

FORMAT		
1. Name of resource	Making the Web Accessible: Strategies, standards, and supporting resources to help you make the Web more accessible to people with disabilities.	
2. Location	https://www.w3.org/WAI/	
3. Alternative location		
4. Author[s]	W3C Web Accessibility Initiative (WAI)	
5. Publisher/producer/host	World Wide Web Consortium (W3C)	
6. Year		
7. Suggested citation	W3C Web Accessibility Initiative. Making the Web Accessible: Strategies, standards, and supporting resources to help you make the Web more accessible to people with disabilities. W3C, available at https://www.w3.org/WAI/	
8. Languages in which available	English (webpage viewable in other languages)	
9. Geographic area resource relates to	Global relevance	
10. Does the resource relate to a specific time frame?		
11. Type	Report	
	Toolkit/Framework/Roadmap	X
	Sign-post to other resource (database)	
	Case studies	
	Other	X (standards; training course)
12. If this is part of an initiative, what is the initiative?		
COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS		
13. Explicit links to collections	No	
14. Explicit links to museums/libraries/archives	Yes	
15. Types of institutions the resource covers	Museums	X
	Archives	X
	Libraries	X
	Other	X
16. Does the resource relate to specific disciplines?	Arts, humanities and social sciences: philosophy, psychology, religion, social sciences, law, politics, language, arts and recreation,	X

	architecture, literature, history, geography and ethnology, anthropology, archaeology	
	Science, natural history, technology, medicine, engineering, manufacturing	X
17. If no explicit links to collections, justification for inclusion	The digital presence of collections-based organisations is a key component of their work, and extends to collections, in particular as the presence of a public online catalogue is common. This resource can be used to ensure such digital spaces are accessible to all.	
HOW IT CONTRIBUTES TO SUSTAINABLE DEVELOPMENT		
18. Collections-related activities the resource relates to (mark all that apply)		
Develop collections to protect and safeguard wider cultural and natural heritage more effectively , for example by targeting collecting to threatened forms of heritage in strategic ways	X	
Use collections to promote learning and educational opportunities that contribute to sustainable development more effectively , for example education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development and/or skills development relating to collections	X	
Use collections to promote cultural participation/social inclusion more effectively , for example by reducing barriers to participation, to ensure no-one is 'left behind'	X	
Use collections to promote sustainable tourism more effectively , for example by developing new products based on local cultural heritage, and/or considering the rights of stakeholder groups in relation to collections		
Use collections to support research that contributes to sustainable development (including all forms of personal and self-directed research at all levels that make use of stored collections) more effectively, for example by providing effective facilities, collections and information to meet researchers' needs		
Make decisions around collections that contribute to sustainable development more effectively		
i. employment (recruiting, staff training, staff safety)		
ii. energy consumption, greenhouse gas emissions, reduction, monitoring and reporting		
iii. waste management and reduction of waste		
iv. transport (forms of transport, energy use)		
v. commercial activities including copyright and IP	X	
vi. governance and management		

vii. security, disaster preparedness and risk reduction	
Direct external leadership, partnerships and collaborations towards sustainable development more effectively , for example by developing impactful partnerships	
19. Does the resource relate clearly to any international conventions (mark all that apply)?	
Culture conventions:	
1952, 71 Protection of Copyright and Neighbouring Rights	
1954 Protection of Cultural Property in the Event of Armed Conflict	
1970 Fighting Against the Illicit Trafficking of Cultural Property	
1972 Protection of the World Cultural and Natural Heritage	
2001 Protection of the Underwater Cultural Heritage	
2003 Safeguarding of the Intangible Cultural Heritage	X
2005 Protection and Promotion of the Diversity of Cultural Expressions	
Rio Conventions:	
Convention on Biological Diversity (CBD), Convention to Combat Desertification (UNCCD), Framework Convention on Climate Change (UNFCCC)	
AIMS AND CONTENT	
20. What issues does the resource aim to address?	<p>“Making the Web Accessible Strategies, standards, and supporting resources to help you make the Web more accessible to people with disabilities.</p> <p>W3C The World Wide Web Consortium (W3C) develops international standards for the Web: HTML, CSS, and many more.</p> <p>WAI The W3C Web Accessibility Initiative (WAI) develops standards and support materials to help you understand and implement accessibility.</p> <p>You You can use W3C WAI resources to make your websites, applications, and other digital creations more accessible and usable to everyone.”</p>
21. Intended audience of resource	<p>[there are resources specifically geared towards:]</p> <ul style="list-style-type: none"> • Content Writers • Designers • Developers • Evaluators, Testers • Managers

	<ul style="list-style-type: none"> • Policy Makers • Trainers, Educators • Web Users, People with Disabilities, Advocates
22. Process of development	<p>“The World Wide Web Consortium’s (W3C) commitment to lead the web to its full potential includes promoting a high degree of usability for people with disabilities. The Web Accessibility Initiative (WAI) is an initiative of the W3C.</p> <p>WAI develops its work through W3C’s consensus-based process, involving different stakeholders in web accessibility. These include industry, disability organizations, government, accessibility research organizations, and more.</p> <p>WAI, in partnership with organizations around the world, pursues accessibility of the web through these primary activities:</p> <ul style="list-style-type: none"> • ensuring that W3C standards support accessibility • developing accessibility guidelines for web content and applications, browsers, and authoring tools • developing resources to improve web accessibility evaluation processes and tools • supporting education and outreach on web accessibility • coordinating with research and development that may impact future accessibility of the web • promoting harmonized international uptake of web accessibility standards”
23. Organisation/structure/contents	<p>There are difference approaches to accessing the information and resources.</p> <p>The Top Bar is organized by: Accessibility Fundamentals, Planning & Policies, Design & Develop, Test & Evaluate, Teach & Advocate, Standards/Guidelines.</p> <p>The Landing Page leads to: Latest News, Resources, Free Training Course, and resource pages by audience.</p>
FRAMEWORKS	
24. Framework structure	
25. Relevant policy considerations	Yes
26. Resources for implementation identified	Yes

27. Specific assessment points/indicators/milestones/action plan for monitoring	Yes
28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)	
People (social sustainability)	X
Planet (environmental sustainability)	
Prosperity (economic sustainability)	X
Peace	X
Partnerships	
29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply)	
Gender perspectives	
North and South perspectives	
HOW THE RESOURCE CONTRIBUTES TO AGENDA 2030 AND THE SDGs	
HOW AGENDA 2030 AND THE SDGs FEATURE IN THE RESOURCE	
30. SDGs and Agenda 2030 specifically mentioned?	No
31. SDGs specifically mentioned?	No
32. SDG targets specifically mentioned?	No
33. SDG indicators specifically mentioned?	No
SDGs AND SDG TARGETS AND LINKAGES	
34. Comments on SDG linkages	<p>The resource supports a number of SDG targets related to social inclusion and access to cultural heritage and its learning opportunities in particular 9.1 (develop sustainable infrastructure for inclusion, including digital access to collections), 10.2 (universal social, economic and political inclusion), 10.3 (remove discriminatory policies and practices), 10.4 (adopt policies and practices for equality of outcome), 11.7 (safe and welcoming public places), and 16.10 (promote access to information).</p> <p>Additional SDGs this resource supports include 1.4 (equal access to all forms of property and basic services), 4.5 (removing barriers in education), 4.A (build effective learning environments), 16.6 (effective, accountable and transparent institutions), and 16.7 (inclusive decision-making).</p>

35. SDGs and SDG targets the resource helps advance	
<p>SDG 1: End poverty in all its forms everywhere 1.4 By 2030, ensure that all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including microfinance</p>	<p>Numbers and proportions of people from particular groups using collections in comparison with demographics in broader society.</p> <p>Numbers of people accessing collections.</p> <p>Number of targeted programmes that aim to enhance access to collections by disadvantaged groups.</p> <p>Sustainable tourism that enhances local communities' access to basic services, ownership and control over land and other forms of property (including cultural and natural heritage), as well as to technology and markets.</p> <p>Involvement of people from disadvantaged groups in decision-making activities and processes relating to collections and collections-based institutions.</p>
<p>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations</p>	<p>Number of educational and/or training programmes drawing on collections directed to meet the particular needs of persons with disabilities.</p> <p>Number of educational and/or training programmes drawing on collections directed to meet the particular needs of Indigenous peoples' groups.</p> <p>Number of educational and/or training programmes drawing on collections directed to meet the particular needs of children in vulnerable situations.</p>
<p>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.A Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all</p>	<p>Number and proportion of education facilities that are child, disability and gender sensitive.</p> <p>Proportion of education facilities that provide safe, non-violent, inclusive and effective learning environments for all.</p> <p>Number and type of initiatives to improve effectiveness of learning environments.</p>

	Support given to other education facilities to make them more inclusive and effective
<p>SDG 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation</p> <p>9.1 Develop quality, reliable, sustainable and resilient infrastructure, including regional and transborder infrastructure, to support economic development and human well-being, with a focus on affordable and equitable access for all</p>	<p>Development of research-useful collections to support reliable, sustainable and resilient use by researchers and others.</p> <p>Number and proportion of collections facilities and stores that support economic development and human well-being.</p> <p>Number and proportion of collections facilities and stores that provide affordable and equitable access for all.</p> <p>Investment in collections facilities.</p> <p>Inclusion of collections information in regional and transborder initiatives, notably via digital access for discoverability.</p>
<p>SDG 10. Reduce inequality within and between countries</p> <p>10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status</p>	<p>Collections development to ensure that collections effectively meet the needs of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.</p> <p>Numbers and proportions of people making use of collections in relation to the demographic of the local population</p> <p>Numbers and proportions of people involved in focused programmes aimed at promoting social, economic and political inclusion</p> <p>Numbers and proportions of people from different demographic groups involved in decision-making processes relating to collections and collections-based institutions</p> <p>Number and types of partnerships that build relationships with marginalized groups, individuals and communities.</p>
<p>SDG 10. Reduce inequality within and between countries</p> <p>10.3 Ensure equal opportunity and reduce inequalities of outcome, including by eliminating</p>	<p>Identification of discriminatory policies and practices, with clear plans to address these, to ensure equal opportunity for all and reduce inequalities of outcome.</p>

<p>discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard</p>	
<p>SDG 10. Reduce inequality within and between countries 10.4 Adopt policies, especially fiscal, wage and social protection policies, and progressively achieve greater equality</p>	<p>Number and proportion of policies that proactively address equality issues relating to fiscal, wage and social protection considerations.</p>
<p>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable 11.7 By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities</p>	<p>Numbers of people accessing collecting institutions from different demographic groups, notably women, children, older people and persons with disabilities.</p> <p>Increases in numbers of people accessing collecting institutions from different demographic groups.</p>
<p>SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. 16.6 Develop effective, accountable and transparent institutions at all levels</p>	<p><i>16.6.2 Proportion of the population [audience/users/non-users] satisfied with their last experience of public services Access to information, and accountability policies and mechanisms, in place.</i></p> <p>Effective institutional arrangements, both for own working and for working in partnership with other sectors, in place.</p> <p>Plans and arrangements in place for extraordinary circumstances such as natural and human-caused disasters.</p> <p>Effective arrangements in place to fulfil legal and social obligations and responsibilities.</p> <p>Effective arrangements in place for transparent communication and reporting of institutional performance.</p> <p>Effective arrangements in place for transparent decision-making and accountability.</p>
<p>SDG 16. Promote peaceful and inclusive societies for sustainable development,</p>	<p><i>16.7.1 Proportions of positions (by sex, age, persons with disabilities and population groups) in public institutions</i></p>

<p>provide access to justice for all and build effective, accountable and inclusive institutions at all levels. 16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels</p>	<p><i>(national and local legislatures, public service, and judiciary) compared to national distributions</i></p> <p>16.7.2 Proportion of population [audience/users/non-users] who believe decision-making is inclusive and responsive, by sex, age, disability and population group</p> <p>Decision-making addresses societal, environmental and economic challenges related to the community, considering short-term and long-term risks and opportunities.</p> <p>Decision-making draws on diverse backgrounds, viewpoints and interests, reflecting a broad base of stakeholders, and working to promote inclusion and provide effective services for all of society.</p>				
<p>SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. 16.10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements</p>	<p>Adopt and implement constitutional, statutory and/or policy guarantees for public access to information.</p> <p>Plans in place, and plans implemented to enhance public access to information relating to collections.</p> <p>Plans in place, and plans implemented to support fundamental freedoms, in line with human rights, national and international agreements and legislation.</p>				
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	