

**Documents  
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Division**

Handbooks and guides

# **Guidelines for preparing accessible documents** of the Economic Commission for Latin America and the Caribbean (ECLAC)

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Basic recommendations

→ December 2024



UNITED NATIONS

**E C L A C**



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→ December 2024



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This publication was prepared by the staff of the Documents and Publications Division of the Economic Commission for Latin America and the Caribbean (ECLAC), under the coordination of Sally Shaw, Chief of the Division.

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## Introduction

The [United Nations Disability Inclusion Strategy](#) is the outcome of a process launched by the Secretary-General in April 2018 to strengthen system-wide accessibility for persons with disabilities and the mainstreaming of their rights. The Strategy includes a system-wide policy for the coming decade and aims to establish an institutional framework for the implementation of the [Convention on the Rights of Persons with Disabilities](#) and the [2030 Agenda for Sustainable Development](#), among other international human rights instruments,<sup>1</sup> and for the fulfilment of humanitarian and development commitments.

In that regard, the Economic Commission for Latin America and the Caribbean (ECLAC) [Disability Inclusion Strategy 2021–2025 \(CEPALDIS\)](#) reflects the Commission’s commitment to the United Nations Disability Inclusion Strategy and supports its work on disability inclusion. CEPALDIS places persons with disabilities, as rights-holders, at the centre and embodies the Commission’s institutional commitment in three priority areas: (a) strategic planning and results-based management; (b) institutional commitment for the inclusion of disability in the pillars of the Commission’s work; and (c) organizational culture; with two cross-cutting themes— accessibility and the participation of persons with disabilities.

These guidelines contain a series of recommendations aimed at furthering the implementation of CEPALDIS and serve as a framework for all ECLAC divisions in the preparation of documents that are more accessible with no need for advanced technical knowledge.

The examples included in these guidelines are based on the functions available in Microsoft Word and Adobe Acrobat at the time of writing. As updates or newer versions of these programs may be released, periodic review of any content that may need to be updated is recommended.

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<sup>1</sup> Other instruments addressing disability and accessibility include the [Universal Declaration of Human Rights](#), the [International Covenant on Economic, Social and Cultural Rights](#), the [Agenda for Humanity](#) and the [Sendai Framework for Disaster Risk Reduction 2015–2030](#).

## A. Disability and accessibility

The Convention on the Rights of Persons with Disabilities recognizes that **disability** “is an evolving concept and that disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others” (preamble, paragraph (e)). Article 9 provides that “States Parties shall take appropriate measures to ensure to persons with disabilities access, on an equal basis with others [...] to information and communications”. To achieve this, it is essential to identify and eliminate barriers to accessibility in the digital environment.

**Accessibility** is essential for the inclusion of persons with disabilities.

Producing **accessible digital content** allows everyone, regardless of disability, to access the **same content**. If an alternate version is created to incorporate specific adaptations, the information and functionality of the original must be maintained.

The [Web Content Accessibility Guidelines \(WCAG\)](#) are the internationally accepted standard, setting out the technical specifications to be met for any content to be considered accessible. There are currently three levels of accessibility, determined on the basis of conformance with all criteria: A, AA and AAA (the highest level). The content of the present guide is based on WCAG specifications.

## B. Accessibility recommendations

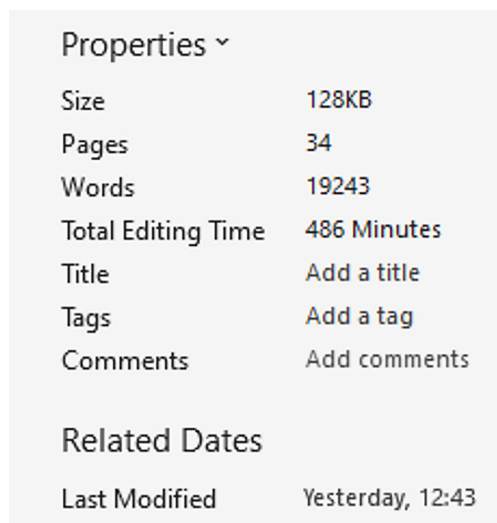
It is important to factor in accessibility from the earliest stages of document production in order to optimize the time and resources invested and ensure quality outcomes.

### 1. Title of document

In addition to the name under which files are saved, they must have a title. Titles are added by clicking on File > Info > Properties > Title, as shown in image 1.

Image 1

Creating a title using the “File” menu

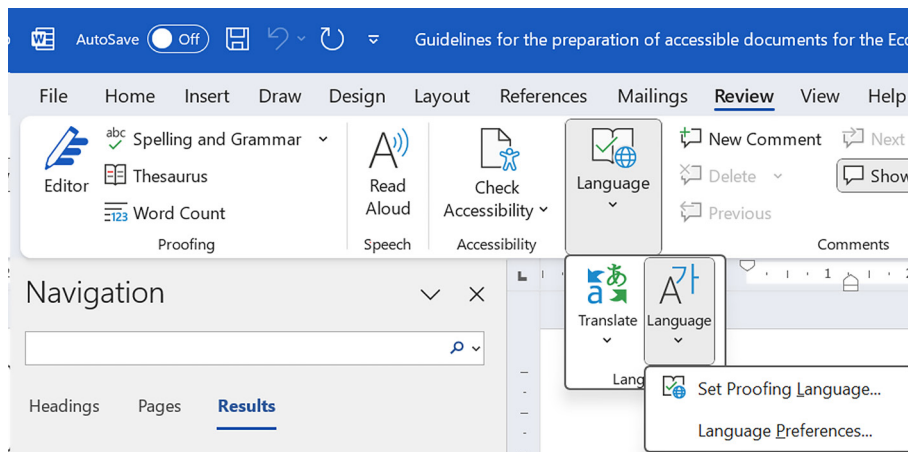


## 2. Language

Persons with visual disabilities use screen readers to access various types of digital content.<sup>2</sup> To ensure that content is interpreted correctly, the main language of the document must be defined. If the document includes any expressions or sections in other languages, the corresponding language must also be set.

The language can be set in Word in two ways. The first is by selecting Review > Language > Set Proofing Language, as image 2 shows.

**Image 2**  
Setting the language using the "Review" menu



The second is by using the status bar at the bottom of the Word window. Clicking on the language displayed, as shown in image 3, opens the different language options available to change it as necessary.

**Image 3**  
Setting the language using the status bar



To set the language for a section of text in the document, select the text and select the proofing language using the "Review" menu on the ribbon or the status bar.

<sup>2</sup> Screen reader software uses a voice synthesizer to read aloud what is shown on the screen, enabling blind persons or those with low vision to access digital content.

### 3. Structure

For ease of reading, the document should be structured in a clear hierarchical sequence.

#### (a) Heading levels and styles

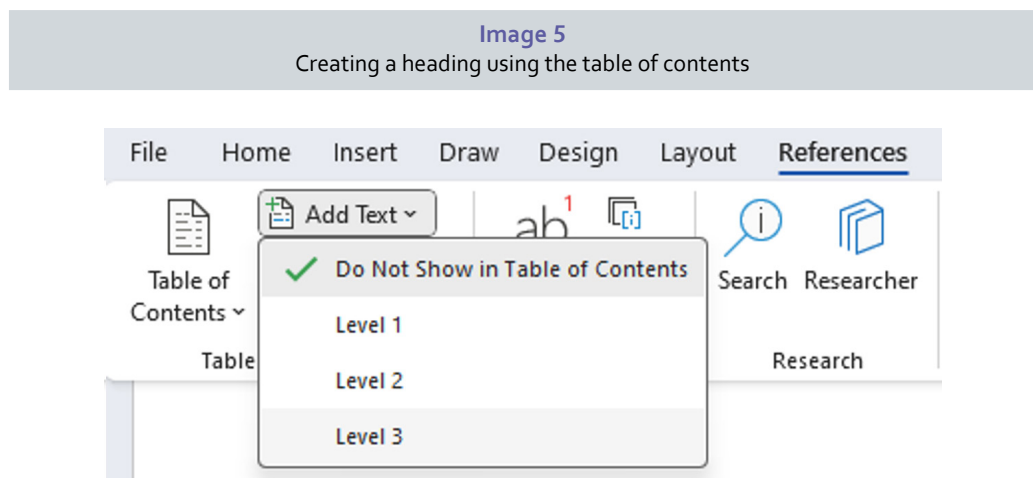
Headings should be hierarchical, with levels assigned to create a coherent structure that allows users of screen readers to navigate through sections of the document as easily as possible (using the navigation pane or the table of contents).

Simulating headings visually by changing the formatting with a larger or bold font does not make content accessible. A phrase formatted to look like a heading does not behave like one. It is treated as normal text in Word, meaning that it cannot be used for navigating through the document structure.

There are three methods to create headings with the appropriate hierarchy. The first is by applying styles (predefined or created by the author), as image 4 shows.



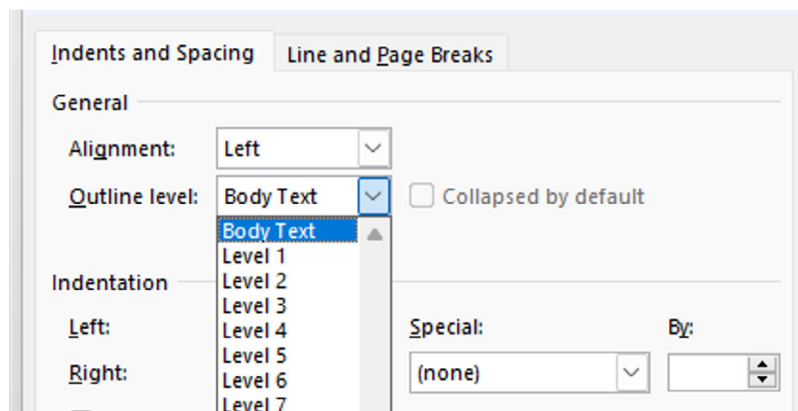
The second involves using the References > Table of contents menu, as shown in image 5. Select the heading and click on "Add Text", then on the corresponding level.



The third is by configuring the "Paragraph" settings, as shown in image 6. These settings can be opened through the corresponding menu on the Home tab or by right-click.

Image 6

Creating a heading using paragraph settings

**(b) Columns**

Whenever possible, text should be laid out in a single column. Using two columns or more can make the text difficult to read.

**(c) Headers and footers**

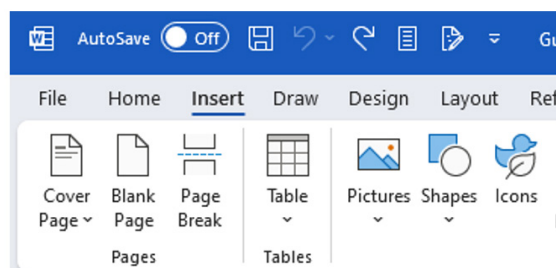
Screen readers do not scan headers and footers, and so these should not contain important information that is not included in other sections of the document (Microsoft, 2023). Headers and footers may include information already found in other parts of the document, such as the title or name of the author.

**(d) Page breaks**

Page breaks should not be simulated using hard returns. The Insert > Page break command, shown in image 7, or the CTRL + Enter shortcut should be used to insert page breaks.

Image 7

Inserting a page break

**(e) Hyperlinks**

To qualify as accessible, hyperlinks in the body of the text should describe the link. The hyperlink text should refer clearly to the content of the destination.

This is necessary for two main reasons. First, inserting complete links in their original form in a paragraph disrupts readability for persons with visual disabilities or who have difficulty with comprehension. Second, users of screen readers often run a tool that lists all the links in the document or website being viewed. As the listed links are not in the context of paragraphs, it is important for the link text to describe the content to which it redirects.

The sentences below are examples of how links should be drafted:

1. More information is available at [the ECLAC website](#).
2. The main instrument on the matter is the [Convention on the Rights of Persons with Disabilities](#).

In contrast, the following should be avoided:

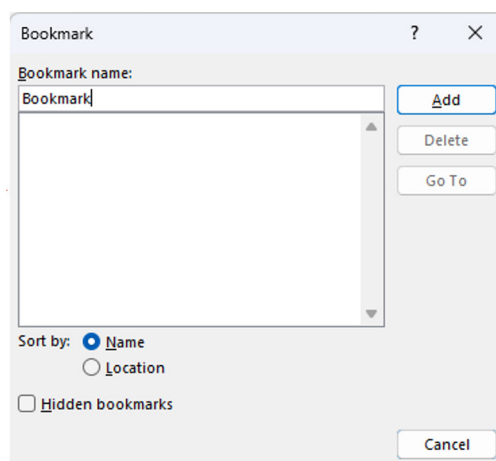
1. For more details, [click here](#).
2. For more information, see [https://statistics.cepal.org/portal/cepalstat/dashboard.html?lang=en&indicator\\_id=1&area\\_id=1](https://statistics.cepal.org/portal/cepalstat/dashboard.html?lang=en&indicator_id=1&area_id=1).

#### (f) Bookmarks

Bookmarks enable quick access to a specific section of a document. They can be used to cross-reference a specific section and insert a direct link to that information. For example, if the document contains a concept that was explained in a previous section, it is possible to add a bookmark to the explanation and then create a link to the bookmark. This takes the reader directly to the corresponding explanation.

To add a bookmark, select the desired text, go to Insert and, in the Links section, click on “Bookmark” and then “Add”, as shown in image 8.

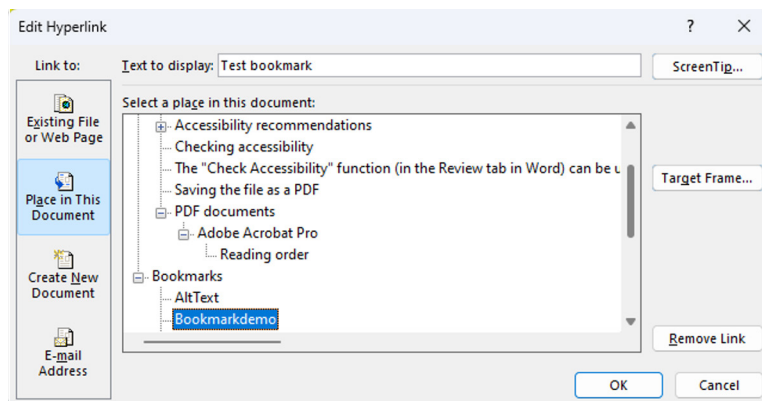
**Image 8**  
Creating a bookmark



Next, go to the section of the document to which the bookmark will be cross-referenced. Select the text of the link and create a hyperlink that leads back to the bookmarked text, as shown in image 9.

Image 9

Creating a hyperlink to a bookmark



For example, the hyperlink added to the phrase "Test bookmark" takes the reader back to the start of the explanation of bookmarks.

### (g) Paragraph

For ease of reading, it is advisable to use left alignment and avoid justified alignment (justifying tends to increase spacing, which can hamper readability).

A line spacing of 1.5 or more makes it easier for the reader to focus on the corresponding line.

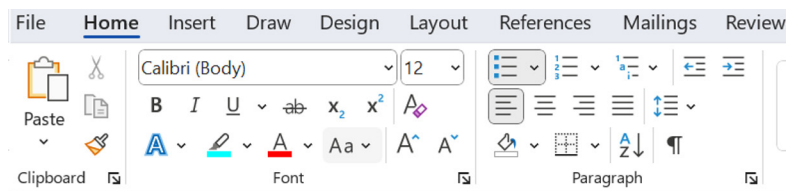
The spacing after each paragraph should be at least 6 points (8 points is recommended). While it is common practice to leave a blank line between paragraphs, this is not recommended.

### (h) Lists and bullets

When there are lists in the document, the functions to create numbered or bulleted lists available in the "Home" menu in Microsoft Word should be used, as shown in image 10. This enables screen readers to announce the list and the number of items it contains. This is not possible with lists that are simulated by inserting an asterisk or a hyphen before each item.

Image 10

Creating a bulleted list



### (i) Font

When choosing a font, several aspects should be considered, including type, size, letter spacing and colour.

- The use of sans serif fonts (such as Arial, Calibri, or Verdana) is recommended because they make lengthy texts easier to read without tiring the reader. Although they may be sans serif, thin variants of fonts should not be used as they can make reading difficult (especially in the body of the document). In headings, a font size greater than 18 points should be applied, with sufficient contrast.

- The use of serif fonts (such as *Cambria*, *Courier New* or *Times New Roman*) and fancy (script or decorative) fonts should therefore be avoided.
- Font size should be between 12 and 18 points.
- Letter spacing (or kerning) should be set to normal or expanded, as condensed spacing tends to make reading difficult (Fascioli and Caraballo, 2022).
- Moderate use of **bold** font to place emphasis on words or short phrases is acceptable. However, formatting with underlining, italics and uppercase should be avoided. Italics are used for expressions that are left in a language other than the original and for the chapeau and the initial preambular or operative verbs of parliamentary documents such as resolutions, statements or agreements.

#### (j) Contrast

Contrast must be taken into account in all elements of a document, as there are minimum standards specific to images, shapes, headings and text. This section discusses how to produce documents with sufficient contrast, regardless of the end user's ability to perceive colours.

Contrast is measured by analysing the colours used for background and foreground elements.

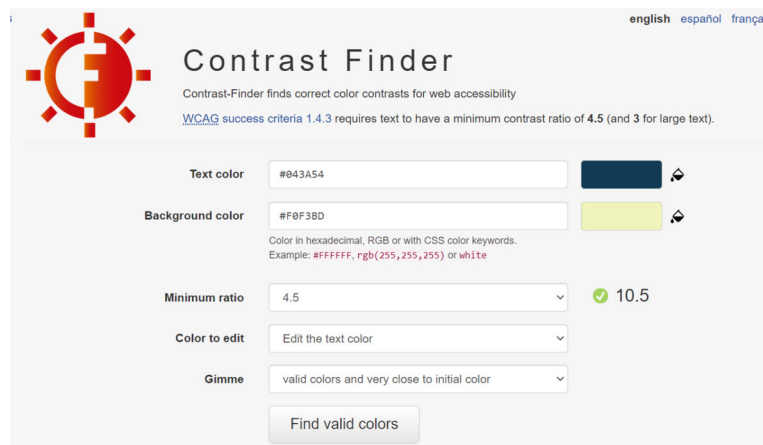
The minimum contrast ratio requirements set out in WCAG 2.1 are as follows:

- Large text: 3:1<sup>3</sup>
- Normal text: 4.5:1
- Non-text content: 3:1
- Text that is part of a logo: no contrast requirement

Background designs or patterns that make it difficult to distinguish between elements should also be avoided.

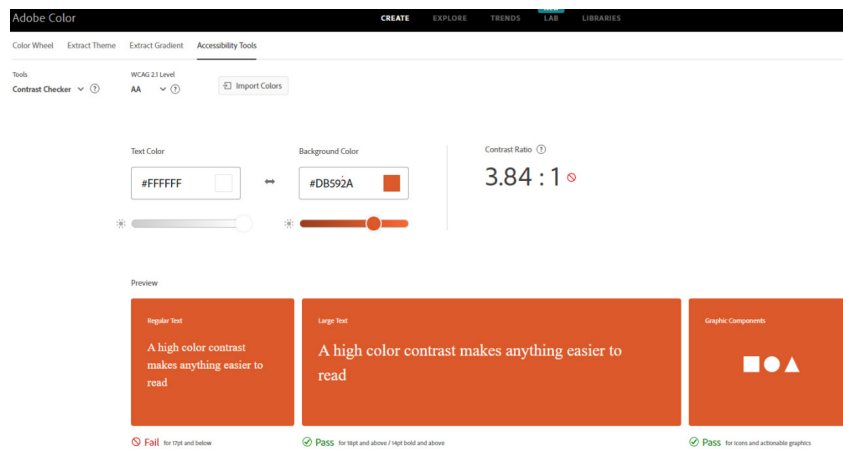
There are several contrast analysers available online, which can be used to enter the codes for the chosen colours or even to upload an image so that the software can analyse the contrast. Two recommended tools (there are many others) are shown in images 11 and 12.

Image 11  
Contrast Finder contrast testing tool



<sup>3</sup> According to WCAG, "large text" refers to a font size of at least 18 points, or 14-point bold text.

**Image 12**  
Adobe Color contrast checker



### (k) Images with text

The use of images with embedded text is not recommended, but they may be included when it is the only means of conveying content or when referencing an original work, poster or illustration.

### (l) Alternative text

Alternative text is a description that is added to non-text content such as images, graphics, illustrations, diagrams, tables, shapes and multimedia or other elements. These descriptions allow users of screen readers to access this content and interpret it in context, ensuring that no information is lost. Alternative text is not visible in the document, so it does not affect the appearance, length, or how the document is viewed by other users.

#### (i) Guidelines for drafting alternative text

- Content should be brief, summarized in one or two sentences wherever possible.
- It should provide a clear description of the role of the element in the document, without value judgments.
- As a general rule, the description should go from the general to the specific: the main elements of the image should be described before the details. If the image is very complex, each part can be described and the linkages between them subsequently explained.
- References to time and space should be included: who, what, where, when and why, among other information.
- Any figures that the author deems important can also be included: percentages, thousands or millions (for example, of people or dollars), or other relevant data.
- Information that is already in the body of the document or in the title of the element described should not be repeated.
- There is no need to indicate that an element is an image; the screen reader already recognizes it as such.
- If the element is a chart or graph, it is important to indicate the type.
- The description must be as comprehensive as possible so as to avoid loss of information.
- If a lengthy description is required for the image, alternative text can be complemented by incorporating some of the information in the body of the document. Including references to some aspects of the chart or image in the paragraph preceding or following the graphic element will help keep the alternative text concise.

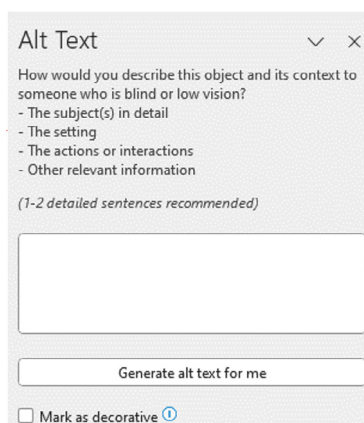
In ECLAC publications, charts and figures often contain a great deal of information, such as cross-country comparisons of the trends of one or more indicators over time. A comprehensive description of the content is not possible in such cases. Instead, the most significant data identified by the author division, such as trends, averages, maximums or minimums, should be highlighted.

The author or coordinator of the publication should identify the key elements to be included in the description.

(ii) How to add alternative text

To add alternative text in Word, right-click on the image and select “View Alt Text”. A pane will open to the right of the window, where text can be inserted and edited, as shown in image 13.

**Image 13**  
Inserting Alt Text in Word



Microsoft 365 (Office) versions include an option to add automatically generated alternative text; however, the use of this option is currently not advised, as the resulting text is ambiguous and does not give a clear idea of the content of the graphic or image.

Alternative text should be drafted manually to ensure that the description is of good quality.

Adobe Acrobat provides the option to add alternative text via the accessibility tools pane and selecting “Add alternate text”. A pop-up window opens, in which the alternative text for each non-text element can be added or edited, as shown in image 14.

**Image 14**  
Inserting Alternate Text in Adobe Acrobat

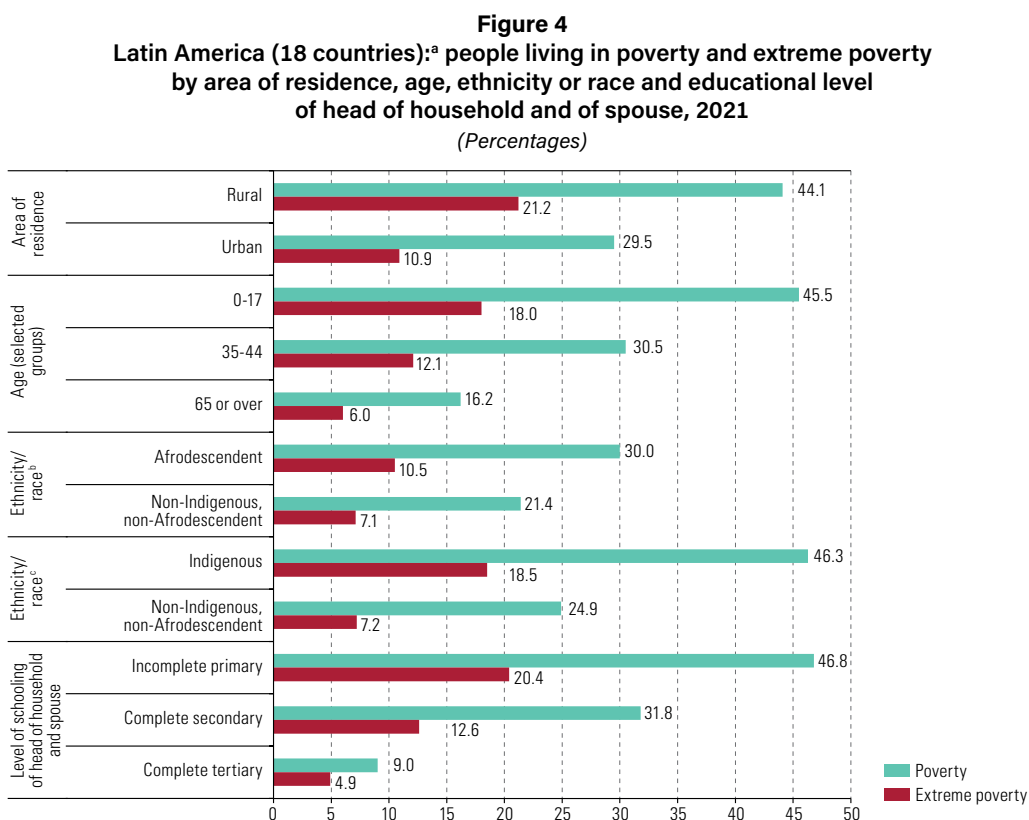


If a document is going to be sent to the Editorial Graphics Unit (UGE) of the Documents and Publications Division for design and layout in InDesign, the alternative text written by the author division must be added manually beneath the image or graphic, highlighted in yellow, as follows: [UGE, alternative text: "Description of the image"].

(iii) Examples of alternative text

Image 15 contains an example of a figure with alternative text that is well written.

**Image 15**  
Example of a figure and suitable alternative text



**Source:** Economic Commission for Latin America and the Caribbean (ECLAC), on the basis of Household Survey Data Bank (BADEHOG).

<sup>a</sup> Weighted average for the following countries: Argentina, Bolivarian Republic of Venezuela, Brazil, Chile, Colombia, Costa Rica, Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Plurinational State of Bolivia and Uruguay.

<sup>b</sup> Refers to 8 countries: Brazil, Colombia, Ecuador, Guatemala, Nicaragua, Panama, Peru and Uruguay.

<sup>c</sup> Refers to 11 countries: Brazil, Chile, Colombia, Ecuador, Guatemala, Mexico, Nicaragua, Panama, Peru, Plurinational State of Bolivia and Uruguay.

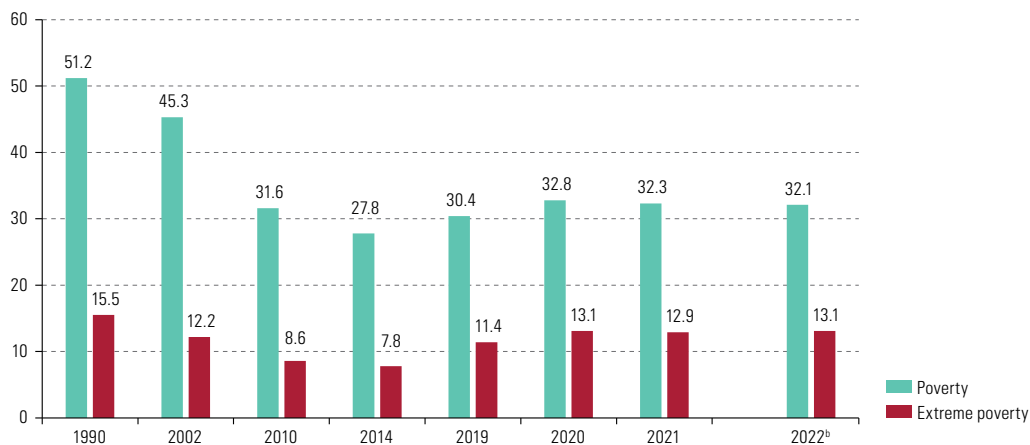
→ **Alternative text:** Horizontal bar graph comparing levels of poverty and extreme poverty. The highest levels occur among the population with incomplete primary education, the Indigenous population, the 0–17 age group and rural populations.

Image 16 shows another figure, below which there are two examples of the type of alternative text that should be avoided.

Image 16

Example of a figure and alternative text to avoid

**Figure 3**  
**Latin America (18 countries):<sup>a</sup> poverty and extreme poverty rates,**  
**1990–2021 and projections for 2022**  
*(Percentages)*



**Source:** Economic Commission for Latin America and the Caribbean (ECLAC), on the basis of Household Survey Data Bank (BADEHOG).

<sup>a</sup> Weighted average for the following countries: Argentina, Bolivarian Republic of Venezuela, Brazil, Chile, Colombia, Costa Rica, Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Plurinational State of Bolivia and Uruguay.

<sup>b</sup> Projections.

→ **Alternative text 1:** “Figure 3 illustrates the changes in the average poverty and extreme poverty rates for 18 countries of Latin America for 1990, 2002, 2010, 2014, 2019, 2020, 2021 and 2022” (this information is already provided in the title of the figure, so repeating it does not improve accessibility).

→ **Alternative text 2, automatically generated:** “A graph with numbers and lines” (this description is too general and therefore not useful).

### (m) QR codes

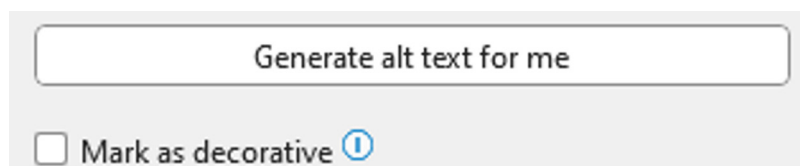
If a document contains a QR code, its position on the page must be indicated in the alternative text so that users who have low vision can find it more easily. The purpose of the code and the website address should also be described, but there is no need to repeat this if it is already included in the body of the document.

### (n) Decorative images

Any non-text element that does not contain information required to understand the content is considered decorative. Any purely decorative images in the document must be marked as such so that the screen reader will disregard them. To do this, add blank alternative text, by inserting two quotation marks with no text or spaces (“”). The most recent versions of Microsoft Office include the option to mark an element as decorative, as shown in image 17. In this case, there is no need to insert blank alternative text.

Image 17

Marking an element as decorative

**(o) Logos**

Logo descriptions must be decided at the institutional level. The same description must always be used and should be included whenever possible.

The alternative texts for ECLAC logos are as follows:

ECLAC logo: ECLAC logo in blue on a white background. It incorporates the United Nations emblem, a map of the world seen from the North Pole, surrounded by a wreath of olive branches. Below, the texts "United Nations" and "ECLAC".

Logo of the seventy-fifth anniversary of ECLAC. On the left, the number 75 in light blue, blue, green, fuchsia, yellow and orange, followed by the word "years". On the right, the slogan "Working for a productive, inclusive and sustainable future". Below, a horizontal line with the 17 colours representing the Sustainable Development Goals.

**(p) Use of colour**

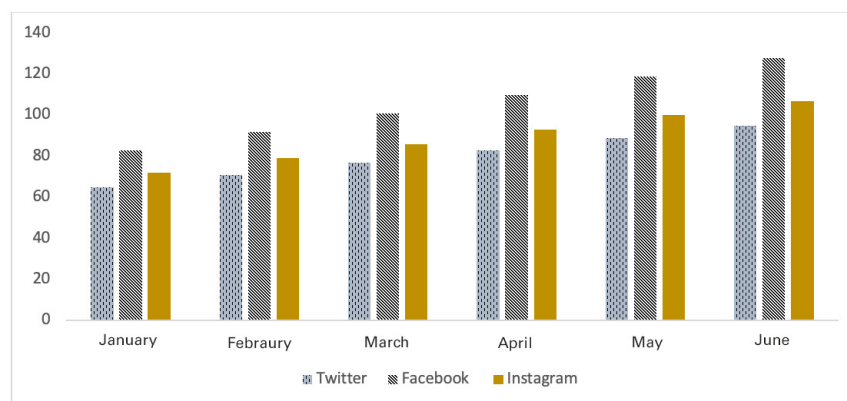
Colour is commonly used to identify and differentiate elements because they are quickly understood by a large part of the audience. However, some users do not perceive colours or perceive them in a different way. For this reason, colour must not be used as the only means of identifying or distinguishing elements. To ensure accessible use of colours, they should be complemented by different shapes, textures or patterns.

It is important to check the contrast when choosing the colours for a figure or diagram, even when they are rendered in greyscale. The use of patterns to complement colours and help to differentiate elements is also recommended, as shown in the examples in images 18 and 19.

Image 18

Example of using patterns to differentiate elements in a figure

**Figure 1**  
**Number of interactions on major social networks, January–June 2022**  
*(Units)*

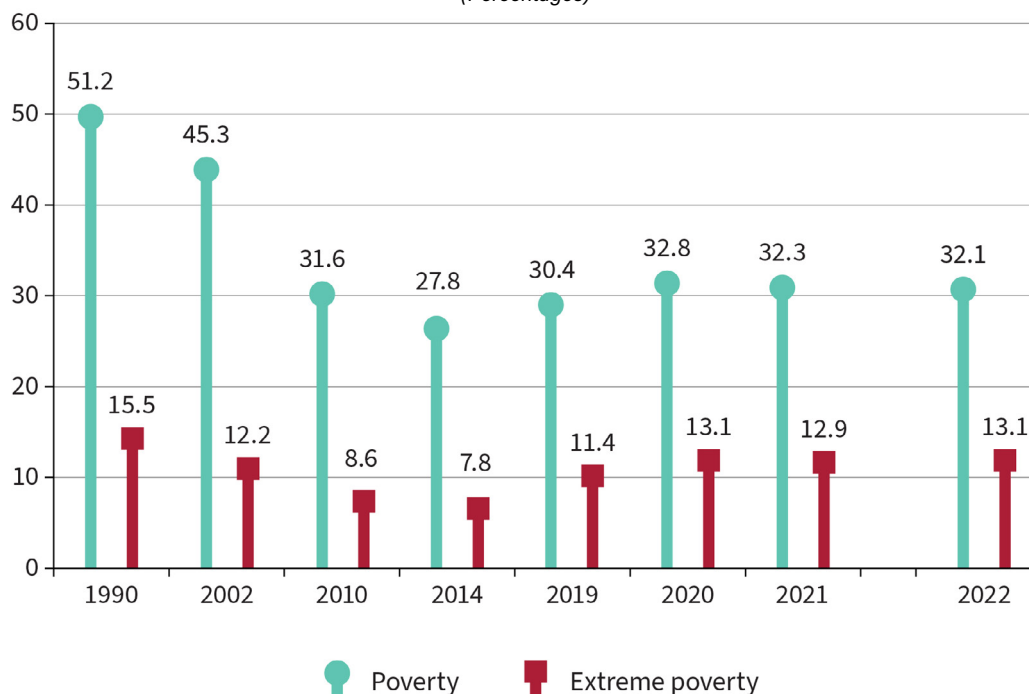


Source: Prepared by the authors.

Image 19

Example of using distinguishing elements in addition to colour in figures

**Figure 5**  
**Latin America (18 countries):<sup>a</sup> poverty and extreme poverty rates,**  
**1990–2021 and projections for 2022**  
*(Percentages)*



**Source:** Economic Commission for Latin America and the Caribbean (ECLAC), on the basis of data from the Household Survey Data Bank (BADEHOG).

**Note:** The figures for 2022 are projections.

<sup>a</sup> Weighted average for the following countries: Argentina, Bolivarian Republic of Venezuela, Brazil, Chile, Colombia, Costa Rica, Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Plurinational State of Bolivia and Uruguay.

### (q) Tables

Tables display large amounts of data simultaneously to the reader. However, visually impaired users will have to read cell by cell to access the content. For this reason, when inserting tables, several factors should be taken into account to ensure accessibility:

- Tables must be created using the “Table” tool for them to be read by a screen reader. Manually creating an element that simulates a table visually is not recommended.
- Tables should not be embedded in images. A table can be made accessible, but not if it is embedded in an image.
- Adding headings will help the reader to keep track of which part of the table is being focused on.
- The use of complex tables, nested tables, or tables with merged cells should be avoided.
- Cells should not be left blank. A symbol or text (such as a slash, three dots or other symbol) should be added to any cells in which there is no information to indicate to the reader that there is no data.
- Tables should not be used to lay out or organize the sections of a document.
- Using the “Draw Table” tool is not recommended.
- Whenever possible, the whole table should be kept to one page. If a table extends to the next page, the headings should be repeated (Moreno, Martínez and González, 2014).
- For complex tables, alternative text with a supplementary description should be added.

Table 1 complies with the above recommendations.

**Table 1**  
**Latin America (18 countries): contribution of capital, labour**  
**and total factor productivity to GDP growth, 1990–2023**  
*(Percentages)*

Years	Capital	Labour	Total factor productivity
1990–1999	43.0	43.6	13.4
2000–2009	45.6	55.4	-1.0
2010–2019	79.6	64.8	-44.3
2020–2023	74.1	73.1	-47.2
1990–2023	54.6	55.1	-9.7

Source: Prepared by the author, on the basis of official figures.

Note: At 2018 prices.

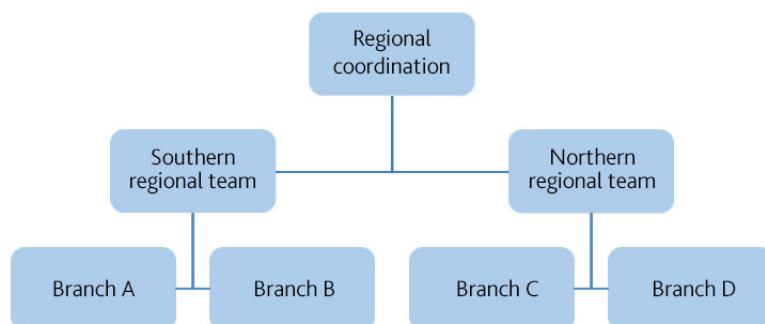
### (r) Diagrams

Diagrams are highly visual assets used to show connections between different concepts or other elements, and are usually difficult to adapt to accessibility standards.

Diagrams should not be embedded in images. The diagram creation tool is recommended, which is opened by clicking on Insert > SmartArt.

Alternative text describing the relationship between the elements of the diagram should be added. An example is shown in diagram 1.

**Diagram 1**  
**Example of a three-level diagram**



Source: Prepared by the authors.

## C. Checking accessibility

The “Check Accessibility” function (in the Review tab in Word) can be used while drafting a document to ensure that accessibility is factored in from the start. It is also useful on completion of drafting, to check that all adaptations have been made correctly. However, because this tool does not check for all the recommendations contained in the present Guidelines, a manual review is always required.

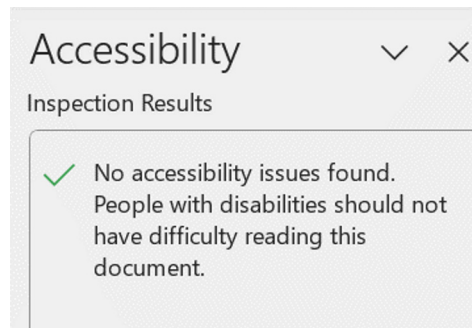
The accessibility checker reviews the following:

- [Heading styles](#)
- [Contrast](#)
- [Alternative text](#)
- [Reading order](#)
- [Alignment of objects and shapes](#)
- [Split or merged cells in tables](#)

Once the check has been completed and all required fixes have been made, Word will display the message shown in image 20.

Image 20

Message generated following document accessibility check



## D. Saving files as PDF

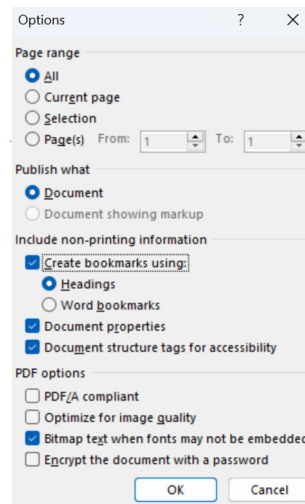
Word can save files in PDF format, but some of the settings need to be modified so that styles and other adaptations already applied are saved.

This is done by going to File > Save and selecting PDF from the “Save as type” drop-down list. Clicking on the “Options...” button displayed opens the configuration window.

To ensure that the file remains accessible when saved as PDF, the following checkboxes must be selected: “Create bookmarks using” and “Headings”; “Document properties”; and “Document structure tags for accessibility”, as shown in image 21.

Image 21

Options to be selected when saving Word files as PDF



## E. PDF documents

### 1. Adobe Acrobat Pro

To produce an accessible document in PDF format, the source file that was prepared in Word or other word processing software must also be accessible, with all of the above recommendations applied. This will make it easier to review and adapt the PDF document.

The use of Adobe Acrobat Pro (or any PDF editor with similar functionalities) is recommended for making the necessary changes.

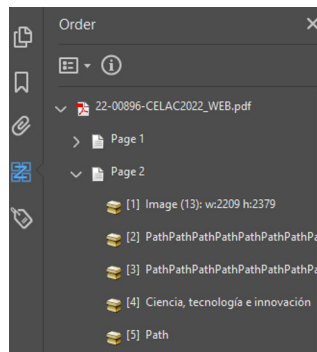
### (a) Reading order

The reading order determines the sequence in which content is presented to the reader and where elements are placed in the document structure; it is not necessarily the same as the visual order. Screen readers follow the reading order established for document elements, so it is important to review the reading order when files are exported to PDF.

To do this, click on View > Show/Hide > Navigation Panes > Order to open the Order pane, as shown in image 22.

**Image 22**

View of the Order pane in a PDF document



In the page view, next to the pane, the reading order number is superimposed on each element. Text elements are shown within boxes, and images in a box with a diagonal cross in the middle to make them more easily identifiable. If there is alternative text for the image, it is displayed to the right of the number. If there is no alternative text, the box will be marked up as "Figure - No alternate text exists.", as shown in image 23.

**Image 23**

View of the page when reviewing the reading order



If a visual check shows that elements are in the wrong order, they can be moved to the correct position in the list by dragging and dropping in the pane.

### (b) Tags

Tags are an integral part of the document structure of PDF files. They are used to identify each element of the document (including paragraph, heading, list, table, figure, note, link, form field, among others).

When an accessible source document is exported from another program, tagging is usually automatic; a quick review will suffice to detect any possible errors or missing tags. If the document is not automatically tagged, each element will have to be tagged one-by-one, or using the auto-tagging feature (this will require subsequent correction).

### (c) Editing tags

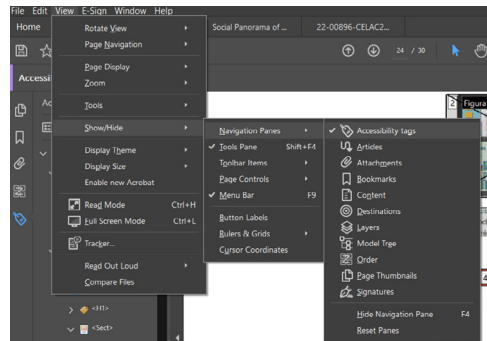
The first step is to confirm that the file is tagged, by clicking on File > Properties > Description. This window indicates only whether the file is tagged or not.

The “Autotag Document” option is available via the “Accessibility” panel. This option should be used only when the document is not tagged; if it is already tagged, Acrobat will remove existing tags to apply automatic tagging. In this case, a warning message will be displayed.

Clicking on View > Show/Hide > Navigation panes > Accessibility tags displays the tags pane, as shown in image 24.

Image 24

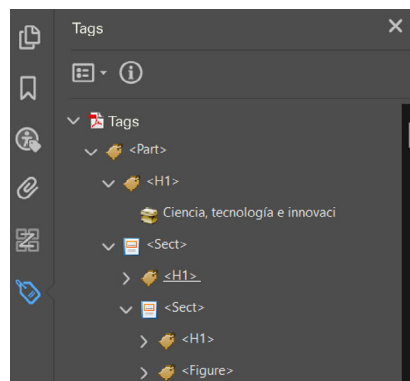
Accessing the Tags pane in Adobe Acrobat Pro



Clicking on this opens the Tags pane to the left of the window, which shows a list of all the tags currently included in the document, as shown in image 25.

Image 25

Editing tags in a PDF file



The most commonly used tags in documents are as follows:

- Headings: H1, H2, H3, H4.
- Paragraph: P
- Table: Table
- Table headers: THead
- Body of table: TBody
- List: L
- List element: Li
- Footnote: Note
- Link: Link
- Image or chart: Figure
- Decorative image: Artefact
- Table of contents: TOC
- Quotation: Quote

It is not unusual for a file to have empty tags; these serve no function and ideally should be removed to clean up the file structure.

Acrobat Pro also allows alternative text to be added to links, abbreviations, acronyms and other elements.

## 2. InDesign

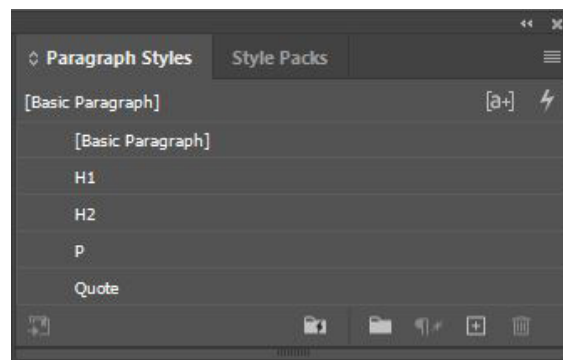
InDesign also includes accessibility features for documents. However, it is essential to proofread the document in Adobe Acrobat Pro once it has been exported to PDF.

### (a) Styles

The options available are [heading levels](#), from 1 to 6, paragraph and artefact (this works in the same way as the “Mark as decorative” option in Microsoft Office).

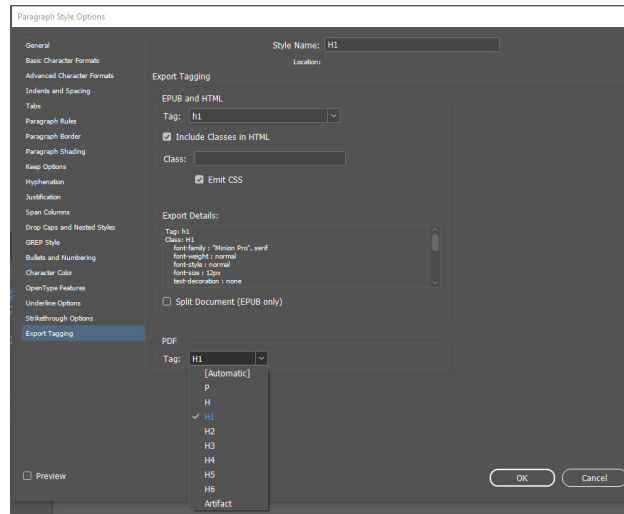
The limited number of options means that all elements will not necessarily have the corresponding tag. A recommended workaround is to create paragraph styles (P) and rename them (for example, “Quote” for quotations), as shown in image 26. Once all elements have been differentiated using styles, tags can be easily edited in Adobe Acrobat.

**Image 26**  
Paragraph styles pane



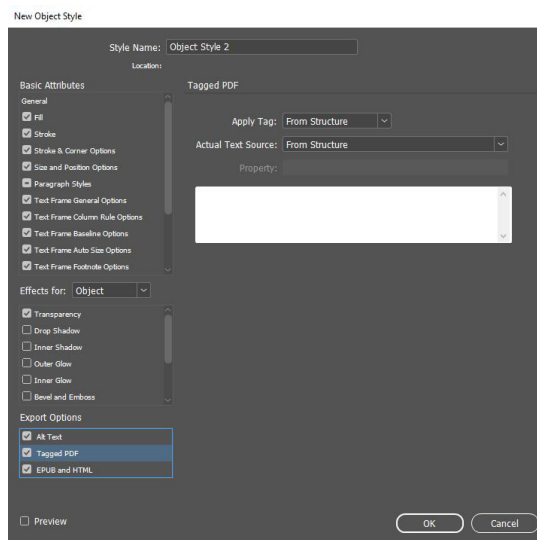
Whenever styles are used, it is important to ensure that the export options are properly configured, as shown in image 27.

**Image 27**  
Paragraph styles



The same is true for object styles. The “Alt Text” and “Tagged PDF” options must be selected, as shown in image 28.

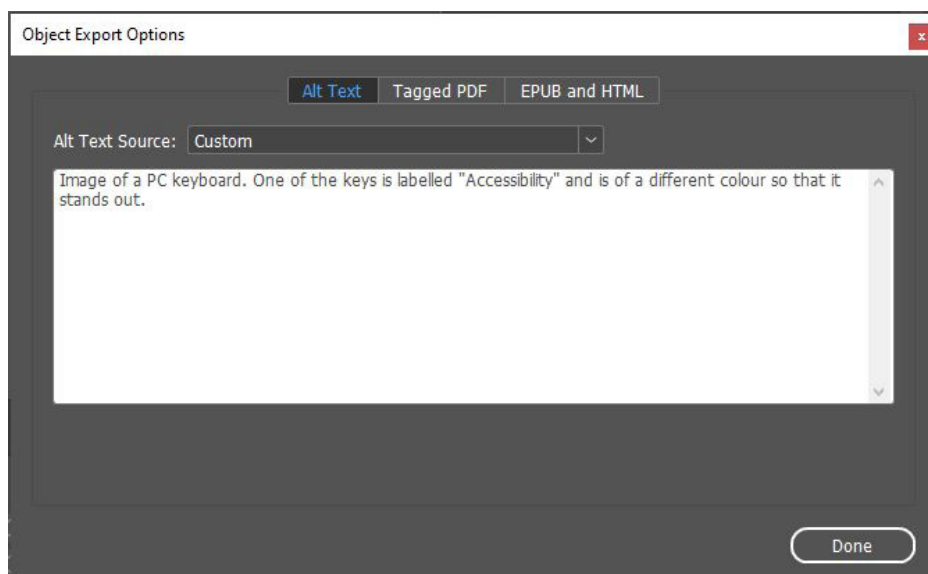
**Image 28**  
Object styles



**(b) Alternative text**

Alternative text is added by right-clicking on the object and selecting “Object Export Options”. This will open a window with three tabs, the first of which contains an editing box for entering the relevant alternative text, as shown in image 29.

**Image 29**  
Creating alt text in InDesign



### (c) Tags

Tags are created when paragraph and object styles are applied, but automatic tagging is also applied when specific tools for each element are used. Manual tagging is not required when the following elements are added:

- Notes
- Lists and bullets
- Links
- Tables

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