees are in our workforce



Disabled people routinely apply for positions



We have reviewed our recruitment processes to ensure they are barrier-free to disabled people



Our human resources team know how to make reasonable accommodations for disabled candidates and employees



We offer flexible work conditions



High Medium Low



Our employees know the procedure when an employee tells us they have a disability



Disabled employees participate in training and development as frequently as other staff



When redundancies are made, we review the demographics and ensure that disabled people are not over-represented

For assessing an organisation’s ability to provide inclusive products and services to disabled people



Our physical premises are accessible to people with a range of disabilities



We communicate the availability of our accessible products and services



We regularly review and update our premises, products and services and ensure they are accessible to disabled people



We provide training in ‘Disability Responsiveness’ and ‘Welcoming Disabled Customers/Clients’ to all staff



Our website meets the Department of Internal Affairs website standards



We provide information in a variety of formats



We use an accessibility checklist to ensure events are accessible to all



We have an organisation-wide policy on our product and service standards in relation to disabled customers /clients



We encourage our suppliers and contractors to become disability confident businesses



We recognise and respond to disabled people as suppliers, shareholders, employees and members of the community



We monitor the success of our customer/client service policies in relation to disabled customers/clients at an executive level

Appendix 3: Checklist for individual projects

If you apply the following checklist to individual projects, it will help you provide an effective service to disabled people.

- Prioritise partnering with Disabled Peoples' Organisations as outlined onin the Useful Contacts insert.

- Budget for producing information in alternate formats at the beginning of the financial year or at the beginning of each project/campaign.

- Involve your publicity/information/IT department from the earliest planning stage and make sure they are aware that documents produced in alternate formats may not meet some of your usual standards of external communications i.e. images used may not all be a consistent style. It is important to remember that accessibility is more important than aesthetics.

- Plan ahead. When you are publishing alternate formats it is good practice to make sure they are available at the same time as the standard print. A minimum of 4 weeks production time is required.

- Keep it concise. When your initial document is written in plain language, is as concise as possible and is designed to be as legible as possible, it will be accessible to a greater number of people and may reduce demand for alternatives. Using concise, plain language will increase everyone's understanding and also help to minimise design, print, storage and translation costs. Using plain language will also help keep costs down when transcribing into braille, audio, Easy Read or New Zealand Sign Language (NZSL).

- Think about type size and layout. See page 18.

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-
- Publicise availability of alternate formats:
 - in any general publicity material
 - in all standard and alternate formats
 - with Disabled People's Organisation
 - in publications and media appropriate for the particular audiences.
-
- Encourage feedback from your audience, and respond to it.
-
- Keep records of the demands made upon your service and what the uptake of alternate formats is, including the number of people accessing information on websites. This will help you when planning future projects.
-
- Training: give disability responsiveness training to staff who work directly with the public.
-
- Internal communications. Ensure all public-facing staff are aware of what materials are available in alternate formats, and where to find them on the website.
-
- Share your experiences and lessons learnt with colleagues in your own and other departments.
-
- Review the strategy regularly and amend it in the light of what you've learnt.



**MINISTRY OF SOCIAL
DEVELOPMENT**
TE MANATŪ WHAKAHIATO ORA

New Zealand Government

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Useful contacts



Easy Read

People First New Zealand Ngā Tāngata Tuatahi

People First New Zealand is a Disabled People's Organisation that is run by and for people with learning disability.

For the Make It Easy service

makeiteasy@peoplefirst.org.nz

People First National Office

04 381 3242 / 0800 206 070

ask@peoplefirst.org.nz

For the National Manager, Cindy Johns

cindyjohns@peoplefirst.org.nz



Braille, large print, audio, audio description

Blind Citizens NZ

The Association of Blind Citizens of New Zealand Incorporated (Blind Citizens NZ) is a disabled people's organisation. Founded in 1945, Blind Citizens NZ is New Zealand's leading blindness member-led, consumer-driven organisation and one of the country's largest organisations of disabled consumers. The aim of Blind Citizens NZ is to heighten awareness of the rights of blind and vision-impaired people as full citizens, and to remove the barriers that impact upon their ability to participate in an accessible, equitable and inclusive society.

Rose Wilkinson – Executive Director of Association of Blind Citizens

04 123 4567

rwilkinson@abcnz.org.nz or admin@abcnz.org.nz



NZSL video and captions on videos

Deaf Aotearoa

Deaf Aotearoa is the Disabled Person's Organisation (DPO) with a mandate to represent the voice of Deaf New Zealanders. Deaf Aotearoa works closely with government agencies to increase awareness, promote NZSL and strengthen the rights of Deaf people. Deaf Aotearoa's DPO role involves advising government agencies on issues and processes around making their information accessible to the widest possible audience of Deaf community people.

Victoria Manning

04 123 4567

victoria.manning@deaf.org.nz
