



## AccessCoVE: European Centre of Vocational Excellence in Accessibility

**Research  
report 2.2**

**Definition of Accessibility  
Standards and Indicators**

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<b>Contacts</b>	Professor Konstantinos Papadopoulos
<b>Address</b>	University of Macedonia, Thessaloniki, Greece
<b>Phone</b>	+30 2310891389
<b>eMail</b>	kpapado@uom.edu.gr
<b>Project Website</b>	<a href="https://accesscove.org">https://accesscove.org</a>

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## Abbreviations

Acronym	Term
AccessCoVE	European Centre of Vocational Excellence in Accessibility
CoVE	Centre of Vocational Excellence
HEI	Higher Education Institution
VET	Vocational Education and Training
ISA	International Symbol of Access
AT	Assistive Technology
IwD	Individuals with Disabilities
IwI	Individual with Impairments
WP	Work Package

## Development of Accessibility Standards and Indicators

This report is delivered as part of Task 2.3 (WP 2), which focuses on the development and refinement of Accessibility Standards and Indicators across various areas of expertise:

- Core (Area 1)
- Digital Transformation (Area 2)
- Education (Area 3)
- Employment (Area 4)
- Cultural Heritage (Area 5)
- Tourism, Recreation, and Sports (Area 6)
- Security and Evacuation Situations (Area 7)

The practical usefulness of these standards and indicators for end-users is maximized when they are tailored to specific areas of expertise in accessibility, addressing a wide range of age groups. This includes not only the needs of adults but also those of children and individuals with different types of disabilities.

To guide the reader through this document, the following explanations are provided:

**A. Accessibility Standards** refer to the adjustments or alterations needed for products, objects, services, methods, procedures, or physical environments to accommodate the needs and preferences of individuals with disabilities. In this document, accessibility standards are categorized based on the primary area they serve. However, many standards are applicable across multiple areas of expertise (see relevant explanations below).

**B. Indicators** represent the quantitative and/or qualitative features that define how a particular standard can be implemented. In other words, indicators are the components that together form the complete standard.

**C. Conformance Levels:** All indicators correspond to a level of conformance—Level A, Level AA, or Level AAA. These levels are important for removing barriers, with Level A being the most critical, as it represents the basic level of accessibility. It is useful to think of the levels in terms of what is mandatory (Level A), recommended (Level AA), and optional (Level AAA). Conformance at higher levels implies conformance at lower levels. For example, by meeting Level AA, a service automatically meets both Level A and Level AA requirements.

**D. Presentation of Standards and Indicators:** Standards and indicators are presented in a table for each area. The first column lists the standards, the second column contains the corresponding indicators, and the third column provides references to the original sources of

the indicators. If no external source is cited, the indicator is original to this study. The fourth column offers additional comments or complementary information, and the last three columns indicate the conformance levels (A, AA, AAA) for each indicator.

**E. Cross-Area Study:** A cross-area approach is essential to fully address accessibility within a given area. When necessary, references to relevant standards and indicators from other areas are provided (e.g., for digital educational tools, refer to Area 2).

**F. Accessibility vs. Usability:** While "accessibility" and "usability" are distinct concepts, improving usability often leads to better accessibility. As such, many guidelines that address usability also contribute to enhancing accessibility.

**G. Holistic Accessibility Planning:** When developing an accessibility plan, it is crucial to consider three key areas: the accessibility of materials, the accessibility of services and procedures, and the improvement of attitudes toward accessibility. Focusing on only one or two of these areas is likely to result in an incomplete or unsuccessful plan. This is why a holistic assessment is vital, and it is incorporated into the next deliverable.

**Note:** The sources used in the development of this deliverable were derived from those referenced in Deliverable 2.1, titled "Review of Accessibility Indicators, Standards, and Needs of Individuals with Disabilities, and User Requirements Specification". ISO, CEN, and EN standards, which are protected by copyright, are referenced here only to provide an overview of each standard. For the same reason, the indicators resulting from these sources are only epigrammatically described and the relative *values* are not revealed. Users are strongly encouraged to consult the original sources for more detailed information.

## 1.1 Core (Area 1)

Core accessibility refers to the fundamental principles and practices that ensure environments, transportation systems, products, and services are accessible and usable by all individuals, regardless of their physical, sensory, or cognitive abilities. It is a broad field that spans multiple sectors, including the built environment, public transportation and the design of products and services. The aim of core accessibility is to create inclusive environments and systems that help people with disabilities to engage in everyday activities, thus promoting equity and independence. It emphasizes the removal of barriers that can limit a person's ability to navigate, use, or participate fully in society.

Accessibility is about creating spaces and systems that are inclusive by design, ensuring that important features such as ramps, accessible signage and user-friendly interfaces are part of the initial designing process, rather than afterthoughts. In doing so, accessible design aims to create environments that are not just functional for people with disabilities but also enhance the experience for all users. For example, universal design principles, which guide many accessibility practices, benefit a wide range of people, including older adults and parents with babies in strollers.

The importance of accessibility is underscored by various international standards and legal frameworks. Americans with Disabilities Act (ADA), standards like EN 17210 (Accessibility and usability of the built environment) and ISO 9241 (Ergonomics of human-system interaction) provide guidelines for ensuring that spaces, products, and systems are usable by everyone.

The core principles of accessibility focus on:

- **Usability:** Systems, environments, and products should be easy to use for people with a wide range of abilities.
- **Safety:** Design should minimize hazards, ensuring secure access for people with disabilities.
- **Equity:** Everyone, regardless of disability status, should have equal access to public spaces, transportation, and products.
- **Flexibility:** Designs should accommodate a variety of needs, allowing users to engage with systems in ways that best suit their capabilities.

Core accessibility involves considering both the physical environment, such as the design of buildings and transport infrastructure, and product design, which includes everything from consumer electronics to everyday products. This approach ensures that accessibility is



integrated into the foundation of planning and development, making cities, systems, and services inclusive for everyone.

Table 1. Standards and indicators for the Core accessibility (Area 1).

Standard	Indicator	Source	AAA	AA	A	Notes
Accessible building <b>entrances</b> with accessible <b>thresholds</b> .	Clearly sign-posted.	3, p.24		*		If accommodations are not possible, new alternative entrance [3] that can be used independently and during the same hours as the main entrance [1] can be included. For built environment see also EN 17210.
	Recognizable through structural elements like canopy supports.	3, p.24	*			
	Route across the entrance threshold must be level, provide weather protection and free from barriers.	3, p.24			*	
	Level landing of at least 1500 x 1500mm.	3, p.24			*	
	Thresholds no higher than 15mm.	3, p.24			*	
	Lobby must accommodate wheelchairs etc. with minimum dimensions based on the door type.	3, p.24		*		
	Lobby's floor surface must not impede wheelchair movement or create slip hazards from rainwater.	3, p.24			*	
	Every building, public or residential, must be accessible through at least two entrances: The main entrance of the building and the underground parking area.	11, p.84			*	

Standard	Indicator	Source	AAA	AA	A	Notes
	Parking spots for individuals with disabilities must be located near the entrance, no further than 50m away.	11, p.84		*		
	Connection between sidewalk and building must be level. If it is not, a ramp (5% slope) or a lift should be installed.	11, p.84		*		
	Thresholds or any other elements that protrude more than 2cm from the floor should be avoided.	11, p.84	*			
	Information signs (room numbers, labels, etc.) should be placed at a height of 1.50m from the floor and include information in Braille.	11, p.88	*			
	Minimum clear width of a route: 91.5cm (36in). If is less than 152cm wide, passing spaces of at least 152cm by 152cm must be provided every 60m.	1		*		
	Entrances that are not accessible should have signs indicating the location of the nearest accessible entrance.	1	*			
	If there are carpets or mats at the building entrance, their height must not exceed 1.3cm (1/2in) and their edges must be securely attached.	1	*			

Standard	Indicator	Source	AAA	AA	A	Notes
Accessible building entrance doors.	Minimum effective clear door width: Straight-on approach and or at right angles to an access route at least 1500mm wide: 800mm (new buildings), 750mm (existing buildings) [3] or External doors to public buildings: 1000mm (new buildings), 775mm (existing buildings) (a minimum width of 1.20m) [11].	3, p.25, 11, p.86			*	Revolving doors are not considered accessible and an adjacent alternative entrance that complies with accessibility standards must be provided. Instructions for measuring door clear width [1] and measuring door opening force [1]. See, also, [18].  Pictures/ Diagrams: 1) Minimum effective clear widths of doors and 2) effective clear width of doors, [3] 3) key dimensions for lobbies with single leaf doors, windbreaks, handrails [11].
	Controls should be 750mm to 1000mm above floor level and operable with a closed fist.	3, p.26			*	
	Handles, locks, doorbells, and switches must be placed 0.90m to 1.20m [11] or 86cm to 122cm 34-48 in [1] above the floor and positioned on the same side of the door.	11, p.88, 1		*		
	Manually operated doors should not require more than 30N of force to open	3, p.26		*		

Standard	Indicator	Source	AAA	AA	A	Notes
	Glazed doors and screens clearly visible and distinguishable from surrounding areas [3]. Glass doors should have indicators placed at a height of 1.40m to 1.60m [11].	3, p.27, 11, p.88			*	
	Entry systems must be accessible to deaf or hard-of-hearing people.	3, p.24			*	
	If there is a windbreak, it should be secured that there is the necessary free space with a diameter of 1.50m for possible turning of the wheelchair.	11, p.86	*			
	Doors and frames should have a strong color contrast with adjacent walls. Door handles should also contrast with the door panel.	11, p.88		*		
	If the door has a closer it should take at least 5 seconds to close from an open position of 90 degrees to a position of 12 degrees.	1		*		
	The distance between two doors in a series should be at least 1.2m (48in) plus the width of the doors when swinging.	1	*			
Accessible and convenient <b>entrance halls</b> and <b>reception areas</b> .	The reception desk should include a lower height part accessible from both sides (1500mm wide, with a surface height no greater than 760mm, and a knee recess no less than 700mm from the floor).	3, p.29	*			
	Glazed screens or reflective surfaces should not obstruct lip reading.	3, p.29		*		

Standard	Indicator	Source	AAA	AA	A	Notes
	Hearing enhancement system (e.g. induction loop) should be provided.	3, p.29	*			
	The reception point should be easily identifiable and directly accessible from the entrance or lobby. It could be away from the entrance if external noise is a problem but still within view of the entrance.	3, p.29			*	
	Clear space in front of the reception: 1200mm deep and 1800mm wide if there is a knee recess of at least 500mm and 1400mm deep and 2200mm wide if there is no knee recess.	3, p.29		*		
	The floor surface must be slip-resistant.	3, p.29			*	
Accessible and safe <b>circulation</b> in public buildings.	All objects located along circulation paths (e.g., fire extinguishers, drinking fountains, signs) must protrude no more than 10.2cm (4in).	1	*			
	If an object protrudes more than 10cm (4in), the bottom edge must be at least 2.03m (80in) above the floor.	1	*			
	Protected accessible waiting areas must be provided on each floor, at a ratio of: One space with one wheelchair position if the floor population is less than 200 people, or One space with two wheelchair positions if the population is greater than 200.	27, art.26, par.2		*		

Standard	Indicator	Source	AAA	AA	A	Notes
Accessible <b>internal doors</b> , providing ease of use, with focus on self-closing devices and fire doors, and enhancing visibility.	Electrically powered hold-open devices and swing-free closing devices should be used to keep fire doors open, with the closing mechanism on only in emergencies.	3, pp.29-30			*	See [18].  Pictures/ Diagrams:  Instructions for measuring door clear width [1] and measuring door opening force [1].
	Handles and the leading edge of any door that is not self-closing should contrast visually the surface of the door. Door frames should visually contrast with the wall.	3, p.30	*			
	Doors wider than 450mm should include vision panels between 500mm and 1500mm from the floor.	3, p.30		*		
	Glass doors must have clear manifestation markings.	3, p.30			*	
	Fire doors should be always open with an electro-magnetic device and close automatically when triggered by smoke detectors, fire alarms, or power failures.	3, p.30			*	
	Fire doors to individual rooms should be equipped with swing-free devices that close upon activation of smoke detectors or there is a power failure.	3, p.30		*		
	Opening force: no more than 30N from the closed position to 30° open, and no more than 22.5N from 30° to 60° of the opening cycle.	3, p.30		*		

Standard	Indicator	Source	AAA	AA	A	Notes
	At least 300mm of unobstructed space on the pull side of the door to, unless the door has power-controlled opening.	3, p.30			*	
	Door handles or latches should be operable with one hand using a closed fist.	3, p.30		*		
Accessible and safe <b>approach to a building</b> . Easy to navigate for people with disabilities, particularly those using wheelchairs.	Access to entrances should be level from the boundary of the site. Where level access isn't feasible, a gentle gradient or shorter steep gradients with level landings should be used.	3, p.16			*	
	If any part of the approach has a slope of 1:20 or steeper, it should be constructed as a ramp.	3, p.16		*		
	Access routes to entrances must have a durable, firm, and slip-resistant surface.	3, p.17			*	
	Joints between paving stones must not exceed 5mm in height, and any gaps should be filled flush or recessed to a depth of no more than 5mm.	3, p.17		*		
	The surface width of the approach should be at least 1.5m, with passing places if needed.	3, p.17			*	
	Passing places should be at least 1.8m wide and 2m long, with a maximum distance of 50m between them.	3, p.17		*		

Standard	Indicator	Source	AAA	AA	A	Notes
	The gradient should be no steeper than 1:60 along its entire length, or no steeper than 1:20 with level landings provided for every 500mm rise.	3, p.17		*		
	The cross-fall gradient should not exceed 1:40.	3, p.17		*		
	Pathways leading to the main or accessible entrance should be clearly marked and well-lit.	3, p.17			*	
	Uncontrolled pedestrian crossings should be marked with a buff-colored blister surface to signal a safe crossing point.	3, p.17			*	
	For the cross slope of an accessible route the maximum slope allowed is 1:48.	1		*		See [1] for instructions to measure a slope.  Pictures/ Diagrams: Tactile paving [3]
Accessible and convenient level <b>on-site car parking</b> for accessing a building.	The area surrounding the parking bay should feature smooth surfaces free of obstacles, tripping hazards and significant undulations (no more than 3mm under a 1m straight edge).	3, p.18			*	See, also, parking near dwellings of this list. See [1] for instructions for measuring parking spaces.  Pictures/ Diagrams: Parking lot dimensions [3, 11].



Standard	Indicator	Source	AAA	AA	A	Notes
	Pay and display ticket machines should allow close access, with controls positioned between 750mm and 1200mm above ground (0.90m and 1.20m [11]), with no obstruction from the machine's plinth.	3, p.18		*		
	There should be a designated drop-off area near the main entrance or accessible alternative (within 50m of the main entrance [11]).	11, p.37	*			
	At least 5% of the total parking spaces in a facility must be designated for disabled individuals. For smaller parking areas, a minimum of one accessible space is required [11].	11, p.37			*	
	The dimensions of parking bays must be 3.50m wide and 5.00m long.	11, p.37			*	
	Must include a dropped kerb if there is a pedestrian route on the other side of the bay.	3, p.18		*		
	Should include a 1200mm safety zone on the vehicle side.	3, p.18	*			
	Should include a 1200mm accessibility zone between bays.	3, p.18	*			
	A clearly marked drop-off point must be provided.	3, p.18			*	
	Accessible parking spaces must be marked with proper signage, including both vertical signs and ground markings featuring the International Symbol of Accessibility.	11, pp.37-38			*	

Standard	Indicator	Source	AAA	AA	A	Notes
	Parallel parking should be avoided. Where unavoidable, the spaces should be at least 6.00m long.	11, p.37		*		
	Accessible parking should include a direct connection to pedestrian walkways via ramps or curbs with a minimum width of 1.50 m.	11, p.37	*			
	Parking spaces for sites like cultural landmarks or recreational areas must be situated as close as possible to the entrance, ideally within 300 m. Where this is impractical, transportation equipped with accessible features (such as low-floor vehicles and ramps) should be provided.	11, p.37		*		
	A minimum of 1 van-accessible space must be included in every accessible parking lot.	1			*	
	Van spaces must have a minimum width of 3.35m (11ft) with a 1.5m (5ft) access aisle, or 2.44m (8ft) with a 2.44m (8ft) access aisle and at least 2.5m (98in) of vertical clearance.	1			*	
	Signage must be placed 152cm (60in) above the ground.	1		*		
<b>Parking spaces for electric vehicles for persons with disabilities.</b>	At least 2% of the total designated public parking spaces for vehicles used by PwDs must be equipped with charging points for electric vehicles (EVs) dedicated to PwDs.	14, art.19, par.1			*	

Standard	Indicator	Source	AAA	AA	A	Notes
	In private parking areas, the minimum allocation of parking spaces with EV charging points for PwDs is set at 1% of the total number of parking spaces allocated for persons with disabilities.	14, art.19, par.2			*	
Safe, accessible, and easy to use <b>ramps</b> , necessary if there should be an approach steeper than 1:20 [3].	Ramp gradients should be as shallow as possible and should have a maximum flight going of 10m and a maximum rise of 500mm.	3, p.19		*		In [11], values regarding ramps display slight variations. Instructions for measuring a slope [1]. Curb ramps are not required to have handrails [1].  Pictures/ Diagrams: 1) Limits for ramp gradients, and 2) relationship of ramp gradient to the going of a flight [3, 11 for ramps and handrails].
	At least 1.2m of clear space should be provided. Intermediate landings should be at least 1.5m long.	3, p.20			*	
	Wheelchair users should have enough space on landings to open doors without reversing into circulation paths or rolling back down the slope.	3, p.20			*	
	Passing places should be at least 1800mm wide and 2000mm long.	3, p.20			*	
	Open sides of ramps or landings should require a visually contrasting kerb, at least 100mm high.	3, p.20	*			

Standard	Indicator	Source	AAA	AA	A	Notes
	Handrails on both sides of the ramp set at two heights: 0.90m and 0.70 m. The handrails must extend at least 30cm horizontally beyond the start and end of the ramp and continue onto any landings.	11, pp.48-49		*		
	Surfaces must be slip-resistant, even when wet, and provide visual contrast with landings.	3, p.20			*	
	The friction characteristics of the ramp and landing surfaces should be consistent.	3, p.20	*			
	The width between walls or kerbs should be at least 1.5 m.	3, p.20		*		
	In residential settings, the width can be reduced to 0.90 m.	11, p.45	*			
	In new buildings or outdoor spaces maximum slope of 5%. In existing spaces, slopes between 5% and 8% are acceptable [11]. The maximum running slope allowed is 1:12 [1].	11, p.58, 1		*		
	The cross slope (excluding flares) of a curb ramp must be no steeper than 1:48.	1		*		
	The curb ramp (excluding flares) must be at least 91.44cm (36in) wide.	1		*		

Standard	Indicator	Source	AAA	AA	A	Notes
	At the top of the curb ramp, there must be a level landing with a slope no steeper than 1:48 in all directions. The landing should be at least 91.44cm (36in) long and at least as wide as the curb ramp. If the landing is less than 91.44cm (36in) long the flare slopes should be no steeper than 1:12.	1	*			
	If there are curb ramp flares, the slope of the flares should be no steeper than 1:10.	1	*			
	Steps should also be available as an alternative. Clearly marked steps alongside ramps that rise more than 300mm, equivalent to two 150mm steps.	1	*			
Safe and accessible <b>steps</b> and <b>stairs</b> .	Step rises should be between 150mm and 170mm and should be consistent throughout the flight.	3, p.22		*		In [11], values regarding steps display slight variations. Construction of a single isolated step in any part of public spaces is not permitted [13, art. 1].  Pictures/ Diagrams: Stepped access – key dimensions and use of hazard warning surface [3]. 1) External steps and stairs and 2) examples of acceptable step profiles [11 for steps and handrails].
	The tread depth should be between 280mm and 425mm.	3, p.22		*		

Standard	Indicator	Source	AAA	AA	A	Notes
	Flights should have a width of at least 1.2m and contain no more than 12 risers for steps with a going of less than 350mm, or 18 risers for steps with a going of 350mm or greater. If the steps are toward the upper range of acceptable dimensions, the flight may be longer without an intermediate landing.	3, pp.20-22	*			
	Nosings should marked with a 55mm wide contrasting strip.	3, p.21			*	
	Step projections over the tread should be avoided, but if they are necessary, should not exceed 25mm.	3, p.21	*			
	A level landing should be provided at both the top and bottom of the flight, with a minimum clear length of 1200mm.	3, p.20			*	
	Warnings should be placed far enough ahead of the steps to allow individuals time to stop, without being so narrow that they could be missed in one stride. Nosings on steps should be highlighted. A 'corduroy' hazard warning surface should be installed at the top and bottom landings to alert users to a change in level. Additional warnings may be required at intermediate landings with side access.	3, pp.20-21		*		
	Steps should have sufficient tread depth to allow individuals with physical impairments to place their feet squarely on the step.	3, p.20			*	

Standard	Indicator	Source	AAA	AA	A	Notes
	Handrails must be provided on both sides. If the overall width of a flight exceeds 1.8m, additional handrails should be installed to divide the flight into channels between 1 meter and 1.8m wide.	3, p.22	*			
	Handrail heights should be positioned at 0.90m and 0.70m from the step edge to accommodate users of different heights, including children and shorter adults and must extend at least 30cm horizontally at both the start and end of the staircase and continue onto any landing areas.	11, pp.56-57		*		
	It is essential to clearly mark the beginning and end of the staircase, as well as any points where the direction changes. This should be done with 60 cm-wide strips made of a material with a distinct texture and strong color contrast compared to the rest of the steps.	11, p.57			*	
	Guardrails or balustrades should have a height of 0.90m from the step edge.	11, p.56			*	
	The materials must be durable, slip-resistant, and suitable for their intended usage, whether indoor or outdoor. The chosen surface should have low reflectivity.	11, p.56			*	

Standard	Indicator	Source	AAA	AA	A	Notes
	It is essential to have a baseboard on every staircase with height between 5 and 10cm. In cases where there is no baseboard on both sides of the staircase, and a guardrail is used instead of a wall, a horizontal bar should be installed 10cm away from the step edges to ensure safety.	11, p.57		*		
<b>Handrails for external ramps and steps</b> that provide adequate support and safety for all users.	Handrails should be easy to grip, comfortable, and preferably provide forearm support.	3, p.22			*	See CEN/TR 15894:2009  Pictures/ Diagrams: Handrail design [3]
	Handrails should be spaced away from the wall and securely supported and allow a full finger grip without obstruction.	3, p.22			*	
	Handrails should extend beyond the top and bottom of a flight of steps or ramps, offering additional support and serving as a warning of the change in level.	3, p.22			*	
	A second handrail should be considered in certain types of buildings like schools.	3, p.22		*		
	The height of the top handrail must be between 900mm and 1000mm from the surface of a ramp or flight of steps, and between 900mm and 1100mm from the surface of the landing. The lower handrail may be installed at a height of 600mm.	3, p.23		*		



Standard	Indicator	Source	AAA	AA	A	Notes
	Handrails must be uninterrupted across flights and landings, extending at least 300mm horizontally beyond the top and bottom of ramps and steps, without obstructing the access route [3]. If there are obstructions, the bottom of the gripping surface must not be obstructed more than 20% of its diameter [1].	3, p.23,  1		*		
	Handrails should visually contrast with their background but not being overly reflective.	3, p.23	*			
	Handrails should be slip-resistant and not cold to the touch.	3, p.23	*			
	Handrails should end in a way that minimizes the risk of clothes being caught.	3, p.23	*			
	The profile of the handrail can be circular, with a diameter between 32mm and 50mm, or non-circular with a width of 50mm and a depth of 39mm and should require rounded edges.	3, p.23	*			
	Handrails should not protrude more than 100mm into the surface width of the ramp or stairs.	3, p.23	*			
	A clearance of 50mm to 75mm should be maintained between the handrail and the wall surface and a minimum clearance of 50mm should be maintained between a cranked support and the underside of the handrail.	3, p.23			*	

Standard	Indicator	Source	AAA	AA	A	Notes
	The inner face of the handrail should not extend more than 50mm beyond the width of the surface of ramps or steps.	3, p.23			*	
Accessible, safe, and comfortable <b>corridors and passageways</b> for all users.	The unobstructed width along the corridor must be at least 1200mm.	3, p.31			*	Narrower corridors may be acceptable in certain situations, such as in existing buildings or specific extensions [3].
	In corridors narrower than 1800mm, there should be passing places that are at least 1800mm long and 1800mm wide, particularly at junctions.	3, p.31			*	
	The floor should be level or predominantly level, with gradients no steeper than 1:60. Any part with a gradient of 1:20 or steeper should be treated as an internal ramp.	3, p.31		*		
	If a part of the floor has a gradient steeper than 1:60 but less than 1:20, it should rise no more than 500mm without a level rest area of at least 1500mm long, maintaining a gradient not exceeding 1:60.	3, p.31	*			
	Sloped parts should extend across the entire corridor width.	3, p.31			*	
	Exposed edges should be marked with visual contrast.	3, p.31			*	
	Doors opening into major access or escape routes should be recessed to avoid projecting into the corridor space when fully open. Exceptions apply for doors to minor utility areas.	3, p.31	*			

Standard	Indicator	Source	AAA	AA	A	Notes
	Doors from unisex wheelchair-accessible toilets may project into corridors that are not major access or escape routes, provided the corridor is at least 1800mm wide at that point.	3, p.31	*			
	In major access routes, the wider leaf of double doors should be positioned on the same side of the corridor throughout its length.	3, p.31		*		
	Flooring should be slip-resistant. Floor finishes with patterns that could be mistaken for steps or changes in level should be avoided.	3, p.31		*		
	Glazed screens along corridors must be marked with visual manifestations that comply with safety standards.	3, p.31			*	
	Elements like columns and radiators should be avoided but if this is unavoidable, there should be a means to guide people around them, such as a visually contrasting guardrail.	3, p.31		*		
	The acoustic environment should be neither overly echoing nor too absorbent.	3, p.31		*		
	There should be a visual contrast between the walls, the ceiling and floor and effective natural and artificial lighting.	3, p.31		*		

Standard	Indicator	Source	AAA	AA	A	Notes
<b>Elevators</b> in buildings for safe movement across different levels for all users.	Door systems should allow sufficient time for all users, with timing devices and re-opening mechanisms, to enter and exit [3]. The speed of closing should not exceed 0.30 m/sec, with a wait time of at least 6 seconds before closing [11] and the sliding door should reopen automatically when obstructed by an object or person [1].	3, p.33, 11, p.61, 1			*	Values regarding call buttons display slight variations [11, 1]. See EN 81-70:2021+A1.  Pictures/ Diagrams: Key dimensions associated with passenger lifts [3]. Typical lifts, lift cabin, cabin equipment, controls [11].
	Audible and visual cues should be provided to inform users about the lift's arrival, its current floor and its position within a group of lifts.	3, pp.33-34			*	
	Lighting should minimize glare, eliminate shadows and provide consistent illumination [3], 50-70 lux [11].	3, p.34, 11, p.60	*			
	The minimum lift car dimensions should support a wheelchair user and an accompanying person [3], 1.10m by 1.40m [11].	3, p.33, 11, p.60			*	
	Unobstructed maneuvering space of 1500mm x 1500mm, or a straight access route that is at least 900mm wide.	3, p.33		*		
	Call buttons should be between 900mm and 1100mm from the floor and at least 500mm from any wall.	3, p.33		*		

Standard	Indicator	Source	AAA	AA	A	Notes
	Call button symbols and control symbols should be suitable for tactile reading and have a visual contrast with their surrounding surface.	3, p.33			*	
	The flooring should not be dark in color and should have similar or better frictional qualities than the landing.	3, p.33	*			
	A handrail should be available on at least one wall at 900mm above the floor without obstructing controls or mirrors.	3, p.33		*		
	If possible, lift cars should require opposing doors to allow wheelchair users to exit without needing to reverse.	3, p.34	*			
	For lifts that do not allow wheelchair users to turn around, mirrors should be installed.	3, p.34	*			
	Power-operated horizontal sliding doors must provide an effective clear width of at least 800mm.	3, p.34			*	
	For buildings with four or more floors, a larger cabin of 1.10m by 2.20m is preferable to accommodate a stretcher.	11, p.60	*			
	Buttons should be 25mm in diameter, and spaced at least 10mm apart.	11, p.62	*			
	Buttons -ideally- should be angled toward the user for ease of access.	11, p.62	*			

Standard	Indicator	Source	AAA	AA	A	Notes
	Inside the cabin, controls should be on the side wall, at least 0.40m from the door [11]. Must be no less than 38.1cm (15in) and no greater than 122cm (48in) above the floor. For parallel approach controls could be mounted up to 137cm (54in) above the floor [1].	11, p.62,  1		*		
	Emergency call systems, such as phones, must contrast in color with the wall and feature simple, clear instructions in both raised characters and Braille.	11, p.62			*	
	Elevators must move smoothly, without sudden acceleration or deceleration. The height difference between the cabin floor and the building floor should be no greater than 2cm, with the same gap limitation between the cabin and the floor edge. In case of a power outage, the elevator should be able to descend to the next lower floor.	11, p.64	*			
	At least one elevator in public buildings must be equipped with an emergency power supply, ideally from a backup generator, to prioritize use for individuals with disabilities during emergencies.	11, p.64			*	
Accessible <b>LULA</b> (limited use, limited application) <b>elevators</b> , that are often used in	Swinging doors: The door must be power-operated and it must remain open for at least 20 seconds when activated.	1		*		

Standard	Indicator	Source	AAA	AA	A	Notes
alterations.	Interior Dimensions: at least 129.5cm (51in) deep and 129.5cm (51in) wide, with a 91.5cm (36in) door opening or at least 137cm (54in) deep and 91.5cm (36in) wide, with at least 1.39 square m (15 square ft) of clear floor area and an 81cm (32in) door opening.	1			*	
	The in-car controls should be centered on a side wall.	1	*			
Accessible <b>lifting platforms</b> that could be installed in existing buildings or under exceptional circumstances (such as historic sites), where a passenger lift cannot be installed. They are intended exclusively for individuals with mobility impairments and their companions.	All users, including those in wheelchairs, must be able to reach and operate the controls for using the lifting platform.	3, p.35			*	In [11] values regarding platform's dimensions display slight variations.  Pictures/ Diagrams: [11]
	It must be usable without assistance from others.	1			*	
	Users should receive audible and visual notifications indicating the platform's arrival and its current floor.	3, p.35			*	
	Lifting platforms should use continuous pressure controls, like push buttons, but alternative control methods should be useful for users with various levels of manual dexterity.	3, p.35	*			
	If possible, lifting platforms should require opposing doors to enable wheelchair users to exit without reverse. In some cases, with larger platforms, a second door at a 90° angle may be more practical.	3, p.35	*			

Standard	Indicator	Source	AAA	AA	A	Notes
	Reflective wall surfaces should be avoided.	3, p.35	*			
	The vertical travel distance should not be more than 2m without a lift way enclosure, or more than 2m if there is a lift way enclosure.	3, p.35		*		
	The maximum rated speed for the lifting platform should not exceed 0.15m/s.	3, p.35		*		
	Controls should be between 800mm and 1100mm from the platform floor and at least 400mm from any adjacent wall [3]/ The lift controls should be installed no less than 38.1cm (15in) and no greater than 121.92cm (48in) above the floor, [1].	3, p.35, 1		*		
	Landing call buttons should be placed between 900mm and 1100mm from the floor, with at least 500mm clearance from any return wall.	3, p.35		*		
	Minimum platform dimensions: 800mm wide and 1250mm deep for non-enclosed platforms serving unaccompanied wheelchair users, 900mm wide and 1400mm deep (with a load capacity of 350 kg) for enclosed platforms serving unaccompanied wheelchair users and 1100mm wide and 1400mm deep for platforms with opposing doors that accommodate either an accompanied wheelchair user or for enclosed design.	3, pp.35-36		*		



Standard	Indicator	Source	AAA	AA	A	Notes
	Doors must provide an effective clear width of at least 900mm for the larger platform dimensions and 800mm in other situations [3]. If there is an end door, the clear opening width should be at least 81.28cm (32in) and if there is a side door, the clear opening width should be at least 106.68cm (42in) [1].	3, p.36,  1		*		
	Doors must be easily distinguishable from adjacent walls	3, p.36			*	
	Parts of glass within the platform should be easily identifiable for individuals with visual impairments.	3, p.36			*	
	There must be a clear floor space at least 76.2cm (30in) wide by at least 121.92cm (48in) long for allowing a person using a wheelchair to approach and reach the controls.	1			*	
<b>Wheelchair platform stairlifts</b> that are safely and appropriately installed in environments where conventional lifts cannot be accommodated (e.g. building alterations).	Stairlifts should not obstruct the safe use of the stairs by other individuals.	3, p.36			*	
	Stairlifts are controlled via continuous pressure mechanisms (joysticks) to ensure safe operation, but other control methods should be considered for individuals with different levels of manual dexterity.	3, p.36	*			
	In buildings with one stairway, the necessary clear width for escape routes must be preserved when the wheelchair platform is parked.	3, p.36			*	
	The rated speed should not exceed 0.15m/s.	3, p.36		*		

Standard	Indicator	Source	AAA	AA	A	Notes
	Minimum platform dimensions: 800mm wide and 1250mm deep.	3, p.36			*	
	Controls must be designed to prevent unauthorized use.	3, p.36	*			
<p>Accessible and inclusive audience and <b>spectator facilities</b>: Lecture and conference facilities, entertainment venues (e.g., theaters and cinemas), sports facilities (e.g., stadiums), refreshment facilities. Facilities should offer the option to view events from specific locations that are not isolated.</p>	<p>There should be options for wheelchair users to sit beside conventionally seated individuals. A 1400x900 nominal space is required. Also, space should be available for assistance dogs to rest beside their owners.</p>	3, p.38		*		<p>Pictures/ Diagrams:</p> <p>1) Provision of wheelchair space in audience seating, 2) example of wheelchair spaces in a lecture theatre, 3) possible location of wheelchair spaces in front of a rear aisle, 4) an example of wheelchair space provision in a cinema or theatre, and 5) example of a shared refreshment facility [3].</p>
	<p>If there is a single wheelchair space, it must be at least 91.44cm (36in) wide. If there are two adjacent wheelchair spaces, each space should be at least 83.82cm (33in) wide.</p>	1			*	
	<p>Removable seating should be available at the front and back for more wheelchair users and additional legroom at the back of seating rows [3]. Folding or removable seats should be installed to create a minimum space of 0.80m x 1.30m [11].</p>	3, p.38, 11, p.99	*			

Standard	Indicator	Source	AAA	AA	A	Notes
	All users should be able to locate suitable seating and navigate safely to and from their seats and other facilities.	3, p.38			*	
	Presentation setups must avoid patterned walls and poor lighting, ensuring clear visibility for those relying on sign language or lip reading.	3, p.38-39	*			
	Stepped access routes to audience seating must include fixed handrails.	3, p.39	*			
	At least part of the serving counter at bars must be at a height no greater than 850mm. Worktops for shared facilities should also be at 850mm high, with sufficient clearance beneath and a 1500x1500 turning space.	3, p.40			*	
	A wheelchair-accessible threshold should be in place at transitions between external seating and the interior.	3, p.40			*	
	Minimum number of wheelchair spaces required: Up to 600 seating capacity: 1% of total seating (rounded up), with a maximum of 6 spaces. Over 600 seating capacity: 1% of total seating (rounded up), plus additional spaces as desired. For seating capacities of 10,000 or more, further guidance is available in accessible stadium design documents.	3, p.39			*	

Standard	Indicator	Source	AAA	AA	A	Notes
	Hearing enhancement systems should be installed and the presence of induction loops or infrared hearing enhancement systems should be clearly marked with standard symbols.	3, p.46			*	
	Wheelchair spaces should be dispersed to provide location choices and viewing angles equivalent to other seating options.	1	*			
	Where people are expected to remain seated, wheelchair spaces should have a clear line of sight over and between the heads of others in front of them and where people are expected to stand, individuals in wheelchair spaces must have a clear line of sight over and between the heads of others in front.	1		*		
	If the wheelchair space can be entered from the front or rear, it must be at least 121.92cm (48in) deep. If the wheelchair space can only be entered from the side, it must be at least 152.4cm (60in) deep.	1		*		
	There should be at least one companion seat for each wheelchair space located so that the companion is shoulder-to-shoulder with the person using a wheelchair.	1		*		

Standard	Indicator	Source	AAA	AA	A	Notes
	When using an induction loop system at least half of the seating area must be encompassed by the loop. Placement of dimmer switches and other controls containing transformer coils must be such that they do not interfere with the audio induction loop signal.	2, p.87	*			
	When using infrared systems overhead incandescent lights should be placed to ensure they do not cancel out the infrared signal at the receiver. Proper lighting configuration is critical to maintaining clear transmission for users.	2, p.87	*			
	When FM loop systems or other assistive devices are available, portable headsets compatible with personal hearing aids must be provided for use.	2, p.87		*		
	When the assistive listening system serves individual fixed seats, the seats must be located within a 15-meter (50ft.) viewing distance of the stage.	2, p.87	*			
Accessible and inclusive <b>check-out aisles</b> (supermarkets etc.).	At least 91.44cm (36in) wide.	1			*	
	The counter surface of at least one aisle must be no higher than 96.52cm (38in) above the floor.	1			*	
	The top of the counter edge protection must be no higher than 5.08cm (2in) above the counter surface.	1		*		

Standard	Indicator	Source	AAA	AA	A	Notes
	If there is a check-writing surface, the top should be no less than 71.12cm (28in) and no greater than 86.36cm (34in) above the floor.	1	*			
	If there is more than one check-out aisle, the International Symbol of Accessibility should be posted at the accessible aisle.	1			*	
Accessible and inclusive <b>food service lines.</b>	There should be a portion of at least one of each type of counter that is no higher than 91.44cm (36in) above the floor and at least 91.44cm (36in) long.	1			*	
	The accessible portion of the counter should extend the same depth as the overall counter top.	1	*			
	There should be a clear floor space of at least 76.2cm (30in) wide by 121.92cm (48in) long for a forward or parallel approach.	1			*	
	For a forward approach, the clear floor space should extend no less than 43.18cm (17in) and no greater than 63.5cm (25in) under the accessible length of the counter.	1		*		
	There should be at least 68.58cm (27in) clearance from the floor to the bottom of the counter.	1		*		
Accessible and inclusive <b>dining areas.</b>	The top of the accessible dining surface should be no less than 71.12cm (28in) and no greater than 86.36cm (34in) above the floor.	1			*	

Standard	Indicator	Source	AAA	AA	A	Notes
	Dining surfaces for children: The top should be no less than 66.04cm (26in) and no greater than 76.2cm (30in).	1	*			
	At least 5% of seating and standing spaces, but no fewer than one, should be accessible for people using wheelchairs.	1			*	
	There should be a route at least 91.5cm (36in) wide to accessible seating.	1			*	
	There must be a clear floor space at least 76.2cm (30in) wide by at least 121.92cm (48in) long for a forward approach.	1		*		
	The knee space depth under the dining surface should be no less than 43.18cm (17in) and no greater than 63.5cm (25in).	1		*		
	There should be knee space of at least 68.58cm (27in) high and at least 76.2cm (30in) wide. For children the knee space may be 60.96cm (24in) high.	1		*		
Accessible and comfortable <b>sleeping accommodations</b> in hotels, motels, and student housing, for all	Wheelchair users should have full access to all facilities of the building.	3, p.42			*	
	Accessible bedrooms should be positioned no less favorably than other rooms	3, p.42		*		

Standard	Indicator	Source	AAA	AA	A	Notes
guests.	Accessible bedrooms must be spacious enough for wheelchair for transferring to the side of a bed, maneuver around the room and use the facilities comfortably.	3, p.42			*	
	Powered entrance doors can eliminate the need for extra access space.	3, p.42	*			
	En-suite sanitary facilities are preferred, with a balance of shower and bath options.	3, p.42	*			
	En-suite shower rooms may include a finger rinse basin near the WC.	3, p.42	*			
	Rooms should require automatic or remotely controlled curtains and blinds, accessible wardrobes and shelves, electronic card-activated locks and lever taps in sanitary facilities.	3, p.42		*		
	Other bedrooms' doors should be wide enough for visiting.	3, p.42			*	
	Some wheelchair-accessible rooms should include connecting doors to adjacent rooms for companions.	3, p.42	*			
	Swing doors for built-in wardrobes should open 180°.	3, p.43		*		
	Door handles must be easy to grip and visually contrast with the door surface.	3, p.43			*	
	Windows should be at a height of 800mm to 1000mm.	3, p.43		*		



Standard	Indicator	Source	AAA	AA	A	Notes
	Controls should be accessible without requiring two-handed operation.	3, p.43		*		
	Room numbers should be displayed in tactile characters.	3, p.43			*	
	All bedrooms must have visual fire alarm signals.	3, p.43			*	
	At least one wheelchair-accessible room should be provided for every 20 bedrooms, or part thereof.	3, p.43			*	
	Wide-angle viewers in the entrance door to wheelchair-accessible bedrooms should be positioned at 1050mm and 1500mm above the floor.	3, p.43		*		
	Balcony doors must feature level thresholds and avoid horizontal transoms between 900mm and 1200mm.	3, p.43		*		
	There should be no permanent obstructions within 1500mm.	3, p.43		*		
	An emergency assistance alarm, with a pull cord for activation, must be operable from both the bed and the floor. Emergency call signals outside bedrooms should be clearly visible and audible.	3, p.43			*	
<b>Switches, outlets, and controls</b> designed for ease of use, accessibility, and visibility for all	Maintaining a consistent relationship with doorways and corners enhances the ease of using switches and controls (at least 350mm away from corners).	3, p.44		*		

Standard	Indicator	Source	AAA	AA	A	Notes
users.	All users should be able to locate controls, understand their settings and operate them without unintentionally altering their settings.	3, p.44			*	
	Controls should contrast visually with their surroundings.	3, p.44			*	
	The combination of red and green should not be used for "on" and "off". Text or pictograms can indicate the purpose and status of controls. Switched socket outlets should clearly indicate whether they are "on". Circuit isolator switches must visibly indicate their status.	3, p.44		*		
	Individual switches on panels and multiple socket outlets should be well spaced or designed as large touch plates.	3, p.44		*		
	Socket outlets, telephone points and TV sockets should be installed between 400mm and 1000mm above the floor, preferably closer to the lower end.	3, p.44			*	
	Switches for permanently wired appliances should be positioned between 400mm and 1200mm, unless a higher point is necessary.	3, p.44			*	
	Controls requiring precise hand movements should be placed between 750mm and 1200mm.	3, p.44	*			
	Simple push button controls requiring limited dexterity should be no higher than 1200mm.	3, p.44	*			

Standard	Indicator	Source	AAA	AA	A	Notes
	Pull cords for emergency alarms should be red, close to a wall, with two red 50mm diameter bangles: one at 100mm and another between 800mm and 1000mm above the floor.	3, p.45	*			
	Light switches should have large push pads aligned horizontally with door handles at a height of 900mm to 1100mm. Where these cannot be provided, pull cords should be installed between 900mm and 1100mm high, with a 50mm diameter bangle that contrasts visually with the background.	3, p.45		*		
	The use of switches, outlets, and controls should not require use of both hands, except for safety reasons.	3, p.45		*		
<b>Effective artificial lighting.</b>	Artificial lighting should enhance the color rendering of surfaces without causing glare or harsh shadows.	3, p.45		*		
	It should focus on illuminating the face of speakers to facilitate lip reading.	3, p.45			*	
	Low-mounted uplighters should be avoided, as they can disorient visually impaired users.	3, p.45	*			
	It must be compatible with other electronic and radio frequency installations.	3, p.46		*		

Standard	Indicator	Source	AAA	AA	A	Notes
	There must be consistent lighting without dark zones.	11, p.10			*	
	Lighting Levels at Pedestrian Entrances: Minimum: 100 lux (9.4ft-candles), consistently over the entrance area, measured at the ground.	2, p.95		*		
	Lighting Levels for Frequently Used Pedestrian Routes: Over walkways, paths of travel, stairs, and ramps: Minimum: 50 lux (5ft-candles) Extended average. 40 lux (4ft-candles) average/min. 20 lux (2ft-candles) minimum, measured at the ground.	2, p.95		*		
	Lighting Levels for Mixed Pedestrian/Cycling Routes: 20 lux (2ft-candles) Extended average 40 lux (4ft-candles) average/min. 10 lux (1ft-candle) minimum, consistently maintained.	2, p.95		*		
	Lighting Levels for Parking Space: Minimum: 30 lux (3ft-candles), measured at the ground.	2, p.95		*		
	Lighting should be located at or beside steps/stairs to clearly define treads, risers and nosings.	2, p.95			*	
	Supplementary lighting should be provided for highlighting key signage and orientation landmarks.	2, p.95		*		

Standard	Indicator	Source	AAA	AA	A	Notes
	Washrooms and Dressing Rooms: Lighting levels should be evenly distributed and no less than 200 lux (20ft-candles) [2, p.95]. Dressing rooms must have even illumination throughout, with a lighting level of: At least 100 lux (10ft-candles).	2, p.60		*		
	Office Areas: Lighting levels should be evenly distributed and no less than 300 lux (30ft-candles).	2, p.95		*		
	Emergency Lighting: Over stairs and ramps, in an exit or path of travel: Minimum: 100 lux (10ft-candles) at the walking surface. No place should have lighting less than 50 lux (5ft-candles).	2, p.95			*	
	Lighting over signage, orientation Features, and working surfaces: Minimum 200 lux (20ft-candles), measured at the working surface.	2, p.95		*		
<b>Sanitary accommodation</b> designed to be accessible, safe, and functional for all users.	Doors of WC cubicles and wheelchair-accessible unisex toilets should swing outward but if they open inward, should not intrude into the wheelchair turning space.	3, p.47			*	Pictures/ Diagrams: 1) Doors, 2) WC layout, 3) shower, and 4) sanitary room with shower [11].
	Doors of cubicles should allow opening even if someone collapses against them by an emergency release mechanism.	3, p.47			*	
	All taps must be automatically controlled or operable with a closed fist (e.g., using a lever mechanism).	3, p.47		*		

Standard	Indicator	Source	AAA	AA	A	Notes
	WC compartment doors and those for wheelchair-accessible unisex toilets should have light-action privacy bolts.	3, p.47	*			
	Fire alarms must provide both visual and audible signals	3, p.47			*	
	Emergency assistance alarms should have: visual and audible indicators confirming the receipt of a call, an accessible reset control from the WC and the shower and signals that are distinguishable from fire alarms.	3, p.47			*	
	Heat emitters should be screened or maintained at a surface temperature below 43°C.	3, p.48	*			
	The surfaces of sanitary fittings and grab bars should visually contrast with the surrounding wall and floor finishes.	3, p.48	*			
	The free corridor width should range between 1.20m and 1.30 m.	11, p.91			*	
	Toilet paper holders must be easily reachable and have a leaf-by-leaf dispensing mechanism.	11, p.92		*		
	The door must have hardware operable with one hand and should not require tight grasping, pinching, or twisting of the wrist.	1		*		

Standard	Indicator	Source	AAA	AA	A	Notes
	If there is a closer, the door should take at least 5 seconds to close from a 90-degree open position to 12 degrees from the latch.	1	*			
	The operable parts of the door hardware must be placed no less than 86.36cm (34in) and no greater than 121.92cm (48in) above the floor.	1		*		
<b>Toilet facilities</b> designed to accommodate all users of the building with cubicles in separate-sex washrooms or self-contained unisex toilets.	An enlarged cubicle should be available for various types of users.	3, p.48			*	
	If only one toilet is available, it must be a wheelchair-accessible unisex type, with sufficient width to accommodate a standing-height wash basin.	3, p.48			*	
	A WC cubicle for disabled individuals must be included in separate-sex toilet facilities.	3, p.48			*	
	In separate-sex toilet accommodations with four or more WC cubicles, at least one must be an enlarged cubicle for those needing extra space, in addition to the ambulant disabled cubicle	3, p.48			*	

Standard	Indicator	Source	AAA	AA	A	Notes
	At least one changing places toilet must be provided in various types of buildings: entertainment venues etc. with a capacity of 350 or more people, sites like zoos and theme parks with 2000 or more, shopping centers or retail parks with a gross area of 30,000 m <sup>2</sup> or more, retail establishments of 2500 m <sup>2</sup> or more, sport and leisure facilities larger than 5000 m <sup>2</sup> , hospitals and primary care centers, crematoria and cemetery buildings.	3, pp.48-49		*		
	If the threshold is vertical: no more than 0.64cm (¼ inch) high. If the threshold is beveled: No more than 1.27cm (½ inch) high with the top 0.64cm (¼ inch) beveled and no steeper than 1:2.	1		*		
	At least one sink should have a clear floor space for a forward approach measuring at least 76.2cm (30in) wide and 121.92cm (48in) long and also a minimum of 43.18cm (17in) and a maximum of 63.5cm (25in) of the clear floor space should extend under the sink.	1			*	
	The operable parts of soap dispensers and hand dryers must be within the following reach ranges: Above lavatories less than 50.8cm (20in) deep: No higher than 121.92cm (48in).	1	*			
<b>Wheelchair-accessible unisex toilets</b> that are designed to support independence and	The layout of the WC, finger rinse basin and other fittings should allow users to wash and dry their hands while seated.	3, p.49			*	Pictures/ Diagrams: 1) Unisex wheelchair-accessible toilet with corner WC, 2) heights and arrangement of fittings, and 3) height of



Standard	Indicator	Source	AAA	AA	A	Notes
safety.						various fittings [3].
	The space should accommodate various transfer techniques, supporting independent and assisted use.	3, p.49	*			
	Transfer space next to the WC should be kept clear and horizontal support rails should be provided to assist users in transferring from the wheelchairs. The rail on the open side should be a drop-down rail and the wall side should include a wall-mounted or drop-down rail for support.	3, p.49		*		
	The WC pan should support variable height toilet seat risers.	3, pp.49-50	*			
	At least one wheelchair-accessible unisex toilet must be located as close as possible to the building's entrance or waiting area.	3, p.50		*		
	In multi-storey buildings, unisex toilets should be located in consistent places on each floor and allow alternate right-hand and left-hand transfer on different floors.	3, p.50		*		
	In one-storey buildings with multiple unisex toilets, a choice of layouts for left- and right-hand transfers must be provided.	3, p.50	*			

Standard	Indicator	Source	AAA	AA	A	Notes
	If the unisex toilet is the only toilet, the room width must increase from 1.5m to 2m and include a standing-height washbasin in addition to the WC-associated rinse basin.	3, p.50			*	
	Doors should ideally open outward and be fitted with a horizontal closing bar on the inside.	3, p.50			*	
	Wheelchair users should not have to travel more than 40m on the same floor to reach a toilet, unless an unobstructed route justifies a longer distance.	3, p.50			*	
	Where the toilet is on another floor but accessible by a lift, the maximum combined horizontal distance must also not exceed 40m.	3, p.50		*		
	The layout must meet the minimum dimensions specified in Diagram 18, and horizontal support rails on the wall adjacent to the WC should allow for proper support.	3, p.50		*		
	Where the horizontal rail is spaced the minimum distance from the wall, an additional drop-down rail must be provided and if the rail is spaced 400mm from the WC centerline, no additional drop-down rail is required.	3, p.50	*			
	The arrangement and height of fittings must comply with the guidelines outlined in Diagrams 19 and 20.	3, p.50		*		

Standard	Indicator	Source	AAA	AA	A	Notes
	An emergency assistance alarm system must be installed, and the call signal must be visible and audible outside the toilet compartment.	3, p.50			*	
	Emergency pull cords must be easily identifiable and reachable from both the WC and the floor nearby.	3, p.50			*	
	Flushing mechanisms should be positioned on the open side of the WC.	3, p.50	*			
Inclusive <b>separate-sex washrooms</b> , providing accessible facilities for ambulant disabled people, parents, and others who may need additional space.	Every separate-sex washroom should include a WC compartment designed for ambulant disabled individuals, fitted with support rails and sufficient activity space.	3, p.52			*	Pictures/ Diagrams: WC cubicle [3]
	The WC pan should be able of carrying a variable height toilet seat.	3, p.52	*			
	Larger WC compartments should be 1200mm wide and include horizontal and vertical grab bars.	3, p.52		*		
	Room for a shelf and a fold-down changing table should be provided.	3, p.52	*			
	Washrooms should feature a lower-height washbasin and, if applicable, an accessible urinal. There should be at least an equal number of WCs for women as urinals for men, with some building types requiring twice as many WCs.	3, p.52		*		
	Low-level urinals should be considered for children.	3, p.52	*			

Standard	Indicator	Source	AAA	AA	A	Notes
	Inward-opening doors should allow for 450mm diameter maneuvering space between the door swing, the WC pan and the side wall.	3, p.52			*	
	Door is better to open outward and be equipped with a horizontal closing bar on the inside.	3, p.52			*	
	WC pans in ambulant disabled compartments should meet the key dimensions of the European Standard EN 997:2012 "WC pans and WC suites with integral trap" to accommodate variable height toilet seat risers.	3, p.53		*		
	They must have at least one washbasin with the rim set between 720mm and 740mm above the floor and at least one urinal at 380mm with grab bars on both sides for support.	3, p.53			*	
	The washbasin should be placed next to the toilet, with its front edge aligned with the inner edge of the toilet. The distance between the toilet and the basin should be between 0.10m to 0.25 m.	11, p.92		*		
<b>Wheelchair-accessible changing and shower facilities</b> that provide flexibility, comfort, and safety for users.	The shower layout should allow independent use or with assistance if needed. Self-contained compartments that offer privacy and space for a helper are preferred.	3, p.53		*		Pictures/ Diagrams: 1) Self-contained changing room for individual use, 2) self-contained shower room for individual use, and 3) shower room incorporating a corner WC for individual use [3].

Standard	Indicator	Source	AAA	AA	A	Notes
	Changing and shower areas should be separated into distinct 'wet' and 'dry' sections.	3, p.53			*	
	In larger complexes, at least one unisex toilet should be equipped with one adult changing table.	3, p.53	*			
	In facilities with multiple individual compartments, layouts should accommodate both left- and right-hand transfers.	3, p.54	*			
	Wall-mounted drop-down support rails and slip-resistant tip-up seats should be provided, ensuring that the tip-up seats are not spring-loaded.	3, p.53		*		
	An emergency assistance pull cord, easily identifiable and reachable from the tip-up seat or floor must be installed.	3, p.53			*	
	Facilities must include appropriate storage for prosthetics.	3, p.53	*			
	The overall dimensions and arrangement of fittings: Diagram 22.	3, p.53		*		Pictures/ Diagrams: [3, p.55]
	If there is a shower, changing area floor must be level and slip-resistant, whether wet or dry.	3, p.53			*	
	A clear 1500mm deep maneuvering space must be provided in front of lockers.	3, p.53			*	
	Individual self-contained shower facilities: Diagram 23	3, p.53		*		Pictures/ Diagrams: [3, p.56)

Standard	Indicator	Source	AAA	AA	A	Notes
	In commercial developments with showers for staff, at least one wheelchair-accessible shower compartment must be provided.	3, p.53			*	
	A shelf must be available within reach from both the shower seat and wheelchair.	3, p.53	*			
	The layout and fittings in individual self-contained shower areas with a corner WC: Diagram 24. If more than one is available, layouts for both left-hand and right-hand transfers must be provided.	3, p.53		*		Pictures/ Diagrams: [3, p.57]
	A wall-mounted, foldable seat should be provided at 0.50m from the floor.	11, p.95	*			
	The shower faucet should allow for height adjustment, ranging from 1.10m to 2.20 m.	11, p.95		*		
	Soap holders should be placed between 0.90m and 1.10m from the floor.	11, p.95		*		
<b>Wheelchair-accessible bathrooms</b> designed to offer flexibility and safety for users.	Dimensions and fitting arrangement in individual-use bathrooms with a corner WC: diagrams 25 and 26 [3, pp.58-59].	3, p.56		*		Pictures/ Diagrams: A bathroom incorporating a corner WC, grab rails and fittings associated with a bath [3].
	In facilities with more than one individual-use bathroom, a choice of left-hand and right-hand transfer layouts must be provided.	3, p.56	*			
	The bathroom floor must be slip-resistant, whether dry or wet.	3, p.56			*	

Standard	Indicator	Source	AAA	AA	A	Notes
	It must be equipped with a 400mm deep transfer seat, which should be the same width as the bath.	3, p.56		*		
	An easily identifiable emergency assistance pull-cord, reachable from the bath or floor, should be available.	3, p.56			*	
<b>Adaptable dwellings</b> that could be easily modified to accommodate new living needs that may arise over time, such as cohabitation with elderly family members, illness, or sudden accidents.	Elimination of unnecessary obstacles inside and outside the residence (e.g., no level differences, no thresholds higher than 2cm, no unnecessary walls or doors).	11, p.101			*	
	Avoidance of horizontal and vertical barriers (e.g., no narrow passages, adequate maneuvering space).	11, p.101		*		
	Designing for wheelchair users as the primary consideration rather than the average person.	11, p.101			*	
Safe and convenient <b>approach routes to dwellings.</b>	It should adopt the shallowest gradient possible and step-free wherever feasible.	4, p.4			*	
	It should be either level, gently sloping, or ramped. In steep areas, a stepped approach may be used.	4, p.4		*		
	The route should lead to the principal private entrance, but access to an alternative entrance is acceptable if necessary.	4, p.4		*		

Standard	Indicator	Source	AAA	AA	A	Notes
	The route must have a minimum width of 900mm with a maximum cross-fall of 1:40. If the route includes a driveway, an additional 900mm wide can be provided for a wheelchair user to pass a parked car.	4, p.4		*		
External <b>ramped approach</b> to a <b>dwelling</b> .	For slopes up to 1:15, the maximum length of the flight should be 10m and for slopes up to 1:12, it should not exceed 5m.	4, p.4		*		
	Each flight must have a minimum clear width of 900mm.	4, p.4			*	
	Each flight should include top and bottom landings.	4, p.5			*	
	Intermediate landings must be provided between flights and at any direction changes.	4, p.5			*	
	Each landing should be a minimum of 1200mm long, clear of any door swings.	4, p.5		*		
Accessible <b>stepped approach</b> to a <b>dwelling</b> that may be used in steep areas.	Steps should have uniform risers between 75mm and 150mm, with a minimum going of 280mm.	4, p.5		*		
	The flight of stairs should not rise more than 1800mm between the landings.	4, p.5		*		
	Each flight should have a clear width of at least 900mm.	4, p.5			*	
	Landings must be provided at the top, bottom, and where necessary with a minimum length of 900mm.	4, p.5			*	



Standard	Indicator	Source	AAA	AA	A	Notes
	Handrails should be installed on one side of flights with three or more risers, extending at least 300mm beyond the top and bottom nosings.	4, p.5			*	
Accessible communal entrance door of dwellings.	Minimum clear opening width: 775mm.	4, p.5			*	Instructions for measuring door clear width and measuring door opening force [1].  Pictures and diagrams: Measurement of clear opening width of external and internal doors [4].
	Accessible threshold must be provided.	4, p.5			*	
	The ground surface should not hinder wheelchair movement.	4, p.5			*	
Accessible communal lifts of dwellings.	There should be a clear landing of 1500mm x 1500mm in front of the lift at each floor.	4, p.6			*	
	The lift must have a minimum load capacity of 400kg and an internal car size of at least 900mm x 1250mm.	4, p.6		*		
	A signaling system that provides visual and audible information and tactile indicators should be required.	4, p.6			*	
	Controls must be positioned 900mm-1200mm above the floor and at least 400mm horizontally from the front wall.	4, p.6	*			

Standard	Indicator	Source	AAA	AA	A	Notes
Accessible <b>principal private entrance of dwellings.</b>	The door must have a minimum clear opening width of 775mm.	4, p.7			*	Instructions for measuring door clear width and measuring door opening force [1].
	The threshold must be accessible.	4, p.7			*	
	Where a step into the dwelling is necessary, the maximum rise must be 150mm, aligned with the external face of the door threshold.	4, p.7		*		
Free <b>circulation within a dwelling.</b>	Corridor and passageway widths should align with the corresponding doorway clear opening widths: For a 750mm or wider doorway, the corridor width should be at least 900mm when approached head-on. For a 750mm wide doorway, the corridor width should be 1200mm if not approached head-on. For a 775mm wide doorway, the corridor width should be 1050mm when not approached head-on. For an 800mm wide doorway, the corridor width should be at least 900mm if not approached head-on.	11, p.102	*			
	Corridors with a minimum width of 1.20m, ensuring a clear path width of at least 0.90 m.	11, p.102			*	
	Interior doors with a clear width of 0.90m, either sliding or swinging, with handles placed at 0.90m to 1.20m from the floor. There should be adequate maneuvering space (1.50m diameter) on both sides of the door for wheelchair users.	11, p.102		*		
	Avoidance of level changes and	11, p.102	*			

Standard	Indicator	Source	AAA	AA	A	Notes
	thresholds higher than 2cm.					
	Switches, outlets, and control buttons should be placed in a 0.90m to 1.20m zone, always positioned consistently (e.g., light switches near door frames).	11, p.102		*		
Accessible <b>sanitary rooms</b> in <b>dwelling</b> s.	The space around the WC must allow clear and easy access (750mm) Diagram 1.3.	4, p.8		*		Pictures/ Diagrams: WC access zones, and examples of WC/cloakrooms [4]
	The basin must be positioned so that it does not obstruct access to the WC.	4, p.8			*	
	Doors should open outwards.	4, p.8			*	
	No thresholds or floor recesses greater than 2cm.	11, p.104	*			
	A 1.50m diameter free space should be provided [11, p.104].	11, p.104			*	
	Walls and ceilings should be able to support a load of 100 kg.	11, p.104		*		
	Non-slip flooring.	11, p.104			*	
	The bathtub should be equipped with special handles and a bench, positioned at the same height as the wheelchair seat (about 0.50m).	11, p.105		*		
Accessibility of <b>switches</b> and <b>sockets</b> of habitable rooms	All their center lines are between 450mm and 1200mm above the floor.	4, p.9			*	

Standard	Indicator	Source	AAA	AA	A	Notes
throughout the <b>dwelling</b> including doorbells, entry phones, light switches, power outlets, TV aerials, and telephone jacks for individuals with limited reach.	Consumer units should be installed so that the height of the switches is between 1350mm and 1450mm above the floor.	4, p.9			*	
	Switches, outlets, and control buttons should be placed in a 0.90m to 1.20m zone, always positioned consistently e.g., light switches near door frames.	11, p.102		*		
Accessible and safe <b>windows</b> and <b>balconies</b> in <b>dwelling</b> s.	Windows should be large, at 0.75m from the floor and the opening mechanisms between 0.90m and 1.20 m.	11, p.102			*	Pictures/ Diagrams: Window, balcony doors, and bathtub position [11].
	Balcony doors should not have thresholds higher than 2cm.	11, p.103		*		
	Balconies should be at least 1.50m wide with a railing that allows visibility but prevents climbing.	11, p.103		*		
	Balconies should have a minimum depth of 2440 (96 in.). Where this is not technically possible, the minimum depth may be reduced to 1525mm (60 in.) and where an out-swinging door is used, may have a minimum depth of 1100mm (43-1/4 in.) between the door and any adjacent guard or railing.	2, p.67		*		
Accessible and/or <b>adaptable kitchen</b> in <b>dwelling</b> s.	All installations (plumbing, drainage, etc.) should be designed for easy future modifications.	11, p.106	*			Pictures/ Diagrams: 1) Kitchens, 2) kitchen for wheelchair use, 3) cupboard sockets, and 4) free space [11, 2].

Standard	Indicator	Source	AAA	AA	A	Notes
	The sink and stove should be placed next to each other, separated by a preparation counter of 0.70-0.80 m.	11, p.106	*			
	Free space should be provided in front of all cabinets and appliances.	11, p.106			*	
	Provisions should be made for the addition of modular storage or a trolley.	11, p.106	*			
	There must be knee space under counters at 0.65m to 0.80m height.	11, p.107			*	
	Feet recesses should be 0.20m high and 0.15m deep.	11, p.107		*		
	The sink should have a lever-operated faucet and a safety bar.	11, p.107	*			
	Sliding cabinet doors should be used at the bottom sections to avoid obstructing movement.	11, p.107	*			
	Sliding shelves should be installed, with round holes (14-20cm diameter) or elliptical openings for secure placement of items, and rotating or sliding basket-shelves for easy access.	11, p.107	*			
	All work surfaces should be at the same height as the cooking elements to allow safe transfer of items.	11, p.107		*		
	Shelves should not be placed higher than 1.40 m. Sliding shelves near the kitchen and the oven would be convenience instead.	11, p.107		*		

Standard	Indicator	Source	AAA	AA	A	Notes
	Appliances should have raised indicators and high-contrast color schemes.	11, p.107		*		
Accessible and convenient <b>living rooms</b> and <b>dining areas</b> in <b>dwelling</b> s.	Furniture should be positioned to ensure free movement, and edges should be rounded to prevent injuries.	11, p.109		*		Pictures/ Diagrams: 1) Dining room, and 2) living room [11].
	Seating should be at 0.40-0.55m height and tables should be at least 0.70m high for wheelchair users.	11, p.110		*		
	Very important for tables is the absence of cross links between legs.	11, p.110			*	
Accessible and convenient <b>bedrooms</b> in <b>dwelling</b> s.	Bedrooms should have a 1.50m diameter free space for maneuvering, complemented by a 1.10m corridor on three sides of the bed. If in one of the three sides the width is 80-90cm, then the other two require width 1.20m to allow the movement of the wheelchair.	11, p.110		*		Pictures/ Diagrams: Bedroom [11]
	The bed height should match the wheelchair seat height, with 0.20m clearance underneath for wheelchair footrests.	11, p.111			*	
	Emergency buttons and telephone outlets near the bed should be available.	11, p.111			*	
Accessible and convenient <b>parking spaces</b> and <b>drop-off points</b> near <b>dwelling</b> s for all	If the parking is in the private area of the dwelling but not inside a garage, at least one space should be a standard parking bay that can be expanded to 3.3m in width.	4, p.13			*	Instructions for measuring parking spaces [1].

Standard	Indicator	Source	AAA	AA	A	Notes
users.	For communal parking in apartment blocks, at least one standard parking space must be situated close to the main communal entrances (or to the lift if parking is indoors). This parking bay must have a clear access zone of at least 900mm on one side.	4, p.13		*		
	The route must be step-free.	4, p.13			*	
	The parking space should be level or with gentle slope.	4, p.13			*	
	The gradient of the parking space should be as shallow as possible.	4, p.13		*		
	The drop-off point should be close to the main communal entrance.	4, p.13			*	
	The surface of the drop-off point should be level or gently sloping.	4, p.13		*		
	Any dropped kerb should be at least 1000mm wide, reasonably flush with the surrounding ground, and have a gradient no steeper than 1:12.	4, p.14	*			
Accessible, safe, and functional <b>sidewalks</b> that supports autonomous movement for individuals with disabilities and all users.	The minimum sidewalk width must be 2.05m, accommodating architectural protrusions, a 1.5-meter pedestrian walking zone, and space for signs, barriers, and curbs.	11, p.16		*		Pictures/ Diagrams: 1) Sidewalk width, and height, 2) urban equipment, 3) marking of obstacles, height obstacles, 4) sidewalk construction works, and 5) signage [11].
	Additional space must be calculated for urban equipment, signage, vegetation, and commercial activities. This is added to the minimum width.	11, p.16		*		

Standard	Indicator	Source	AAA	AA	A	Notes
	Minimum pedestrian walking zone width: 1.5m.	11, p.16			*	
	The height of the sidewalk is measured from the curb. The curb height should not exceed 7-10cm. In cases where slopes affect water drainage, the curb height may increase but should never exceed 15cm.	11, p.18	*			
	The longitudinal or axial slope of the sidewalk should not exceed 12% along the pedestrian walking zone. The cross-slope of the sidewalk should not exceed 4%, with a preferred slope of 1-1.5%.	11, pp.18-19	*			
	The sidewalk surface must be slip-resistant, stable and durable.	11, p.19			*	
	Surfaces should be smooth to avoid tripping hazards.	11, p.19		*		
	Urban equipment should be installed outside the pedestrian walking zone, adding 1.3m to the sidewalk width.	11, p.19			*	
	Items such as trash bins, mailboxes, and public seating must be detectable by visually impaired individuals using a cane and accessible to wheelchair users.	11, pp.19-20			*	
	Obstructions within or outside the pedestrian zone must be avoided and their presence must be clearly marked with visible and tactile warnings.	11, p.20		*		



Standard	Indicator	Source	AAA	AA	A	Notes
	Vegetation zones along sidewalks must be a minimum of 0.50-0.70m wide. Trees should be planted at least 0.50m from the curb to avoid damage to nearby buildings [11]. If trees are outside the clear pedestrian zone, they should be demarcated with a curb of at least 10cm in height [12].	11, p.24, 12, art.3, par.2	*			
	Signage should include tactile features and be placed between 1.4-1.6m from the ground.	11, p.24		*		
	Audio and visual signals, such as at pedestrian crossings, should be consistent and distinguishable.	11, p.24-25			*	
	All gratings should be placed outside the designated pathways for the visually impaired, leveled with the adjacent pavement, and have a bar spacing of less than 1cm, forming a dense grid.	12, art.3, par.2a	*			
	It is forbidden to install barriers, poles, or any other obstacles perpendicular to the pedestrian path. Exceptions are made for existing underground stairs, which must be bordered by railings with rounded edges [12, ar.3, p.2a].	12, art.3, par.2a			*	
	For sidewalks in secondary pedestrian networks: If the terrain does not allow the creation of fully accessible movement spaces for wheelchair users, accessibility for other categories of users must be ensured.	13, art.1	*			

Standard	Indicator	Source	AAA	AA	A	Notes
	Widths below 0.70m are considered unsuitable for wheelchair users.	13, art.2			*	
	Guidance paths should be placed at least 0.50m away from the building line or any protruding elements.	13, art.3			*	
<b>Safe pedestrian pathways in construction sites.</b>	The pathway should accommodate existing pedestrian traffic volumes and have a minimum clear width of 1.20m, free from any obstacles.	15, art.1, par.1a			*	
	If a clear width of 1.20m is technically unfeasible, a minimum width of 0.90m must be ensured, free from obstacles, to allow for wheelchair passage.	15, art.1, par.1a			*	
	In areas where the wheelchair changes direction, a clear space of 1.50m by 1.50m is required for maneuverability.	15, art.1, par.1a			*	
	If the existing sidewalk width is less than 0.90m, the pathway must match the existing width.	15, art.1, par.1a	*			
	The pedestrian pathway can be created on the sidewalk if is wide enough or in a lane of the roadway dedicated for this purpose.	15, art.1, par.1b			*	
	A pedestrian bridge must be installed in case of a narrow cross-section of the sidewalk or other public spaces.	15, art.1, par.1b			*	

Standard	Indicator	Source	AAA	AA	A	Notes
	In cases of narrow sidewalks pedestrian movement must be directed to the opposite sidewalk, provided it has a minimum width of 0.90m.	15, art.1, par.1b		*		
	The flooring of the pathways, bridges, and temporary ramps should be firm, stable and non-slippery. The joint between the old and new sidewalks must not have a vertical difference of more than 0.01m.	15, art.1, par.1b		*		
	Pathways must maintain a minimum clear height of 2.20m from any obstacles.	15, art.1, par.1b			*	
	The bridge must have side guardrails with a circular handrail of 0.045 to 0.05m in diameter at a height of 0.90m, a base protective strip of 0.10–0.15m, and an additional continuous horizontal bar at a height of 0.70m for a second handrail.	15, art.1, par.1b	*			
	All metal elements must be painted in bright fluorescent colors contrasting with the environment.	15, art.1, par.1b			*	
<b>Crossings and traffic islands</b> with appropriate design facilitates movement for all users.	Crossings should be established at intervals of at least 100m and preferably perpendicular to the flow of traffic.	11, p.27			*	Pictures/ Diagrams: 1) Sidewalk width, 2) ramps 3) crossings, and 4) traffic island [11].
	The minimum width of a crossing is 2.50m.	11, p.27			*	

Standard	Indicator	Source	AAA	AA	A	Notes
	Crossings must be marked with road surface signage to indicate pedestrian priority and a STOP marking placed at least 1 meter before the crossing.	11, p.27			*	
	Where traffic lights control pedestrian crossings, they should include both visual and audible signals, with the control mechanisms positioned between 0.90 and 1.20m above ground for easy accessibility.	11, p.27			*	
	Crosswalks should have a ramp at least 1.50m wide, connecting the sidewalk to the street level, with a warning strip for visually impaired pedestrians.	11, p.27			*	
	Ramps must always be constructed opposite each other across a pedestrian crossing.	13, art.4			*	
	For streets wider than 12m, or where traffic conditions demand, islands with a minimum width of 1.50m should be constructed .	11, p.27		*		
	In cases of very wide streets, the construction of overpasses or underpasses should be considered, with parallel ramps or lifting devices.	11, p.27	*			
	For islands narrower than 3m at crossings, there should be a gap equal to the width of the crossing, no less than 2.50m.	11, p.27	*			

Standard	Indicator	Source	AAA	AA	A	Notes
	The start and end of the island should be marked with tactile markings and where islands exceed 3m, ramps should be installed.	11, p.27		*		
	Drainage grates should not create surface protrusions exceeding 0.02m, and should preferably be placed outside the pedestrian zone.	11, p.27	*			
	Traffic lights should be installed within 1500mm (59in) of the edge of the curb.	2, p.99		*		
	Traffic lights must include tactile arrows that align with the direction of crossing.	2, p.99		*		
	Traffic lights must provide manual activation (e.g., pressing a button) and automatic activation features.	2, p.99			*	
	The walk indicators must include both an audible signal (e.g., a tone or voice message) and a vibrotactile signal (e.g., vibrating button or panel) to communicate crossing status.	2, p.99		*		
	Where two accessible pedestrian signal assemblies are installed on the same corner, they should be placed a minimum of 3000mm (118in) apart to avoid confusion. If this is not possible, two signal assemblies can be installed on a single post.	2, p.99		*		
<b>Pedestrian zones</b> should ensure unobstructed and	Minimum width of 3.0m.	11, p.32			*	Pictures/ Diagrams: Handrails [11]

Standard	Indicator	Source	AAA	AA	A	Notes
safe passage for all users.	In pedestrian zones with a slope of up to 20%, a minimum width of 3.50m must be provided for emergency vehicle access, with a clear height along the entire length and width.	13, art.2		*		
	In commercial areas, there should be an additional 1.2m of free passage width in front of shop windows (visual interaction zone).	11, p.32	*			
	If there are height differences along the pedestrian zone they should be addressed with ramps, where the slope does not exceed 5% (1:20 gradient) as recommended. In cases of larger height differences, ramps and stairways must be combined and indicated with tactile markers.	11, p.30		*		
	The surface material used must be non-slip, stable, and durable.	11, p.33			*	
	A "Free Pedestrian Zone" must be established, which is free from obstacles and allows for the safe, uninterrupted movement of all pedestrians.	11, p.33	*			
	A tactile guidance strip should be installed within the pedestrian zone, made of a material that contrasts in both color and texture from the surrounding surface	11, p.33			*	
	If the pedestrian zone includes ramps or stairs, handrails with a height between 0.75 to 0.90m should be installed on both sides.	11, p.35		*		

Standard	Indicator	Source	AAA	AA	A	Notes
	Changes in the level, such as ramps or stairs, must be clearly marked with a warning strip that contrasts in texture and color from the surrounding surface	11, p.33			*	
	Lighting should be sufficient and avoid glare, while ensuring pathways remain well-lit and safe during evening hours. It should be installed outside the free movement zone and should be easily detectable by individuals using white canes.	11, p.35		*		
<b>Signage</b> consists of symbols and texts that help guide and orient all individuals in built environments.	Signage must be standardized, simple, and clear, offer a strong contrast with the background and placed where it's accessible to all, especially for those with visual impairments. It should also include Braille and tactile symbols where necessary.	11, p.71			*	Pictures/ Diagrams: 1) The International Symbol of Access (ISA), 2) road signage, 3) position, 4) letter size-reading distance, 5) international symbols, 6) combination of symbols, and 7) examples [11]
	Signage must be repetitive at locations where directional changes occur and be designed with easy evacuation in mind for emergency situations.	11, p.71		*		
	The International Symbol of Access (ISA) must accompany any signage indicating facilities for persons with disabilities.	11, p.71			*	
	The minimum dimensions of ISA must be no smaller than 7.5x7.5cm. When it is displayed low (1.40m - 1.60m.) is usually 10x10cm.	11, p.79		*		

Standard	Indicator	Source	AAA	AA	A	Notes
	The use of color-coded information without text should be avoided.	11, p.72	*			
	Surfaces of signs should be non-reflective.	11, p.72			*	
	Text should be short and clear, using Helvetica Sans Serif. The height of the text should not be less than 15mm, and for outdoor signage, it must be at least 100mm for reading from a distance. In outdoor signs not to be less than 100mm (possibility of reading from a distance of 3m).	11, p.79	*			
	Symbols and pictograms should be standardized and easily recognizable. For signs placed at lower heights (1.40m to 1.60m), the text and symbols must be tactile and in Braille.	11, p.80		*		
	Color contrasts must be maintained to ensure readability. For example, dark letters on a light background or the opposite.	11, p.82			*	
	The surfaces should be matte to avoid glare, and signs should not be placed behind glass or similar reflective surfaces.	11, p.82			*	
	Signage must be well-lit, and the lighting should enhance color rendering to ensure visibility and readability.	11, p.82	*			



Standard	Indicator	Source	AAA	AA	A	Notes
	Tactile flooring is achieved through variations in texture and strong color contrast.	11, p.82		*		
	At pedestrian crossings, visual and audible signals must provide sufficient time for individuals with limited mobility to cross safely. Audible signals must be distinct from traffic noise and follow a standardized system of three frequencies (stop, go, and warning).	11, p.82		*		
	Urban elements (e.g., mailboxes, trash cans, benches) must have standardized shapes, colors, and placement. High-contrast color markings at eye level help individuals with visual impairments navigate the built environment.	11, p.82	*			
	Signage must be placed at accessible heights for individuals with disabilities, typically between 1.40m and 1.60 m. When suspended or mounted overhead, the bottom edge of the sign should be at least 2.20m above the floor.	11, p.78			*	
	The following contrasts should be maintained: Dark-colored walls: Use white or another light color for the sign's surface and black or dark colors for the text. Light-colored walls: Use white surfaces for the sign and dark colors for the text. White or very light-colored walls: Use black or dark colors for both the sign surface and text.	11, p.77	*			

Standard	Indicator	Source	AAA	AA	A	Notes
	Signs should not obstruct circulation or cause accidents.	11, p.78			*	
	For entrances to facilities, signs and room number should be placed beside the door handle rather than above the door.	11, p.78	*			
<b>Safe materials and finishes</b> that ensure safe and easy movement for individuals using various mobility aids.	Finishes must enable easy travel without causing undue energy expenditure, be slip-resistant and non-reflective, avoid tripping hazards and ensure firm, stable surfaces.	2, p.96			*	
	Wooden planks should be laid perpendicular to the path, with joints no greater than 6mm (1/4 inch) wide and level variations no more than 3mm (1/8 inch).	2, p.96		*		
	Carpets should be of low-level loop construction, 10 or 12-gauge non-static fiber, directly glued to the subfloor.	2, p.96	*			
	Joints of floor tiles, bricks and pavers should be no wider than 6mm (1/4 inch) and flush with the adjacent flooring.	2, p.96		*		
<b>Accessible drinking fountains.</b>	It should be located on an accessible route.	2, p.55			*	Pictures/ Diagrams: 1) Parallel approach, 2) forward approach, and 3) clearances [2].
	It should be detectable by a cane at a height of 680mm (26-3/4in) or lower from the finished floor.	2, p.55		*		

Standard	Indicator	Source	AAA	AA	A	Notes
	Controls should be located on the front of the unit or on both sides.	2, p.55			*	
	Must be operable from a wheelchair or scooter using one hand or, they can be automatic.	2, p.55		*		
	The spout should be mounted between 760mm (30in) and 900mm (35-1/2in) above the finished floor.	2, p.55		*		
	If fountains are installed along main circulation paths, they must be recessed to prevent creating obstacles. Where recessing is not possible, they should be positioned in alcoves or marked with contrasting textures on the floor.	2, p.55	*			
Accessible <b>common-use dressing rooms</b> for any user.	A separate unisex dressing room is recommended.	2, p.59	*			Pictures/ Diagrams: 1) Parallel approach, 2) forward approach, and 3) clearances [2].
	Enough space must be provided to accommodate two people and a wheelchair and benches and necessary accessories.	2, p.59		*		
	If it is not possible to make all dressing rooms accessible, 10% of dressing rooms (but no fewer than one) for each type of use in each cluster must be accessible.	2, p.59			*	
	Private accessible dressing rooms must include a clear floor space for a 180-degree turn [2, p.59-60].	2, p.59		*		
	The curtain should be at least 950mm (37-1/2in) wide.	2, p.59	*			

Standard	Indicator	Source	AAA	AA	A	Notes
	It must have a bench with dimensions of 810mm (32in) wide by 1830mm (72in) long. The bench should be between 450mm (17-3/4in) and 500mm (19-5/8in) above the floor. Clear floor space alongside the bench: At least 760mm (30in) wide to allow a parallel transfer.	2, p.59		*		
	Coat hooks should be collapsible-style, projecting no more than 50mm (2in) from the wall. At least two hooks should be mounted no higher than 1200mm (47in) of the floor.	2, p.59	*			
	The mirrors should be 460mm (18in) wide by 1370mm (54in) high and should afford a view for a seated person on the bench an individual in a standing position [2, p.59-61].	2, p.60		*		
Accessible and convenient <b>storage</b> and <b>shelving</b> .	Various heights.	2, p.65			*	Pictures/ Diagrams: Reach limits for storage [2].
	Appropriate lighting and color contrast are crucial.	2, p.65		*		
	If fixed or built-in storage facilities are provided (e.g., cabinets, closets, shelves, drawers), at least one of each type must be accessible.	2, p.65		*		
	Shelves or display units for self-service by customers must be located on an accessible route.	2, p.65			*	
	Clear floor space at storages: at least 810mm (32in) wide by 1370mm (54in) long.	2, p.65		*		

Standard	Indicator	Source	AAA	AA	A	Notes
	Touch latches and U-shaped pulls are recommended.	2, p.65	*			
Accessible <b>storage units</b> (lockers and baggage storage) in locations such as schools, recreational facilities, transit facilities, etc.	The operating mechanisms should be designed for individuals with limited hand dexterity (e.g., operable with a closed fist).	2, p.66			*	Pictures/ Diagrams: 1) Locker room - clear floor space requirements, 2) locker room - sample layout [2].
	An accessible bench in close proximity to accessible lockers is recommended.	2, p.66	*			
	Accessible lockers and baggage storage units should be located on an accessible route.	2, p.66			*	
	Bottom Shelf: No lower than 230mm (9in) above the ground. Top Shelf: No higher than 1200mm (47in) above the ground.	2, p.66	*			
	Locks should be mounted at a height of: Maximum: 1060mm (42in) from the ground.	2, p.66	*			
	Accessible lockers should be clearly marked.	2, p.66			*	
	Numbers or names on lockers should be clear, raised or recessed and in a highly contrasting color or tone.	2, p.66			*	
	Aisle spaces must be 1370mm (54in) deep, 810mm (32in) wide.	2, p.66		*		

Standard	Indicator	Source	AAA	AA	A	Notes
	If an accessible bench is installed near accessible lockers, grab bars should be provided where practicable to assist with transfers and support.	2, p.66		*		
Accessible, inclusive and safe landscaping.	Using fragrant plants can serve as orientation cues for individuals with vision impairments.	2, p.72	*			Pictures/ Diagrams: Tree guard [2].
	Contrasting flowers can act as a visual guide along walkways, while thorns and large seed pods can create hazards.	2, p.72	*			
	Raised plant beds should be elevated between 460mm (18in) and 610mm (24in) above the ground.	2, p.72			*	
	Hazardous edges of walkways should include cane-detectable curbs that are at least 75mm (3in) high.	2, p.72			*	
	Shrubs with thorns and sharp edges should be planted at least 920mm (36in) away from accessible paths and seating areas.	2, p.72		*		
	Plants that drop large seed pods should be avoided near accessible paths.	2, p.72	*			
	Overhanging branches of trees must have a minimum headroom clearance of 2100mm (82-3/4in).	2, p.72		*		

Standard	Indicator	Source	AAA	AA	A	Notes
	Permanent guy wires should not be used in areas intended for public use. Temporary guy wires (e.g., for newly planted trees) should be clearly marked with high-contrast colors.	2, p.72			*	
Accessible <b>benches</b> that provide convenient resting places for everyone.	Benches should be located adjacent to an accessible route.	2, p.73			*	Pictures/ Diagrams: Rest area, and bench seating [2].
	The seat height should be between 450mm (17-3/4in) and 500mm (19-5/8in) from the ground.	2, p.73		*		
	Benches should be equipped with armrests and backrests to provide additional support for sitting and rising.	2, p.73		*		
	Benches must be of a contrasting color to their background.	2, p.73			*	
	There should be an adjacent level and firm ground surface of at least 920mm (36in) wide by 1370mm (54in) long.	2, p.73		*		
	Depending on location i.e. next to a drop off, there should be 75mm min. (3 in.) high curb next to the bench for protection (see figure, p.73).	2, p.73		*		
Accessible and safe <b>public space elements</b> (waste receptacles, mailboxes and other outdoor	They should not reduce the required width of the accessible route.	2, p.76			*	Pictures/ Diagrams: Pathway across open plaza [2].
	They should be cane-detectable.	2, p.76			*	

Standard	Indicator	Source	AAA	AA	A	Notes
amenities).	They should be consistently located on one side of the accessible route, entirely within a designated amenity strip.	2, p.76		*		
	Waste and recycling bins should be large enough to contain the expected amount of waste to prevent overflow, which could cause tripping hazards.	2, p.76	*			
	Lids or openings of bins should be mounted no higher than 1060mm (42in) above ground surface.	2, p.76			*	
	At least 10% of mailboxes, but not fewer than one, should be designed for use from a seated position.	2, p.76		*		
Accessible and inclusive <b>emergency exits</b> and <b>areas of rescue assistance</b> .	All emergency warning systems must include audible alarms and visible alarms.	2, p.81			*	Pictures/ Diagrams: Area of rescue assistance [2].
	Areas of rescue assistance must be located on an accessible route.	2, p.81			*	
	The signage should state "AREA OF RESCUE ASSISTANCE" and include the ISA.	2, p.81		*		
	Evacuation chairs may be placed in strategic locations to facilitate emergency egress for individuals who cannot use stairs.	2, p.81	*			
Accessible <b>vending</b> and <b>ticketing machines</b> ensuring usability	They must be located on accessible routes.	2, p.83			*	Pictures/ Diagrams: Vending machine, and ticket dispensing machine [2].



Standard	Indicator	Source	AAA	AA	A	Notes
and compliance for all users.	Clear floor space in front of them should allow sufficient maneuvering space for a forward or parallel approach by a person using a wheelchair.	2, p.83			*	
	The controls and operating mechanisms should be operable with one hand and should require minimal strength to activate.	2, p.83		*		
	All controls should be positioned to be within reach for both standing and seated users, including children.	2, p.83		*		
	Signage must include highly contrasting lettering that is at least 13mm (1/2in) high.	2, p.83			*	
	The design should include color contrast between operating parts and the machine surface.	2, p.83		*		
<b>Visual alarms</b> that are appropriately designed and installed to provide safety and accessibility for individuals with hearing impairments.	At a minimum, visual alarms should be installed in the following areas: Restrooms. General usage areas (e.g., meeting rooms). Hallways and lobbies. Any common-use areas.	2, p.84			*	
	They must be part of the facility's integrated alarm system. If single-station audible alarms are provided, single-station visual alarms must also be present.	2, p.84		*		

Standard	Indicator	Source	AAA	AA	A	Notes
	Visual alarm appliances should be mounted at 2100mm (82-3/4in) above floor level or 150mm (5-7/8in) below the ceiling, whichever is lower.	2, p.84			*	
	No place in any room or space requiring a visual signal should be more than 15m (50ft) from the visual signal (horizontally).	2, p.84		*		
Well-designed <b>acoustics</b> , beneficial to all users, creating environments that support effective communication.	The materials of floor finishes, wall surfaces, and ceilings should avoid the amplification of occasional noise.	2, p.98			*	
	In large facilities where wayfinding is problematic, use sound transmission and reflection characteristics to differentiate between major and secondary paths of travel.	2, p.98	*			
	Ceiling shapes should be designed to prevent echoes unless an alternate acoustical treatment is used to compensate.	2, p.98		*		
	Avoid sound blanketing in areas where quiet environments are crucial, such as study areas or quiet lounges.	2, p.98		*		
<b>Swimming pools</b> designed to provide equal access for all users.	Indoor pools must have a direct accessible route from the entrance to the change rooms and from the change rooms to the pool deck. Outdoor pools must have an accessible route throughout the normally occupied portions of the pool area.	2, p.106			*	

Standard	Indicator	Source	AAA	AA	A	Notes
	Minimum width of pool deck: 1800mm (70-7/8in) around the entire perimeter of the pool.	2, p.106	*			
	Surface finishes must be slip-resistant, sanitary, and easy to clean.	2, p.106			*	
	Steps into the pool must be marked with a color-contrasting strip of at least 50mm (2in) wide on both the riser and the tread.	2, p.106		*		
	Handrails on both sides must extend at least 300mm (11-3/4in) beyond the pool edge.	2, p.106		*		
	Pool boundaries must be clearly defined by a textural change and color contrast to distinguish the water surface from the surrounding area.	2, p.106			*	
Accessible <b>library</b> facilities, ensuring that all users can easily access resources, study comfortably and utilize technology.	Accessible fixed seating, tables, and study carrels must be placed on an accessible route.	2, p.110			*	Pictures/ Diagrams: 1) Reach heights, 2) work surfaces, and 3) aisle width [2].
	Clear spaces between fixed seating, tables, and study carrels should ensure maneuverability and easy access for individuals using wheelchairs.	2, p.110			*	
	Study carrels should include electrical outlets for assistive devices.	2, p.110	*			

Standard	Indicator	Source	AAA	AA	A	Notes
	Maximum counter height: 865mm (34in) for a parallel or forward approach.	2, p.110		*		
	At least 50% of all computer catalogues and workstations should be accessible.	2, p.110		*		
	Workstations must include a maximum work surface of 865mm (34in) high and a maximum table depth of 915mm (36in).	2, p.110	*			
	A movable chair should be available at each accessible computer workstation or information service counter.	2, p.110		*		
	Shelving provided at fixed seating, tables, or study carrels must be no higher than 1120mm (44in) of the floor.	2, p.110	*			
	Book drop slots must be operable using one hand and between 860mm (34in) and 1220mm (48in) above the floor.	2, p.111		*		
	Height-adjustable furnishings are recommended.	2, p.111	*			
	Assistive technology workstations should be equipped with large displays, screen readers and accessible software.	2, p.111			*	
	The acoustics of libraries should be free from unnecessary background noise and permitting comprehension by individuals with limited hearing.	2, p.111			*	

Standard	Indicator	Source	AAA	AA	A	Notes
Accessible <b>transportation</b> facilities including bus stops, bus shelters, transit terminals and boarding platforms.	Bus shelters must be located on firm, level pads approximately at the same elevation as the sidewalk or walkway.	2, p.115			*	
	Bus shelters must have clear spaces around at least two sides of the shelter, including the landing pad side, of at least 1220mm (48in).	2, p.115		*		
	Bus shelters must provide a clear view of oncoming traffic for seated and standing passengers.	2, p.115	*			
	At least one seat must have armrests and height between 450mm and 500mm (17-3/4 in and 19-5/8in).	2, p.115		*		
	All glazed panels surrounding bus shelters must have decals or other safety features.	2, p.115			*	
	The bus stop should not be obstructed by adjacent street furniture such as vending machines, waste bins etc.	2, p.115			*	
	Boarding locations must incorporate visible and audible warning signals to alert passengers of approaching vehicles.	2, p.115			*	
	Where special lifting devices (e.g., ramps, lifts) are used, appropriate manoeuvring space around the boarding point should be provided.	2, p.115			*	

Standard	Indicator	Source	AAA	AA	A	Notes
<b>Laboratories</b> must be inclusive environments, allowing staff with disabilities to access, navigate and use the facilities equally.	Where built-in elements such as fixed seating, tables, benches and fume hoods are provided, at least 3% (but no less than one) of each type must be accessible.	2, p.119			*	
	Laboratory spaces with a capacity over 60 people should include a power door operator to facilitate entry and exit.	2, p.119			*	
	Primary circulation routes must link all functional areas and elements and secondary circulation routes must be no less than 920mm (36in) wide.	2, p.119	*			
	Floor surfaces must be non-slip, firm, and stable.	2, p.119			*	
	Work surfaces: maximum height 865mm (34in), minimum knee space 685mm (27in) high, 480mm (18-7/8in) deep and 810mm (32in) wide.	2, p.119		*		
	Non-glare finishes on work surfaces.	2, p.119	*			
	Electrical outlets and data ports are within easy reach of accessible seating locations.	2, p.119		*		
	Space should allow for a personal assistant, service animal, or extra equipment at each accessible seating location.	2, p.119			*	

Standard	Indicator	Source	AAA	AA	A	Notes
	Sink height: maximum height of 865mm (34in) above the floor. Knee space: minimum of 685mm (27in) high, 480mm (18-7/8in) deep, and 810mm (32in) wide below the sink.	2, p.119		*		
	At least one fume hood must comply with the following specifications: Base Surface Height: No higher than 865mm (34in) of the floor [2, p.119]. Knee space: 685mm (27in) high, 480mm (18-7/8in) deep, and 810mm (32in) wide.	2, p.119			*	
	Fire Extinguishers, eye-wash stations, and deluge showers should be mounted within accessible reach ranges and clearly visible.	2, p.119			*	
	At least 50% of shelf space must be accessible.	2, p.119		*		
	Each accessible storage unit must have an adjacent clear floor space of at least: 810mm (32in) wide and 1370mm (54in) deep.	2, p.119			*	
	Mirrors over demonstration areas for viewing from various eye levels are recommended.	2, p.119	*			
Accessible <b>information</b> for <b>products</b> .	Information should be presented via multiple sensory channels, considering visual, auditory and tactile formats.	6, p.100			*	

Standard	Indicator	Source	AAA	AA	A	Notes
	Content should be formatted with adequate size, spacing, and contrast for readability.	6, p.100			*	
	Product labeling and instructions must be perceivable and understandable.	6, p.100			*	
	Information must be presented in a text format that can be converted into alternative formats.	6, p.100		*		
	Content should be provided in text formats compatible with assistive technologies.	6, p.100		*		
	Non-text elements (e.g., images, graphs) should have text equivalents or descriptions.	6, p.100			*	
	Description of the user interface's input and output elements, control mechanisms, and feedback systems.	6, p.100	*			
	A detailed description of functions catering to disability-related needs should be included.	6, p.100	*			
	Information on how the product interfaces with assistive devices should be included.	6, p.100		*		
A <b>product</b> should contain <b>features</b> that allow persons with disabilities to operate it.	The product must support communication through multiple sensory channels, including alternatives to visual, auditory, speech and tactile elements.	6, p.100			*	



Standard	Indicator	Source	AAA	AA	A	Notes
	When the product relies on speech input, it must offer alternatives for control, orientation and communication.	6, p.100		*		
	Adjustable settings for magnification, brightness, and contrast must be provided when visual elements are used.	6, p.101		*		
	Audible signals should come with alternative indicators, such as visual or tactile cues.	6, p.101			*	
	Flexible ways to improve clarity of vision for visual elements should be provided.	6, p.101	*			
	Users must be able to control audio volume and speed, with features to reduce interference from surrounding audio signals.	6, p.101		*		
	The product must avoid modes of operation that require extensive reach.	6, p.101	*			
	Alternatives to fine motor control must be provided	6, p.101		*		
	Accessibility features should be designed in a way that protects user's privacy.	6, p.101		*		
	The product should avoid triggering photosensitive seizures by managing visual display settings.	6, p.101			*	
	Alternatives to biometric identification and control systems should be provided.	6, p.101	*			

Standard	Indicator	Source	AAA	AA	A	Notes
	Self-Service Terminals: must provide text-to-speech, headset compatibility, and their controls should be tactilely discernible and contrasted.	6, p.101		*		
	E-Readers must offer text-to-speech features.	6, p.101			*	
<b>Packaging and product instructions</b> accessible to all users.	The product's packaging must provide accessible information about opening, closing, usage, and disposal. If possible, information about the product's accessibility characteristics should also be included.	6, p.102		*		
	Instructions related to installation, maintenance, storage and disposal must be accessible through more than one sensory channel.	6, p.102			*	
	Instructions must be available in text formats that are compatible with assistive technologies.	6, p.102		*		
<b>Inclusive services</b> that are operable, perceivable, and understandable.	Electronic communications services: real-time text in addition to voice communication, total conversation (synchronized voice, text, video), emergency communication synchronization for different modes (voice, text, and video).	6, p.103		*		
	Audiovisual Media Services: electronic program guides (EPGs) should be accessible. Transmission of accessibility components (subtitles, audio descriptions, sign language) with adequate quality and synchronization.	6, p.103		*		

Standard	Indicator	Source	AAA	AA	A	Notes
	<p>Passenger Transport Services: Information about accessibility of vehicles, infrastructure, and assistance. Provision of real-time travel information (schedules, disruptions, connecting services).</p> <p>Information on ticketing and assistance services.</p>	6, p.103			*	
	Urban and Suburban Transport Services: accessible self-service terminals.	6, p.103		*		
	Banking services: Accessibility of identification methods, electronic signatures, and payment services.	6, p.103			*	
	<p>E-Books: Synchronization of audio and text content.</p> <p>Interoperability with assistive technology.</p> <p>Accessible layout and navigation.</p>	6, p.103		*		
Accessible and usable pedestrian touch devices for activating pedestrian phases in <b>traffic signal systems</b> .	Devices must be installed in pairs, with one on each pole at pedestrian crossings, at a height of 0.90 to 1.20m from the pavement to ensure easy access for all users.	16, A1			*	
	The surrounding area should be clear of obstacles, allowing easy detection and safe usage.	16, A1			*	
	The positioning of multiple devices on a single pole should be carefully aligned to facilitate correct orientation for the visually impaired.	16, A1		*		

Standard	Indicator	Source	AAA	AA	A	Notes
	Devices must not have movable components, and should include a touch-sensitive interface on the front panel for ease of use.	16, A1		*		
	The outer casing of the device must be yellow.	16, A2			*	
	The touch sensor area must display a hand symbol to indicate its function.	16, A2			*	
	Optional LED lighting or display screens for better detection and user interaction.	16, A2	*			
Pedestrian touch devices for activating pedestrian phases in <b>traffic signal systems</b> for individuals with <b>visual impairments</b> .	The device should have bottom button equipped with a tactile vibration feature to indicate when the pedestrian phase is active.	16, B1			*	
	Devices should provide constant information through vibration for indicating the phase of the traffic signal (e.g., fast vibration for green and slow or no vibration for red) and auditory sound signals to indicate when it is safe to cross	16, B1			*	
	Each device must have a tactile arrow to indicate the direction of the crosswalk, which can be adjusted during installation to accurately reflect the pedestrian path.	16, B2			*	
	The device could be equipped with an integrated speaker or external speakers for sound clarity, especially in noisy areas.	16, B2	*			

Standard	Indicator	Source	AAA	AA	A	Notes
	It should have a noise compensation mechanism to automatically adjust the volume based on the surrounding noise levels.	16, B2	*			
	Raised symbols or diagrams on the side of the device, providing details like the number of lanes, vehicle directions etc. could be included.	16, B2	*			
	A LED ring or display may be added for better visibility.	16, B2	*			
	Bluetooth connectivity or a mobile app for activating the device should be considered.	16, B2	*			
	Devices should allow precise alignment to the pedestrian crossing during installation.	16, B2		*		
<b>Accessible written Information</b> for people with <b>intellectual disabilities.</b>	Easy-to-understand words and not complex terms.	5, p.10			*	
	Consistent terminology throughout the text.	5, p.10			*	
	Metaphors and phrases that could be misunderstood should be avoided.	5, p.10	*			
	Sans-serif fonts.	5, p.13		*		
	Italics, underlining, or special fonts should be avoided.	5, pp.13-14	*			
	Write entire words. Initials should be avoided.	5, p.10		*		

Standard	Indicator	Source	AAA	AA	A	Notes
	Large spacing between lines and paragraphs.	5, p.14			*	
	Clear images that directly relate to the text that they are not overcrowded and do not distract from the content.	5, p.21		*		
	Information should be grouped by topic and headings. Bullet points are useful organize content.	5, p.11		*		
Accessible <b>Electronic Information</b> for people with <b>intellectual disabilities</b> .	Easy navigation with a consistent layout and clear menu is essential.	5, p.27			*	
	No complex links, but descriptive, easy-to-understand link text.	5, p.30			*	
	Text-to-speech or screen readers for websites should be provided.	5, p.25		*		
	High contrast for readability.	5, p.35			*	
	Search functionality and site maps should be included.	5, p.28	*			
	Minimum font size of 14 for standard text.	5, p.14		*		
	Text should be left-aligned for easy readability.	5, p.19		*		
Accessible <b>formats</b> with clear and large print.	Minimum text size: 12 points for clear print (14 points ideal), 16 points for large print (18 points ideal).	7		*		
	Legible fonts such as Arial.	7		*		
	Avoidance of italics, underlining, or large blocks of capital letters.	7	*			

Standard	Indicator	Source	AAA	AA	A	Notes
	Text is left-aligned, with adequate line spacing and spacing between paragraphs.	7	*			
	No overlapping text on images (except in exceptional cases).	7			*	
	Non-glossy paper of sufficient weight to prevent show-through.	7			*	
	Title and originator of the document should be at the beginning.	7		*		
	Clear differentiation of headings from text.	7		*		
	Appropriate use of page numbers, print page references, table of contents, headers, and footers.	7			*	
	The document should be an accurate representation of the original.	7			*	
	Documents should be appropriately bound, packaged and clearly labelled.	7		*		
Inclusive <b>participatory design processes</b> for participants with <b>intellectual disabilities</b> .	Easy-read formats and visual aids, such as pictograms and simple illustrations, to make research content accessible for people with ID.	8			*	
	Ease of constructive expression and production of prototypes in a stimulating and playful environment.	8		*		

Standard	Indicator	Source	AAA	AA	A	Notes
	Use of trained intermediaries, such as educators and psychologists, to support participants throughout the research and design process.	8			*	
	Employment of elicitation logs to enable participants to record their thoughts visually and textually.	8	*			
<b>Co-Design with individuals with deafblindness.</b>	Visual and tactile supports, such as diagrams.	9		*		
	Flexibility in the structure of workshops, allowing time for discussions.	9		*		
	Inclusion of voice recognition features.	9	*			
	Tools that provide environmental and contextual information, such as the number of people in a room.	9			*	
	Role-playing activities in workshops.	9	*			
<b>Accessibility of statistical charts.</b>	Text alternatives and long descriptions, haptic alternatives and sonification.	10		*		
	Color schemes and contrast ratios that are accessible, contrast ratio of at least 4.5:1 for text and graphical element.	10			*	
	Customization options for visual elements such as font size, color schemes and spacing.	10	*			



Standard	Indicator	Source	AAA	AA	A	Notes
	Support safe magnification, ensuring that text and graphical elements remain legible and do not overlap when zoomed in.	10			*	
	Clear text labels and distinguishable symbols.	10			*	
Accessible <b>traveler information system</b> for people with <b>visual impairments</b> .	Communication between the end-user device and the vehicle control and information system should allow the VIP system user to remotely control the doors, request stops, line information.	17			*	
Usable <b>door fittings</b>	Simple and clear to use.	18			*	
	Operating elements and controls within easy reach.	18		*		
	Operable by hand, or fingers at low forces/torques.	18			*	
	Operable one-handed.	18		*		
	Operable without any hands.	18	*			
	Operable in total or partly darkness.	18		*		
	Operable without the need for audio visual feedback.	18			*	
	Operable from a wheelchair.	18			*	
	Appropriate lever handle to optimize operating forces.	18	*			

Standard	Indicator	Source	AAA	AA	A	Notes
	The turn of the key, thumb turn or snib to operate deadbolts and latches should be minimized.	18		*		
Accessibility and usability of <b>home healthcare products</b> .	Avoidance of multiple uses of the products among different care recipients and caregivers.	19		*		
	Zoning or partitioning of a space or a room for environments for use of home healthcare products.	19			*	
	Providing alternative means of operation at least for major operations.	19	*			
	Avoidance of simultaneous two or more different actions except for special case to keep safety.	19		*		
	Placement of controls in an adjacent area which are functionally related to each other.	19			*	
	An illustration that indicates the identical physical layout of controls.	19		*		
	Automatic processing of a series of complex and sequential operations.	19	*			
	Designing products so that mis-operation can never happen during use.	19			*	
	Compact shape and size that is easy to operate and with a light mass that is easy to carry.	19		*		
	Designing products which require stepping or pushing by foot.	19	*			

Standard	Indicator	Source	AAA	AA	A	Notes
	Avoidance of fine dexterity.	19	*			
	Labelling to show they are used, cleaned, disinfected, or sterilized.	19			*	
	Avoidance of a sharp point, a sharp edge or a rough surface.	19		*		
	Notification of timing to users for disposal.	19		*		
	Ease of opening without any specific tools.	19			*	
	Used by a single hand, left-handed or right-handed.	19		*		
	Continuous working without any intermission even in case of disaster or power service failure.	19			*	
<b>Cognitive accessibility</b> for systems	The system should support autonomous use.	20			*	
	Optimize usefulness and relevance.	20			*	
	Provide options for the level of abstraction.	20		*		
	Should provide options for self-regulation, self-assessment and coping.	20		*		
	Avoid unintentional triggers of inappropriate reactions.	20		*		
	Should avoid enhanced accessibility compromising safety.	20		*		
	Should provide relevant feedback.	20			*	

Standard	Indicator	Source	AAA	AA	A	Notes
	Simplify the language and the symbolism.	20			*	
	Should promote understanding across language barriers.	20	*			
	Support translation processes.	20	*			
	Provide and optimize options for finding information.	20		*		
	Provide means for comparing entities and sizes.	20	*			
	Provide means for understanding scales and relative values.	20	*			
	Should use a logical and consistent design.	20		*		
	Activate or supply background knowledge.	20			*	
	Provide options to understand underlying concepts and ideas.	20		*		
	Should minimize complexity.	20			*	
Use of <b>assistive products</b> , considered to be medical devices, intended for use to alleviate or compensate for a disability.	Persons with sensory and/or cognitive impairments shall always be considered potential users of all assistive products. The result of such considerations shall be described in the manufacturer's technical documentation.	21			*	
	All user commands shall have feedback, e.g. audible, visible or haptic.	21		*		

Standard	Indicator	Source	AAA	AA	A	Notes
	Grips, handles and pedals shall suit the functional anatomy of the user, according to the intended use.	21		*		
	User information shall be provided by the manufacturer with each assistive product. Information shall contain all pre-sale warnings and information.	21			*	
	Shall enhance the quality of life of the users and the assistants.	21		*		
	It shall not increase the stigma or impair the dignity of the users and the assistants.	21	*			
	It shall reduce the physical and psychological burden of assistants.	21			*	
	Safety of the users and the assistants shall be prioritized.	21			*	
<b>Cognitive</b> assistive products supporting <b>daily time management</b>	Assistive products can compensate for a lack of time-processing ability and/or modify one's activities or environment to facilitate daily time management.	22			*	
	Assistive products compensate time awareness, orientation to time, time management and adapting to time demands.	22		*		
Accessibility for <b>controls</b> of <b>consumer products</b> .	The intended use of a control should be obviously available for all users. This implies that the location, physical form, colour, texture, and size of the control should be considered during the design process.	23			*	

Standard	Indicator	Source	AAA	AA	A	Notes
	The use of a control should be predictable.	23			*	
	The use of a control should be consistent.	23			*	
	A control should allow diverse users to accomplish tasks in an identical manner in the end.	23		*		
	The design of a control should give the user adequate and reliable access even with different control mechanisms that require different interaction modalities to use a product (e.g. by touch, gesture, voice) by providing multiple means of operation.	23		*		
	The design of a control should enable the user to quickly and easily access the control during intended use without adversely affecting performance due to user's physical or cognitive limitations.	23		*		
	A starting point or a reference point (e.g. the first function or the last function of the array) should be clearly marked.	23	*			
	Operable without undue deviation from a neutral hand posture.	23	*			
	Operable without excessive force for a wider range of user populations.	23		*		
	Operable without undue dexterity required in movement for fine control.	23	*			

Standard	Indicator	Source	AAA	AA	A	Notes
Usable and accessible <b>interpreters' consoles.</b>	Visually impaired should be able to use the console without help. The core functionalities shall be available as physical buttons.	24			*	
	Feedback on the status should be multisensory. For example, through audible beeps in the interpreter headphones.	24		*		
	In choosing the colours, colour temperatures and luminance of indicator lights, the needs of persons with low vision, colour vision deficiency, as well as age-related degeneration of vision should be taken into consideration. When using colour to provide information, information shall also be provided using non-colour methods.	24		*		
	A minimum of 10% booths should be accessible (1037).	24			*	
Reducing the <b>risk of photosensitive seizures</b> triggered by viewing images on electronic displays.	No harmful flashes.	25			*	
	No rapid changes of image sequences.	25			*	
	No red flashes.	25			*	
Accessibility of <b>consumer products</b> used by people with <b>visual disabilities.</b>	Tactile dots and/or tactile bars shall be placed on the controls of a device to for identification of a function of controls and location information of arrayed controls.	26			*	

Standard	Indicator	Source	AAA	AA	A	Notes
	When placing a tactile dot or bar in conjunction with Braille and/or other tactile symbols, special care shall be taken so that they do not interfere with each other.	26			*	
	The dimensions of tactile dots and bars shall be adjusted according to the size of the associated control, not to the size of a product.	26			*	



## 1.2 Digital Transformation (Area 2)

This is a summary of Digital Accessible Transformation Based on Accessibility Standards and Indicators.

Digital Accessible Transformation focuses on embedding accessibility into all aspects of digital development and infrastructure to create an inclusive experience for all users, especially people with disabilities. This transformation aligns with internationally recognized accessibility standards like WCAG 2.1, Section 508, and others, ensuring that digital platforms, tools, and services are accessible, equitable, and user-friendly.

### 1. Principles of Accessible Digital Transformation:

- **Inclusive by Design:** Accessibility is integrated from the earliest stages of product and service design rather than retrofitted later. This ensures that all users, regardless of ability, can use digital platforms with ease.
- **User-Centered Approach:** Engaging directly with users who have disabilities helps identify barriers and design more effective solutions. Regular feedback loops from diverse users ensure that products evolve with accessibility in mind.
- **Compliance with Standards:** Adhering to WCAG guidelines (Perceivable, Operable, Understandable, and Robust - POUR), EN 301 549, and Section 508 standards is critical for ensuring accessibility across digital experiences. These standards outline clear indicators, such as keyboard accessibility, screen reader compatibility, and sufficient color contrast ratios, that can be tested and validated.
- **Scalability Across Platforms:** The transformation considers accessibility across different devices and platforms (desktop, mobile, tablet) and ensures a seamless experience for users across all touchpoints.

### 2. Key Areas of Focus:

- **Web and Mobile Accessibility:** Ensuring that websites and apps follow guidelines for text alternatives, color contrast, and user input, such as offering clear, structured navigation and providing accessible forms with error identification.
- **Document Accessibility:** Making documents, especially PDFs and Word files, compliant with accessibility standards by ensuring proper tagging, structure, and compatibility with screen readers.
- **Multimedia:** Providing alternatives like captions, subtitles, and transcripts for videos and ensuring that audio content has textual equivalents.
- **Assistive Technologies Compatibility:** Ensuring that digital platforms are compatible

with assistive tools such as screen readers, magnifiers, voice input, and other adaptive technologies.

### 3. Implementation and Testing:

- **Automated Tools and Manual Testing:** Automated tools (like WAVE or Axe) help detect accessibility issues, but manual testing, especially by users with disabilities, remains crucial to verifying the user experience.
- **Training and Awareness:** Organizations need to educate designers, developers, and content creators on the importance of accessibility, ensuring that they are equipped with the knowledge and skills to implement and maintain accessible digital solutions.

### 4. Benefits of Digital Accessible Transformation:

- **Improved User Experience:** Accessible designs benefit all users by improving usability, clarity, and functionality.
- **Compliance and Risk Reduction:** Meeting legal requirements (such as Section 508 or ADA in the U.S.) minimizes the risk of lawsuits and penalties.
- **Market Expansion:** Accessible solutions reach a broader audience, including millions of individuals with disabilities, thus tapping into a larger market.
- **Corporate Social Responsibility (CSR):** Organizations that prioritize digital accessibility demonstrate their commitment to inclusivity and social equity, enhancing their reputation.

In conclusion, Digital Accessible Transformation is a critical initiative that ensures inclusivity in the digital realm, benefiting both users and organizations. Through adherence to accessibility standards and proactive testing, businesses can create better, more equitable digital experiences.

Table 2. Standards and indicators for the Digital Transformation accessibility (Area 2).

Standard	Indicator	Source	AAA	AA	A
Office equipment - Accessibility guidelines for older persons and persons with disabilities.	Closed Functionality (6.2): Does not require assistive technology.	28		*	
	Closed Functionality (6.2): Speech output enabled.	28		*	
	Closed Functionality (6.2): Volume control for private and non-private listening.	28		*	

Standard	Indicator	Source	AAA	AA	A
	Volume Control (6.2.3): Private listening.	28		*	
	Volume Control (6.2.3): Non-private listening.	28		*	
	Characters on Display Screens (6.2.4).	28		*	
	Biometrics (6.3): Biometrics should not be the only method for identification.	28		*	
	Preservation of Accessibility Information (6.4).	28		*	
	Privacy (6.5): Masked entry.	28		*	
	Privacy (6.5): Private access to data.	28		*	
	Standard Connections (6.6).	28		*	
	Operable Parts (6.7): Contrast.	28		*	
	Operable Parts (6.7): Input controls.	28		*	
	Operable Parts (6.7): Reach of input controls.	28	*		
	Visibility of Display Screens (6.8)..	28		*	
	Flashing (6.9).	28		*	
	Status Indicators (6.10).	28	*		
	Colour Coding (6.11).	28		*	
	Audible Signals (6.12).	28		*	
	Software Requirements for Closed Functionality (6.13): Sensory Characteristics.	28		*	
	Software Requirements for Closed Functionality (6.13): Text Contrast.	28		*	

Standard	Indicator	Source	AAA	AA	A
	Software Requirements for Closed Functionality (6.13): WCAG 2.1 Software Guidelines.	28		*	
<b>Tactile and haptic interactions.</b>	Optimizing Performance (3.1.1): Accuracy.	29		*	
	Optimizing Performance (3.1.1): Active Exploration.	29		*	
	Optimizing Performance (3.1.1): Multiple points of contact.	29		*	
	Providing Accessible Information (3.1.2).	29		*	
	Providing Contextual Information (3.1.3).	29		*	
	Consistency in Labels (3.1.4).	29	*		
	Minimizing Fatigue (3.1.6).	29		*	
	Providing Alternative Input Methods (3.1.7).	29		*	
	Maintaining Coherence Between Modalities (3.1.8).	29		*	
	Combining Modalities (3.1.9).	29		*	
	Attributes for Tactile and Haptic Encoding (4.2): Dimensions for encoding.	29		*	
	Attributes for Tactile and Haptic Encoding (4.2): Limit the number of distinguishable values for encoding.	29		*	
	Attributes for Tactile and Haptic Encoding (4.2): Vibration Frequency.	29		*	
	Content-Specific Encoding (5.1 - 5.3): Text.	29		*	
	Content-Specific Encoding (5.1 - 5.3): Graphics.	29		*	

Standard	Indicator	Source	AAA	AA	A
	Content-Specific Encoding (5.1 - 5.3): Controls.	29		*	
	Interaction Techniques (7.3).	29		*	
<b>EPUB</b> accessibility.	Discoverability (6.2 - 6.3): Package Metadata.	30	*		
	Discoverability (6.2 - 6.3): Access modes.	30	*		
	Discoverability (6.2 - 6.3): Accessibility features.	30		*	
	Discoverability (6.2 - 6.3): Accessibility hazards.	30		*	
	Discoverability (6.2 - 6.3): Accessibility summary.	30		*	
	Discoverability (6.2 - 6.3): Sufficient access modes.	30	*		
	Discoverability (6.2 - 6.3): Accessibility APIs (optional).	30			*
	Discoverability (6.2 - 6.3): Accessibility controls (optional).	30			*
	WCAG Conformance (7.3): Level A Conformance (required).	30	*		
	WCAG Conformance (7.3): Level AA Conformance (recommended).	30	*		
	WCAG Conformance (7.3): Level AAA Conformance (optional).	30	*		
	EPUB-Specific Accessibility (7.4): Page Navigation (7.4.1).	30		*	
	EPUB-Specific Accessibility (7.4): Page markers.	30		*	
	EPUB-Specific Accessibility (7.4): Page navigation in media overlays.	30		*	

Standard	Indicator	Source	AAA	AA	A
	Media Overlays Playback (7.4.2): Skippable content.	30		*	
	Media Overlays Playback (7.4.2): Escapable structures.	30		*	
	Media Overlays Playback (7.4.2): Synchronized text and audio.	30		*	
	Conformance Reporting (7.5): Conforms To.	30	*		
	Conformance Reporting (7.5): Certified By.	30		*	
	Conformance Reporting (7.5): Certifier Credential (optional).	30			*
	Conformance Reporting (7.5): Certifier Report (optional).	30			*
	Optimized Publications (8).	30		*	
	Distribution (9): No digital rights restrictions.	30		*	
	Distribution (9): Accessibility metadata.	30		*	
	EPUB Accessibility Vocabulary (Annex A): Certified By.	30		*	
	EPUB Accessibility Vocabulary (Annex A): Certifier Credential.	30		*	
	EPUB Accessibility Vocabulary (Annex A): Certifier Report.	30		*	
Accessibility of information presented on <b>visual displays</b> of <b>small consumer products</b> .	Basic Design Principles (Section 4): Information display.	31		*	
	Basic Design Principles (Section 4): Critical information.	31		*	

Standard	Indicator	Source	AAA	AA	A
	Basic Design Principles (Section 4): Current status feedback.	31		*	
	Basic Design Principles (Section 4): Warnings and errors display.	31		*	
	Basic Design Principles (Section 4): Arrangement of display content.	31		*	
	Display Elements (Section 5): Alphanumeric Characters (5.1): Font Size.	31		*	
	Display Elements (Section 5): Alphanumeric Characters (5.1): Contrast.	31		*	
	Display Elements (Section 5): Alphanumeric Characters (5.1): Font Type.	31		*	
	Display Elements (Section 5): Alphanumeric Characters (5.1): Stroke Width.	31		*	
	Display Elements (Section 5): Alphanumeric Characters (5.1): Numeric Presentation.	31		*	
	Display Elements (Section 5): Alphanumeric Characters (5.1): Spacing.	31		*	
	Display Elements (Section 5): Symbols and Icons (5.2): Standard Symbols.	31		*	
	Display Elements (Section 5): Symbols and Icons (5.2): Single Meaning.	31		*	
	Display Elements (Section 5): Symbols and Icons (5.2): Labels.	31		*	
	Display Elements (Section 5): Symbols and Icons (5.2): High Contrast.	31		*	

Standard	Indicator	Source	AAA	AA	A
	Presentation of Information (Section 6): Arrangement of Displayed Elements (6.1): Grouping.	31		*	
	Presentation of Information (Section 6): Arrangement of Displayed Elements (6.1): Order.	31		*	
	Displaying Status and Function (6.2): Changes in operational status.	31		*	
	Displaying Status and Function (6.2): Functions.	31		*	
	Displaying Status and Function (6.2): Sub-menus or expandable functions.	31		*	
	Coding of Visual Information (6.3): Minimize Codes.	31		*	
	Coding of Visual Information (6.3): Cultural Stereotypes.	31		*	
	Coding of Visual Information (6.3): Luminance Coding.	31		*	
	Coding of Visual Information (6.3): Redundancy.	31		*	
	Physical Characteristics of Digital Displays (Section 7): Luminance Contrast (7.1): Level of contrast.	31		*	
	Physical Characteristics of Digital Displays (Section 7): Luminance Contrast (7.1): Visibility of light-colored items.	31		*	
	Colour (7.2): Discrimination of information.	31		*	
	Colour (7.2): Saturated Colors.	31			*
	Colour (7.2): Color luminance.	31		*	



Standard	Indicator	Source	AAA	AA	A
	Blinking (7.3): Frequency.	31		*	
	Blinking (7.3): Usage.	31		*	
	Time (7.4): Critical information display.	31		*	
	Time (7.4): Time-limited information display.	31		*	
<b>User interface accessibility - Part 1: User accessibility needs.</b>	Accessibility Goals (Section 4): Suitability for the widest range of users.	32		*	
	Accessibility Goals (Section 4): Conformity with user expectations.	32		*	
	Accessibility Goals (Section 4): Support for individualization.	32		*	
	Accessibility Goals (Section 4): Approachability.	32		*	
	Accessibility Goals (Section 4): Perceivability.	32		*	
	Accessibility Goals (Section 4): Understandability.	32		*	
	Accessibility Goals (Section 4): Controllability.	32	*		
	Accessibility Goals (Section 4): Usability.	32		*	
	Accessibility Goals (Section 4): Error tolerance.	32		*	
	Accessibility Goals (Section 4): Equitable use.	32		*	
	Accessibility Goals (Section 4): Compatibility with other systems.	32		*	
	Details of User Accessibility Needs (Section 6): Suitability for the Widest Range of Users: Recognizing System Accessibility (6.1.1).	32		*	

Standard	Indicator	Source	AAA	AA	A
	Details of User Accessibility Needs (Section 6): Suitability for the Widest Range of Users: Accessible Support (6.1.2).	32		*	
	Details of User Accessibility Needs (Section 6): Suitability for the Widest Range of Users: Combination of Needs (6.1.3).	32		*	
	Conformity with User Expectations: Predictability (6.2.1).	32		*	
	Conformity with User Expectations: Application of Personal Knowledge (6.2.2).	32		*	
	Conformity with User Expectations: Instructions and Help (6.2.3 - 6.2.4).	32		*	
	Support for Individualization: Interaction Preferences (6.3.1).	32		*	
	Support for Individualization: Configuration Without Restart (6.3.2).	32		*	
	Support for Individualization: Simultaneous Modalities (6.3.3).	32		*	
	Support for Individualization: Persistence of Preferences (6.3.6).	32		*	
	Approachability: Physical Barriers (6.4.1).	32		*	
	Approachability: Psychological Barriers (6.4.2).	32		*	
	Approachability: Attention Maintenance (6.4.3).	32		*	
	Approachability: Clear Interaction Options (6.4.4).	32		*	
	Perceivability: Use of Specific Modalities (6.5.1 - 6.5.6).	32		*	

Standard	Indicator	Source	AAA	AA	A
	Understandability: Information Clarity (6.6.7 - 6.6.8).	32		*	
	Understandability: Supporting Different Reasoning Styles (6.6.16).	32		*	
	Understandability: Task Guidance (6.6.18).	32		*	
	Controllability: Use of Different Sensory Modalities for Input (6.7.1 - 6.7.6).	32		*	
	Controllability: Accessibility of Controls (6.7.10).	32		*	
	Usability: Minimizing Errors (6.8.2).	32		*	
	Error Tolerance: Recovery from Errors (6.9.5).	32		*	
User interfaces - Accessibility of <b>personal computer hardware</b> .	General Requirements (Clause 5): Interoperability with Assistive Technologies..	33	*		
	General Requirements (Clause 5): Avoidance of Erroneous Operations: Stability of Computer Cases	33		*	
	General Requirements (Clause 5): Avoidance of Erroneous Operations: On/Off Controls.	33		*	
	General Requirements (Clause 5): Readable Labels: Font Size.	33		*	
	General Requirements (Clause 5): Readable Labels: Font Type.	33		*	
	General Requirements (Clause 5): Readable Labels: Tactile Labels.	33		*	
	Requirements for Input (Clause 6): Controls: Perceivability.	33		*	

Standard	Indicator	Source	AAA	AA	A
	Requirements for Input (Clause 6): Controls: Operability.	33		*	
	Requirements for Input (Clause 6): Controls: Feedback.	33		*	
	Requirements for Input (Clause 6): Keyboard: Layout.	33	*		
	Requirements for Input (Clause 6): Keyboard: Operability.	33		*	
	Requirements for Output (Clause 7): Visual Information: Display adjustment.	33		*	
	Requirements for Output (Clause 7): Visual Information: Screen resolution.	33		*	
	Requirements for Output (Clause 7): Auditory Information: Minimum sound level.	33		*	
	Requirements for Output (Clause 7): Auditory Information: Speech output adjustments.	33	*		
	Data Storage Devices and Removable Drives (Clause 8): Operation.	33		*	
	Data Storage Devices and Removable Drives (Clause 8): Media Insertion.	33		*	
	User Support (Clause 9): Product Information.	33	*		
	User Support (Clause 9): Customer Support.	33		*	
User interface component accessibility - Part 15: Guidance on <b>scanning visual information</b> for presentation as <b>text</b> in <b>various modalities</b> .	General Guidance on Scanning (Section 6.1): Provide scanning results according to the purpose (6.1.1).	34		*	
	General Guidance on Scanning (Section 6.1): Provide scanning results equivalent to the object being scanned (6.1.2).	34		*	

Standard	Indicator	Source	AAA	AA	A
	General Guidance on Scanning (Section 6.1): Provide focus adjustment (6.1.3).	34		*	
	General Guidance on Scanning (Section 6.1): Provide exposure adjustment (6.1.4).	34		*	
	General Guidance on Scanning (Section 6.1): Provide position adjustment (6.1.5).	34		*	
	General Guidance on Scanning (Section 6.1): Providing distance adjustment (6.1.6).	34		*	
	General Guidance on Scanning (Section 6.1): Provide orientation adjustment (6.1.7).	34			*
	General Guidance on Scanning (Section 6.1): Provide accessible initiation of scanning (6.1.8).	34		*	
	General Guidance on Scanning (Section 6.1): Provide notification during scanning progress (6.1.9).	34		*	
	General Guidance on Scanning (Section 6.1): Provide scanning results in a textual representation (6.1.10).	34		*	
	User Preference Settings (Section 6.2): Enabling user preference settings (6.2.1).	34		*	
	User Preference Settings (Section 6.2): Selecting scanning modes (6.2.2).	34		*	
	User Preference Settings (Section 6.2): Selecting purpose of use (6.2.3).	34		*	
	User Preference Settings (Section 6.2): Selecting image resolution (6.2.4).	34		*	
	User Preference Settings (Section 6.2): Selecting image enhancement (6.2.5).	34		*	

Standard	Indicator	Source	AAA	AA	A
	User Preference Settings (Section 6.2): Controlling presentation of visual guidance (6.2.6).	34		*	
	User Preference Settings (Section 6.2): Selecting post-processing components (6.2.7).	34		*	
	User Preference Settings (Section 6.2): Selecting modalities for textual representation (6.2.8).	34		*	
	User Preference Settings (Section 6.2): Selecting other applications to invoke (6.2.9).	34		*	
	User Preference Settings (Section 6.2): Storing and retrieving user preferences (6.2.10).	34		*	
	Scanning Input (Section 6.3): Scanning/capturing appropriate images (6.3.2).	34		*	
	Scanning Input (Section 6.3): Enhancing image quality (6.3.3).	34		*	
	Scanning Input (Section 6.3): Recording scanned images (6.3.4).	34		*	
	Scanning Input (Section 6.3): Naming scanned images (6.3.5).	34		*	
	Scanning Input (Section 6.3): Retrieving scanned images for processing (6.3.6).	34		*	
	Processing (Section 6.4): Presenting results of processing (6.4.2).	34	*		
	Processing (Section 6.4): Pre-processing: Selecting visual objects of interest (6.4.3).	34		*	
	Processing (Section 6.4): Post-processing: Respecting the context (6.4.4).	34		*	

Standard	Indicator	Source	AAA	AA	A
	Output (Section 6.5): Presenting accessible scanning results (6.5.2).	34		*	
	Output (Section 6.5): Invoking other applications (6.5.3).	34		*	
	Output (Section 6.5): Privacy protection and security (6.5.4).	34		*	
Guidance on the <b>audio presentation</b> of <b>text</b> in <b>videos</b> .	Types of Text in Videos (Section 4.2): Captions/Subtitles.	35		*	
	Types of Text in Videos (Section 4.2): Other On-Screen Text: Logos, credits, etc.	35		*	
	Types of Text in Videos (Section 4.2): Other On-Screen Text: Audio presentation for crucial information.	35		*	
	Audio Presentation Process (Section 4.3 - 4.4): Live and Recorded Presentations (4.3.1).	35		*	
	Audio Presentation Process (Section 4.3 - 4.4): Pre-mixed Productions (4.3.2).	35		*	
	Audio Presentation Process (Section 4.3 - 4.4): Receiver-mixed Productions (4.3.2).	35		*	
	Audio Presentation Process (Section 4.3 - 4.4): Narrator Preparation (4.4.1).	35		*	
	Audio Presentation Process (Section 4.3 - 4.4): Volume and Audio Quality (4.4.2 - 4.4.3): Volume adjustment.	35		*	
	Audio Presentation Process (Section 4.3 - 4.4): Volume and Audio Quality (4.4.2 - 4.4.3): Audio quality.	35		*	
	User Inclusion in the Process (Sections 4.4.4 - 4.4.5): User Involvement.	35		*	

Standard	Indicator	Source	AAA	AA	A
	General Considerations for Audio Presentation of Text in Videos (Section 5.1): Different Strategies (5.1.1): Separate tracks.	35		*	
	General Considerations for Audio Presentation of Text in Videos (Section 5.1): Different Strategies (5.1.1): Integration.	35		*	
	General Considerations for Audio Presentation of Text in Videos (Section 5.1): User Considerations (5.1.2): Notifications.	35		*	
	General Considerations for Audio Presentation of Text in Videos (Section 5.1): User Considerations (5.1.2): Availability.	35		*	
	General Considerations for Audio Presentation of Text in Videos (Section 5.1): User Considerations (5.1.2): Access.	35		*	
	General Considerations for Audio Presentation of Text in Videos (Section 5.1): Availability Across Technologies (5.1.3).	35		*	
	General Considerations for Audio Presentation of Text in Videos (Section 5.1): Consistency (5.1.4).	35		*	
	Developing the Audio Presentation of Text in Videos (Section 5.2): Clarity (5.2.1).	35	*		
	Developing the Audio Presentation of Text in Videos (Section 5.2): Reading/Delivering (5.2.2): Acted or Non-acted.	35			*
	Developing the Audio Presentation of Text in Videos (Section 5.2): Reading/Delivering (5.2.2): Voice accents and tones.	35			*
	Levels of Importance (Section 5.3): Essential, Significant, Helpful, and Unhelpful Information.	35	*		



Standard	Indicator	Source	AAA	AA	A
	Guidance on Identifying the Audio Presentation of Text in Videos (Section 5.4): Differentiation of Audio Content.	35		*	
	Guidance on Identifying Characters (Section 5.5): Character Identification: Distinguishing characters.	35		*	
	Guidance on Identifying Characters (Section 5.5): Character Identification: Name announcing.	35		*	
	Text and Speech Adjustments (Section 5.6): Synchronization.	35		*	
	Text and Speech Adjustments (Section 5.6): Strategies for Synchronization: Reading speed adjustment or text content altering.	35		*	
	Text and Speech Adjustments (Section 5.6): Strategies for Synchronization: Omit text.	35		*	
Guidance for <b>audio descriptions</b> in <b>audiovisual content</b> .	General Considerations for Audio Description (Section 3): Types of Audio Description (3.2): Live Audio Description (3.2.1).	36		*	
	General Considerations for Audio Description (Section 3): Types of Audio Description (3.2): Pre-mixed Audio Description (3.2.2).	36		*	
	General Considerations for Audio Description (Section 3): Types of Audio Description (3.2): Harmonious Commentary (3.2.3).	36		*	
	General Considerations for Audio Description (Section 3): Types of Audio Description (3.2): Extended Audio Description (3.2.4).	36		*	
	Creating Audio Descriptions (Section 3.3): Narrator Preparation (3.3.1).	36		*	

Standard	Indicator	Source	AAA	AA	A
	Creating Audio Descriptions (Section 3.3): Content Genre and Program Category (3.3.2).	36		*	
	Creating Audio Descriptions (Section 3.3): Scripting (3.3.3).	36		*	
	Creating Audio Descriptions (Section 3.3): Volume Control (3.3.6).	36		*	
	User Considerations (Section 4.1): User Notification (4.1.1).	36		*	
	User Considerations (Section 4.1): Consistency Across Technologies (4.1.2).	36		*	
	User Considerations (Section 4.1): Consistency Within Programs and Series (4.1.3).	36		*	
	Developing Audio Description (Section 4.2): Clarity (4.2.1).	36		*	
	Developing Audio Description (Section 4.2): Creativity (4.2.2).	36		*	
	Developing Audio Description (Section 4.2): Narrating Style (4.2.3).	36	*		
	Levels of Importance (Section 4.4): Essential Information (4.4.2).	36	*		
	Levels of Importance (Section 4.4): Significant Information (4.4.3).	36	*		
	Levels of Importance (Section 4.4): Helpful Information (4.4.4).	36	*		
	Levels of Importance (Section 4.4): Irrelevant Information (4.4.5).	36		*	
	Description of Visual Elements (Section 4.5 - 4.6): Description of Sounds (4.5.1).	36		*	

Standard	Indicator	Source	AAA	AA	A
	Description of Visual Elements (Section 4.5 - 4.6): Logos, Credits, and Titles (4.5.2).	36		*	
	Description of Visual Elements (Section 4.5 - 4.6): On-Screen Text (4.5.3).	36		*	
	Identification of Persons and Objects (Section 4.7): Identifying Characters and Places (4.7.1).	36		*	
	Identification of Persons and Objects (Section 4.7): Physical Appearance (4.7.2).	36		*	
	Identification of Persons and Objects (Section 4.7): Race, Ethnic Origin, and Gender (4.7.3 - 4.7.4).	36		*	
	Identification of Persons and Objects (Section 4.7): Disabilities (4.7.5).	36		*	
	Other Content Considerations (Section 4.8 - 4.9): Explicit Content (4.8.1).	36		*	
	Other Content Considerations (Section 4.8 - 4.9): Parts of Speech (4.9.1).	36		*	
Guidance on <b>text alternatives</b> for <b>images</b> .	Text Alternatives for Images (Section 4): Text Alternatives in Main Text (4.2.2).	37			*
	Text Alternatives for Images (Section 4): Primary Alternative Text (4.2.3).	37		*	
	Text Alternatives for Images (Section 4): Secondary Alternative Text (4.2.4).	37		*	
	Types of Images (Section 6): Drawings (6.2).	37		*	
	Types of Images (Section 6): Photographs (6.3).	37		*	
	Types of Images (Section 6): Diagrams (6.4).	37		*	

Standard	Indicator	Source	AAA	AA	A
	Types of Images (Section 6): Composite Images (6.7).	37			*
	Identifying the Purpose of Images (Section 7): Informative Purposes (7.2).	37		*	
	Identifying the Purpose of Images (Section 7): Control Purposes (7.3).	37		*	
	Identifying the Purpose of Images (Section 7): Decorative Purposes (7.4).	37		*	
	Identifying the Purpose of Images (Section 7): Formatting Purposes (7.5).	37		*	
	Importance of Information (Section 10): Levels of Importance: Essential Information (10.2.2).	37	*		
	Importance of Information (Section 10): Levels of Importance: Significant Information (10.2.3).	37			*
	Importance of Information (Section 10): Levels of Importance: Helpful Information (10.2.4).	37		*	
	Importance of Information (Section 10): Levels of Importance: Not Important Information (10.2.5).	37		*	
	Evaluating and Structuring Text Alternatives (Section 11): Eliminate Duplications (11.2.1).	37		*	
	Evaluating and Structuring Text Alternatives (Section 11): Conciseness and Readability (11.3.3).	37		*	
<b>Visual presentation</b> of audio information, such as captions and subtitles.	Types of Audio Information (Section 4.4): Text presentations.	38		*	
	Types of Audio Information (Section 4.4): Figure/graphic presentations.	38		*	

Standard	Indicator	Source	AAA	AA	A
	Modes of Access (Section 4.5): Prepared separately.	38		*	
	Modes of Access (Section 4.5): Included with the content.	38		*	
	Display Modes (Section 4.6): Pop-on (block).	38		*	
	Display Modes (Section 4.6): Scrolling (roll-up).	38		*	
	Display Modes (Section 4.6): Word-by-word.	38		*	
	Display Modes (Section 4.6): Line-by-line.	38		*	
	Levels of Importance (Section 4.7): Essential information (4.7.2).	38	*		
	Levels of Importance (Section 4.7): Significant information (4.7.3).	38	*		
	Levels of Importance (Section 4.7): Helpful information (4.7.4).	38		*	
	Levels of Importance (Section 4.7): Unhelpful information (4.7.5).	38		*	
	Synchronization (Section 7.4): Predictable content.	38		*	
	Synchronization (Section 7.4): Unpredictable content.	38			*
	Font Considerations (Section 7.6 - 7.9): Font size (7.6).	38	*		
	Font Considerations (Section 7.6 - 7.9): Font type (7.7).	38		*	
	Font Considerations (Section 7.6 - 7.9): Font face (7.8).	38		*	

Standard	Indicator	Source	AAA	AA	A
	Font Considerations (Section 7.6 - 7.9): Use of case (7.9).	38		*	
	Colour and Contrast (Section 7.10): Luminance contrast.	38		*	
	Colour and Contrast (Section 7.10): Colour usage.	38		*	
	Colour and Contrast (Section 7.10): VAC (Visual Alternative Container).	38		*	
	Speed and Line Limitations (Section 7.11 - 7.12): Minimum display time.	38		*	
	Speed and Line Limitations (Section 7.11 - 7.12): Line limits.	38		*	
	Punctuation and Spacing (Section 7.14 - 7.15): Correct punctuation.	38	*		
	Punctuation and Spacing (Section 7.14 - 7.15): Word and line spacing.	38		*	
	Identifying Speakers (Section 14): By name or description.	38		*	
	Identifying Speakers (Section 14): By colour or position.	38			*
Accessible <b>user interfaces</b> for accessibility settings on <b>information devices.</b>	Accessibility Setting Mode (Section 4.1): Accessibility setting mode content and interface (4.1.1.1).	39	*		
	Accessibility Setting Mode (Section 4.1): Predefined accessibility profiles (4.1.1.1).	39	*		
	Input Accessibility Settings (Section 4.2.1): Visual Input: On-screen keyboard (4.2.1.1.1).	39	*		

Standard	Indicator	Source	AAA	AA	A
	Input Accessibility Settings (Section 4.2.1): Audio Input: Voice operation (4.2.1.2).	39	*		
	Input Accessibility Settings (Section 4.2.1): Touch or Movement Input: StickyKeys™ (4.2.1.3.1).	39		*	
	Input Accessibility Settings (Section 4.2.1): Touch or Movement Input: SlowKeys™ (4.2.1.3.2).	39	*		
	Input Accessibility Settings (Section 4.2.1): Touch or Movement Input: MouseKeys™ (4.2.1.3.5).	39		*	
	Output Accessibility Settings (Section 4.2.2): Visual Output: SoundSentry™ (4.2.2.1.1).	39		*	
	Output Accessibility Settings (Section 4.2.2): Visual Output: ShowSounds™ (4.2.2.1.2).	39		*	
	Output Accessibility Settings (Section 4.2.2): Visual Output: Screen magnifier (4.2.2.1.4).	39		*	
	Output Accessibility Settings (Section 4.2.2): Audio Output: Text-to-speech screen reader (4.2.2.2).	39		*	
	Output Accessibility Settings (Section 4.2.2): Tactile Output: Braille (4.2.2.3).	39		*	
	Shortcuts to Access Accessibility Features (Section 4.3): Visual, auditory, or tactile shortcuts (4.3.2).	39		*	
	Saving settings (4.4).	39		*	
Guidance on developing accessible	Accessibility Setting and Policy (Section 6): Organizational ICT Accessibility Policy (6.2).	40		*	

Standard	Indicator	Source	AAA	AA	A
<b>ICT products and services.</b>	Accessibility Setting and Policy (Section 6): Accessibility Goals (6.3).	40		*	
	Accessibility Setting and Policy (Section 6): Embedding Accessibility in ICT Policies (6.4).	40		*	
	Accessibility throughout ICT System Development (Section 7): System Development Life Cycle (7.1).	40		*	
	Accessibility throughout ICT System Development (Section 7): Documenting Accessibility Decisions (7.2).	40	*		
	Accessibility throughout ICT System Development (Section 7): Accessibility Logs and Statements (7.4).	40	*		
	User Involvement and Accessibility (Section 8): User Accessibility Needs (8.2.3).	40	*		
	User Involvement and Accessibility (Section 8): Accessibility Requirements (8.2.4).	40	*		
	User Involvement and Accessibility (Section 8): Testing for Accessibility (8.2.6).	40		*	
	User-Related Accessibility Considerations (Annex A): Suitability for the Widest Range of Users (A.1).	40		*	
	User-Related Accessibility Considerations (Annex A): Support for Individualization (A.3).	40		*	
	User-Related Accessibility Considerations (Annex A): Perceivability (A.5).	40	*		
	User-Related Accessibility Considerations (Annex A): Understandability (A.6).	40		*	



Standard	Indicator	Source	AAA	AA	A
	User-Related Accessibility Considerations (Annex A): Controllability (A.7).	40		*	
	Error Tolerance and Usability (Annex A): Usability (A.8).	40		*	
	Error Tolerance and Usability (Annex A): Error Tolerance (A.9).	40		*	
Accessibility of <b>tactile</b> and <b>haptic interactive systems</b> .	Physical Accessibility (Section 5): Reachability.	41		*	
	Physical Accessibility (Section 5): Stability.	41		*	
	Tactile and Haptic Information Presentation (Section 6.3): Multiple Formats.	41		*	
	Tactile and Haptic Information Presentation (Section 6.3): Encoding of Information.	41		*	
	Tactile and Haptic Information Presentation (Section 6.3): Contextual Interference.	41	*		
	Perceivability of Tactile/Haptic Information (Section 6.4): Discoverability of Controls.	41		*	
	Perceivability of Tactile/Haptic Information (Section 6.4): Distinction Between Components.	41		*	
	Perceivability of Tactile/Haptic Information (Section 6.4): Controlling Information Speed.	41		*	
	Controllability of Tactile/Haptic Interactions (Section 6.5): Force for Activating Controls.	41		*	
	Controllability of Tactile/Haptic Interactions (Section 6.5): Activating Controls without Hands.	41		*	
	Controllability of Tactile/Haptic Interactions (Section 6.5): Timing of Controls.	41		*	

Standard	Indicator	Source	AAA	AA	A
	Individualization of Tactile/Haptic Interactions (Section 6.6): Individualizing Parameters.	41		*	
	Error Tolerance in Tactile/Haptic Systems (Section 6.7): Error Detection.	41		*	
	Error Tolerance in Tactile/Haptic Systems (Section 6.7): Avoiding Unintentional Activation.	41		*	
	Tactile/Haptic Safety (Section 6.8): Avoiding Sensory Overload.	41		*	
	Tactile/Haptic Safety (Section 6.8): Fatigue and Stress Injuries.	41		*	
	Accessible Authentication (Section 6.9): Alternatives to Biometrics.	41		*	
	Gesture Controls (Section 7.4): Gesture Complexity.	41		*	
	Gesture Controls (Section 7.4): Error Prevention.	41		*	
Guidance on accessible <b>user interfaces</b> for <b>accessibility settings</b> .	Accessibility Setting Mode (Section 5.1): Before login (5.1.1).	42	*		
	Accessibility Setting Mode (Section 5.1): Contents and interface (5.1.2).	42	*		
	Accessibility Setting Mode (Section 5.1): Access procedure (5.1.3).	42		*	
	Accessibility Setting Items (Section 5.2): StickyKeys™ (5.2.1).	42		*	
	Accessibility Setting Items (Section 5.2): SlowKeys™ (5.2.2).	42		*	
	Accessibility Setting Items (Section 5.2): BounceKeys™ (5.2.3).	42		*	

Standard	Indicator	Source	AAA	AA	A
	Accessibility Setting Items (Section 5.2): FilterKeys™ (5.2.4).	42		*	
	Accessibility Setting Items (Section 5.2): MouseKeys™ (5.2.5).	42		*	
	Accessibility Setting Items (Section 5.2): RepeatKeys™ (5.2.6).	42		*	
	Accessibility Setting Items (Section 5.2): ToggleKeys™ (5.2.7).	42		*	
	Accessibility Setting Items (Section 5.2): SoundSentry™ (5.2.8).	42		*	
	Accessibility Setting Items (Section 5.2): ShowSounds™ (5.2.9).	42		*	
	Accessibility Setting Items (Section 5.2): Time Out (5.2.10).	42		*	
	Accessibility Setting Items (Section 5.2): On-screen keyboard (5.2.11).	42		*	
	Accessibility Setting Items (Section 5.2): Voice operation (5.2.12).	42		*	
	Accessibility Setting Items (Section 5.2): Visual emphasis (5.2.13).	42		*	
	Accessibility Setting Items (Section 5.2): Screen reader (5.2.14).	42		*	
	Accessibility Setting Items (Section 5.2): Auditory feedback (5.2.15).	42		*	
	Accessibility Setting Items (Section 5.2): Visual feedback (5.2.16).	42		*	
	Shortcuts to Access Accessibility Features (Section 5.3).	42	*		

Standard	Indicator	Source	AAA	AA	A
Guidelines for creating accessible <b>PDF documents</b> (PDF/UA).	Conformance Requirements (Section 6): Conforming files (6.2).	43	*		
	Conformance Requirements (Section 6): Conforming reader (6.3).	43	*		
	Conformance Requirements (Section 6): Conforming assistive technology (6.4).	43	*		
	File Format Requirements (Section 7): Tagged content (7.1).	43		*	
	File Format Requirements (Section 7): Text (7.2).	43	*		
	File Format Requirements (Section 7): Graphics (7.3).	43		*	
	File Format Requirements (Section 7): Headings (7.4).	43	*		
	File Format Requirements (Section 7): Tables (7.5).	43	*		
	File Format Requirements (Section 7): Lists (7.6).	43	*		
	File Format Requirements (Section 7): Mathematical expressions (7.7).	43	*		
	File Format Requirements (Section 7): Page headers and footers (7.8).	43		*	
	Navigation (Section 7.17).	43		*	
	File Format Requirements (Section 7): Annotations (7.18).	43	*		
	Conforming Reader Requirements (Section 8): Text (8.2).	43	*		

Standard	Indicator	Source	AAA	AA	A
	Conforming Reader Requirements (Section 8): Tables (8.3).	43	*		
	Conforming Reader Requirements (Section 8): Optional content (8.4).	43		*	
	Conforming Reader Requirements (Section 8): File attachments (8.5).	43	*		
	Conforming Reader Requirements (Section 8): Annotations (8.10).	43	*		
	Assistive Technology (AT) Requirements (Section 9): General (9.1).	43	*		
	Assistive Technology (AT) Requirements (Section 9): Navigation (9.3).	43	*		
<b>Engineering and management of websites</b> for systems, software and services information.	Text Alternatives for Non-Text Media.	44	*		
	Luminance Contrast for Text and Background.	44	*		
	Flashing or Blinking Objects.	44		*	
	Timeouts and Refreshes.	44	*		
	WCAG 2.1 Principles (Section 9.1).	44		*	
	Cross-Platform Accessibility.	44		*	
Biometrics - Guide on designing accessible and inclusive <b>biometric systems</b> .	Inability to Perceive Visual Information (Section 4): Complete visual impairment: Cannot access visual-only information (e.g., graphics, LEDs).	45		*	
	Inability to Perceive Visual Information (Section 4): Difficulty perceiving visual information: Issues with contrast, glare, or reading temporary information.	45		*	

Standard	Indicator	Source	AAA	AA	A
	Inability to Perceive Auditory Information (Section 5): Complete auditory impairment: Cannot hear information presented through speech or tones.	45		*	
	Inability to Perceive Auditory Information (Section 5): Difficulty perceiving auditory information: Problems with background noise, fast speech, or hearing certain frequencies.	45		*	
	Inability to Perform Motor Actions (Section 6): Inability to walk unaided or use upper limbs: Difficulties operating devices that require reach or simultaneous use of both hands.	45		*	
	Inability to Perform Motor Actions (Section 6): Inability to align for face or iris recognition: Users may have difficulty with maintaining a steady position.	45			*
	Inability to Present Physiological Attributes (Section 7): Impaired ability to present fingers, hands, or eyes: Difficulty with biometric systems that require these attributes.	45		*	
	Inability to Understand or Apply Instructions (Section 8): Cognitive or learning difficulties: Difficulty understanding instructions or completing processes in time.	45		*	
	Inability to Follow Guidance Due to Cultural Discrepancies (Section 9): Language barriers or cultural differences: Users may not understand instructions due to language or cultural differences.	45			*
<b>Interoperability with assistive technology (AT).</b>	Assistive Technology (AT) Interoperability Requirements (Section 4.1): Connection to IT Components.	46		*	
	AT Interoperability Requirements (Section 4.1).	46	*		

Standard	Indicator	Source	AAA	AA	A
	Hardware-to-Hardware Interoperability (Section 4.2.3): Types of Connections.	46		*	
	Hardware-to-Hardware Interoperability (Section 4.2.3): Interoperability Goal.	46		*	
	Software-to-Software Interoperability (Section 4.2.5): Standard APIs.	46	*		
	Device Driver Responsibilities (Section 6.2): Provision of Device Drivers.	46	*		
	Accessible Help and Documentation (Section 8.1): Accessible Documentation.	46	*		
	Ensuring Device Availability for AT (Section 8.3): Avoid Monopolizing Devices.	46	*		
	Utilizing Platform Accessibility Services (Section 9.2): Use of Platform Services.	46	*		
Learning, education and training - <b>Virtual experiment framework.</b>	Virtual Laboratory Accessibility (Section 5.1.4): Virtual Experiment Platforms.	47		*	
	Assistive Tools and Adaptive Interfaces (Section 5.4): Adaptive Data Processing.	47		*	
	Accessibility in the Evaluation and Management Process (Section 5.5): Standardized Evaluation.	47	*		
	Accessibility in Virtual Experiment Systems (Section 5.7): General Considerations for Virtual Experiment Systems.	47		*	
	User Roles and Accessibility (Annex C): Tutors and Learners.	47		*	
<b>Perceivable - Information and user interface components</b> must be presentable to	Non-text Content: All non-text content that is presented to the user has a text alternative that serves the equivalent purpose, except for the situations listed: controls, input, time-based	48, p. 7			*

Standard	Indicator	Source	AAA	AA	A
users in ways they can perceive – Part 1.	media, text, sensory, captcha, as well as decoration, formatting, and invisible.				
	Audio-only and Video-only: For prerecorded audio-only and prerecorded video-only media, the following are true, except when the audio or video is a media alternative for text and is clearly labeled as such: prerecorded audio-online or prerecorded video-only.	48, p. 8			*
	Captions (Prerecorded): Captions are provided for all prerecorded audio content in synchronized media, except when the media is a media alternative for text and is clearly labeled as such.	48, p. 8			*
	Audio Description or Media Alternative: An alternative for time-based media or audio description of the prerecorded video content is provided for synchronized media, except when the media is a media alternative for text and is clearly labeled as such.	48, p. 8			*
	Captions (Live): Captions are provided for all live How to Meet 1.2.4 audio content in synchronized, media.	48, p. 8		*	
	Audio Description (Prerecorded): Audio description is provided for all prerecorded video content in synchronized media.	48, p. 8		*	
	Sign Language (Prerecorded): Sign language interpretation is provided for all prerecorded audio content in synchronized media.	48, p. 8	*		
	Extended Audio Description (Prerecorded): Where pauses in foreground audio are insufficient to allow audio descriptions to convey the sense of the video, extended audio description is provided for all prerecorded video content in synchronized media.	48, p. 8	*		
	Media Alternative (Prerecorded): An alternative for time-based media is provided for all	48, p. 9	*		



Standard	Indicator	Source	AAA	AA	A
	prerecorded synchronized media and for all prerecorded video-only media.				
	Audio-only (Live): An alternative for time-based media that presents equivalent information for live audio-only content is provided.	48, p. 9	*		
	Info and Relationships: Information, structure, and relationships conveyed through presentation can be programmatically determined or are available in text.	48, p. 9			*
	Meaningful Sequence: When the sequence in which content is presented affects its meaning, a correct reading sequence can be programmatically determined.	48, p. 9			*
	Sensory Characteristics: Instructions provided for understanding and operating content do not rely solely on sensory characteristics of components such as shape, size, visual location, orientation, or sound.	48, p. 9			*
	Use of Color: Color is not used as the only visual means of conveying information, indicating an action, prompting a response, or distinguishing a visual element.	48, p. 9			*
	Audio Control: If any audio on a Web page plays automatically for more than 3 seconds, either a mechanism is available to pause or stop the audio, or a mechanism is available to control audio volume independently from the overall system volume level.	48, p. 10			*
	Contrast (Minimum): The visual presentation of text and images of text has a contrast ratio of at least 4.5:1, except for the following: large text, incidental, and logotypes.	48, p. 10		*	
	Resize text: Except for captions and images of text, text can be resized without assistive	48, p. 10		*	

Standard	Indicator	Source	AAA	AA	A
	technology up to 200 percent without loss of content or functionality.				
	Images of Text: If the technologies being used can achieve the visual presentation, text is used to convey information rather than images of text except for the following: customizable and essential.	48, p. 10		*	
	Contrast (Enhanced): The visual presentation of text and images of text has a contrast ratio of at least 7:1, except for the following: large text, incidental, and logotypes.	48, p. 11		*	
	Low or No Background Audio: For prerecorded audio-only content that (1) contains primarily speech in the foreground, (2) is not an audio CAPTCHA or audio logo, and (3) is not vocalization intended to be primarily musical expression such as singing or rapping, at least one of the following is true: no background, turn off, or 20 dB.	48, p. 11	*		
	Visual Presentation: For the visual presentation of blocks of text, a mechanism is available to achieve the following: 1. Foreground and background colors can be selected by the user. 2. Width is no more than 80 characters or glyphs (40 if CJK). 3. Text is not justified (aligned to both the left and the right margins). 4. Line spacing (leading) is at least space-and-a-half within paragraphs, and paragraph spacing is at least 1.5 times larger than the line spacing. 5. Text can be resized without assistive technology up to 200 percent in a way that does not require the user to scroll horizontally to read a line of text on a full-screen window.	48, p. 11	*		
	Images of Text (No Exception): Images of text are only used for pure decoration or where a particular presentation of text is essential to the information being conveyed.	48, p. 12	*		

Standard	Indicator	Source	AAA	AA	A
<b>Perceivable - Information and user interface components</b> must be presentable to users in ways they can perceive – Part 2.	Render Alternative Content: The user can choose to render any type of recognized alternative content that is present for a content element.	50, p. 8			*
	Indicate Unrendered Alternative Content: The user can specify that indicators be displayed along with rendered content when recognized unrendered alternative content is present.	50, p. 8			*
	Replace Non-Text Content: The user can request a placeholder that incorporates recognized text alternative content instead of recognized non-text content, until explicit user request to render the non-text content.	50, p. 8			*
	Facilitate Clear Display of Alternative Content for Time-based Media: Facilitate Clear Display of Alternative Content for Time-based Media: For recognized on-screen alternative content for time-based media (e.g. captions, sign language video), the following are all true: Don't obscure controls and primary media.	50, p. 8			*
	Provide Configurable Alternative Content Defaults: The user can specify which type(s) of alternative content to render by default for each type of non-text content, including time-based media.	50, p. 8		*	
	Use Configurable Text for Time-based Media Captions: For recognized on-screen alternative content for time-based media (e.g. captions, sign language video), the user can configure recognized text within time-based media alternatives (e.g. captions) in conformance with 1.4.1.	50, p. 8		*	
	Allow Resize and Reposition of Time-based Media Alternatives: The user can configure recognized alternative content for time-based	50, p. 8	*		

Standard	Indicator	Source	AAA	AA	A
	media (e.g. captions, sign language video) as follows: resize (at least 50%) and reposition.				
	Support Repair by Assistive Technologies: If text alternatives for non-text content are missing or empty, the user agent doesn't attempt to repair the text alternatives by substituting text values that are also available to assistive technologies (e.g. image file name).	50, p. 9		*	
	Distinguishable Highlighting: The user can have the following types of content uniquely highlighted, overriding any values specified by the author (e.g., links, selection, search results, active keyboard focus, etc.).	50, p. 9			*
	Highlighting Options: The user can set all of the following characteristics of selection highlighting, overriding any values specified by the author: foreground color, background color.	50, p. 9		*	
	Highlighting Active Keyboard Focus: The user can set all of the following characteristics of active keyboard focus highlighting, overriding any values specified by the author: foreground color, background color, border, text cursors blink rate.	50, p. 9		*	
	Distinguishing Enabled Elements: The user can set all of the following characteristics of enabled element highlighting, overriding any values specified by the author: foreground color, background color, and border.	50, p. 9		*	
	Distinguishing Enabled Elements: The user can set all of the following characteristics of enabled element highlighting, overriding any values specified by the author: foreground color, underline.	50, p. 9		*	
	Basic text formatting (Globally): The user can globally set all of the following characteristics of visually rendered text content. For example, text	50, p. 10			*

Standard	Indicator	Source	AAA	AA	A
	scale, text color, font family, line spacing, text style.				
	Basic text formatting (by Element): The user can set all of the following characteristics of visually rendered text content for text element types including at least headings, input fields, and links: text size, text color, background color, font family, line spacing, text style, margins, and borders.	50, p. 10		*	
	Blocks of text (Globally): The user can globally set all of the following characteristics of visually rendered blocks of text: character spacing, justification, margins, and borders.	50, p. 10		*	
	Configured and Reflowed Text Printing: The user can print the rendered content, and the following are all true: 1) any visual, non-time-based, rendered content can be printed, 2) the user can choose between available printing devices, 3) the user can have content printed as it is rendered on screen, reflecting any user scaling, highlighting, and other modifications, 4) the user can have printed content reflow as if the top-level viewports had been resized to match the horizontal dimension of the printing device's printable area.	50, p. 10		*	
	Default to platform text settings: The user can specify that platform text settings be used as the default values for text configuration.	50, p. 11		*	
	Advanced text formatting: The user can globally set all of the following characteristics of visually rendered blocks of text: capitalization, word-breaking properties, and word spacing.	50, p. 11	*		
	Global Volume: The user can adjust the volume of each audio track independently of other tracks, relative to the global volume level set through operating environment mechanisms.	50, p. 11			*

Standard	Indicator	Source	AAA	AA	A
	Speech Rate, Volume, and Voice: If synthesized speech is produced, the user can specify the following: speech rate, speech volume, and voice.	50, p. 11			*
	Speech Pitch and Range: If synthesized speech is produced, the user can specify the following if offered by the speech synthesizer: pitch and pitch range.	50, p. 11		*	
	Synthesized Speech Features: If synthesized speech is produced, the following features are provided: user-defined add-ons, "spell-out", at least two ways of speaking numbers, and at least two ways of speaking punctuation.	50, p. 12		*	
	Synthesized Speech Language: If synthesized speech is produced and more than one language is available, the user can change the language	50, p. 12		*	
	Advanced Speech Characteristics: If synthesized speech is produced, the user can adjust all of the speech characteristics provided by the speech synthesizer.	50, p. 12	*		
	Disable Author Stylesheets: If the user agent supports a mechanism for author styles, the user can disable the use of author styles on the current page.	50, p. 12			*
	Support User Stylesheet or User Style Modification Mechanism: If the user agent supports a mechanism for author styles, the user agent also provides a mechanism for a user styling to override author styling.	50, p. 12			*
	Apply User Stylesheets: If user styles are supported, then the user can enable or disable user styles for all pages on specified website or all pages.	50, p. 12			*
	Save Copies of Stylesheets: The user can save copies of the stylesheets referenced by the	50, p. 12		*	

Standard	Indicator	Source	AAA	AA	A
	current page. This allows the user to edit and load the copies as user stylesheets.				
	Highlight Viewport: The user can have the viewport with the input focus be highlighted.	50, p. 13			*
	Move Viewport to Selection and Focus: When a viewport's selection or input focus changes, the viewport's content moves as necessary to ensure that the new selection or input focus location is at least partially in the visible portion of the viewport.	50, p. 13			*
	Provide Viewport Scrollbars: When the rendered content extends beyond the viewport dimensions, users can have graphical viewports include scrollbars, overriding any values specified by the author.	50, p. 13			*
	Indicate Viewport Position: The user can determine the viewport's position relative to the full extent of the rendered content.	50, p. 13			*
	Allow Zoom: The user can rescale content within top-level graphical viewports as follows zoom in to 500% or more of the default size and Zoom out to 10% or less of the default size.	50, p. 13			*
	Maintain Point of Regard: The point of regard remains visible within the viewport when the viewport is resized, when content is zoomed or scaled, or when content formatting is changed.	50, p. 13			*
	Customize Viewport Highlighting: When highlighting viewports as specified by 1.8.1 Highlight Viewport, the user can customize attributes of the viewport highlighting mechanism (e.g. color and width of borders).	50, p. 13		*	
	Allow Viewport Resize: The user can resize viewports within restrictions imposed by the	50, p. 13		*	

Standard	Indicator	Source	AAA	AA	A
	platform, overriding any values specified by the author.				
	Provide Viewport History: For user agents that implement a history mechanism for top-level viewports (e.g. "back" button), the user can return to any state in the viewport history that is allowed by the content, including: restored point of regard, input focus, and user's form field entries.	50, p. 13		*	
	Allow Top-Level Viewport Open on Request: Allow Top-Level Viewport Open on Request: The user can specify whether author content can open new top-level viewports (e.g. windows or tabs).	50, p. 14		*	
	Allow Top-Level Viewport Focus Control: If new top-level viewports (e.g. windows or tabs) are configured to open without explicit user request, the user can specify whether or not top-level viewports take the active keyboard focus when they open.	50, p. 14		*	
	Allow Same User Interface: The user can specify that all top-level viewports (e.g. windows or tabs) follow the defined user interface configuration.	50, p. 14		*	
	Multi-Column Text Reflow: The user can specify that recognized multi-column text blocks each be reflowed into a single column.	50, p. 14		*	
	Ignore Fixed Unit Dimensions: The user can have the user agent override author- specified unit dimensions.	50, p. 14		*	
	Linearize Content: The user can have recognized content rendered as a single column, overriding author-specified formatting of columns, tables, and positioning.	50, p. 14		*	
	Provide Web Page Bookmarks: The user can mark items in a web page, and then use	50, p. 14	*		



Standard	Indicator	Source	AAA	AA	A
	shortcuts to navigate back to marked items. The user can specify whether a navigation mark disappears after a session, or is persistent across sessions.				
	Outline View: Users can view a navigable outline of the headings in rendered content that allows focus to be moved to the corresponding element in the main viewport.	50, p. 14		*	
	Source View: The user can view all source text that is available to the user agent.	50, p. 14	*		
	Show Related Elements: The user can access the information from explicitly- defined relationships in the content, including at least the following: calculated accessible name for images, calculated accessible name for controls (e.g. form fields, buttons), caption for a table, and row and column labels for a table cell.	50, p. 15		*	
	Show Element Hierarchy: The user can determine the path of element nodes going from the root element of the element hierarchy to the currently focused or selected element.	50, p. 15	*		
<b>Operable - User interface components and navigation</b> must be operable.	Keyboard: All functionality of the content is operable through a keyboard interface without requiring specific timings for individual keystrokes, except where the underlying function requires input that depends on the path of the user's movement and not just the endpoints.	48, p. 12			*
	No Keyboard Trap: If keyboard focus can be moved to a component of the page using a keyboard interface, then focus can be moved away from that component using only a keyboard interface, and, if it requires more than unmodified arrow or tab keys or other standard exit methods, the user is advised of the method for moving focus away.	48, p. 12			*

Standard	Indicator	Source	AAA	AA	A
	Keyboard (No Exception): All functionality of the content is operable through a keyboard interface without requiring specific timings for individual keystrokes.	48, p. 13	*		
	Separate Selection from Activation: The user can specify that focus and selection can be moved without the user agent or author-supplied content further changing focus, selection, or the state of controls.	50, p. 16			*
	Follow Text Keyboard Conventions: The user agent follows keyboard conventions for the operating environment.	50, p. 16			*
	Make Keyboard Access Efficient: The user agent user interface includes mechanisms to make keyboard access more efficient than sequential keyboard access.	50, p. 16			*
	Allow Customized Keyboard Commands: The user can remap any keyboard shortcut including recognized author supplied shortcuts (e.g. accesskeys) and UA user interface controls, except for conventional bindings for the operating environment (e.g. arrow keys for navigating within menus).	50, p. 17		*	
	Timing Adjustable: For each time limit that is set by the content, at least one of the following is true: turn off, adjust, extend, real-time exception, essential exception, or 20-hour exception.	48, p. 13			*
	Pause, Stop, Hide: For moving, blinking, scrolling, or auto-updating information, all of the following are true: moving, blinking, scrolling, and auto-updating.	48, p. 13			*
	Stop/Pause/Resume Time-Based Media: The user can stop, pause, and resume rendered audio and animation content (e.g. video,	50, p. 20			*

Standard	Indicator	Source	AAA	AA	A
	animation, changing text) that lasts three or more seconds at the default playback rate.				
	No Timing: Timing is not an essential part of the event or activity presented by the content, except for non-interactive synchronized media and real-time events.	48, p. 14	*		
	Navigation of Time-Based Media by Time: If time-based media lasts three or more seconds at the default playback rate, the user can navigate it using a continuous scale and by relative time units.	50, p. 20			*
	Navigation of Time-Based Media by Semantics: The user can navigate by semantic structure within the time-based media, such as by chapters or scenes present in the media.	50, p. 20		*	
	Interruptions: Interruptions can be postponed or suppressed by the user, except interruptions involving an emergency.	48, p. 14	*		
	Re-authenticating: When an authenticated session expires, the user can continue the activity without loss of data after re-authenticating.	48, p. 14	*		
	Three Flashes or Below Threshold: Web pages do not contain anything that flashes more than three times in any one second period, or the flash is below the general flash and red flash thresholds	48, p. 15			*
	Three Flashes: Web pages do not contain anything that flashes more than three times in any one second period.	48, p. 15	*		

Standard	Indicator	Source	AAA	AA	A
	Bypass Blocks: A mechanism is available to bypass blocks of content that are repeated on multiple Web pages.	48, p. 15			*
	Page Titled: Web pages have titles that describe topic or purpose.	48, p. 15			*
	Focus Order: If a Web page can be navigated sequentially and the navigation sequences affect meaning or operation, focusable components receive focus in an order that preserves meaning and operability.	48, p. 15			*
	Link Purpose (In Context): The purpose of each link can be determined from the link text alone or from the link text together with its programmatically determined link context, except where the purpose of the link would be ambiguous to users in general.	48, p. 15			*
	Multiple Ways: More than one way is available to locate a Web page within a set of Web pages except where the Web Page is the result of, or a step in, a process.	48, p. 16		*	
	Headings and Labels: Headings and labels describe topic or purpose.	48, p. 16		*	
	Focus Visible: Any keyboard operable user interface has a mode of operation where the keyboard focus indicator is visible.	48, p. 16		*	
	Location: Information about the user's location within a set of Web pages is available.	48, p. 16	*		
	Link Purpose (Link Only): A mechanism is available to allow the purpose of each link to be identified from link text alone, except where the purpose of the link would be ambiguous to users in general.	48, p. 16	*		
	Sequential Navigation Between Elements: The user can move the keyboard focus backwards	50, p. 16			*

Standard	Indicator	Source	AAA	AA	A
	and forwards through all recognized enabled elements in the rendered content of the current top-level viewports.				
	Sequential Navigation Between Landmarks: The user can move the keyboard focus backwards and forwards between regions identified by document landmarks.	50, p. 16			*
	Default Navigation Order: If the author has not specified a navigation order, the user can have the default sequential navigation order be the source order.	50, p. 16		*	
	Options for Wrapping in Navigation: The user can request notification when sequential navigation wraps at the beginning or end of a document, and can prevent such wrapping.	50, p. 16		*	
	Allow Direct Navigation to Enabled Elements: The user can move keyboard focus directly to any enabled element in the rendered content.	50, p. 17		*	
	Allow Direct Activation of Enabled Elements: The user can, in a single action, move keyboard focus directly to any enabled element in the rendered content and perform an activation action on that element.	50, p. 17		*	
	Present Direct Commands from Rendered Content: The user can have any recognized direct commands in rendered content (e.g. accesskey, landmark) be presented with their associated elements (e.g. Alt+R to reply to a web email).	50, p. 17		*	
	Present Direct Commands in User Interface: The user can have any direct commands in the UA user interface (e.g. keyboard shortcuts) be presented with their associated user interface controls (e.g. "Ctrl+S" displayed on the "Save" menu item and toolbar button).	50, p. 17		*	

Standard	Indicator	Source	AAA	AA	A
	Text Search: The user can perform a search within rendered content, including rendered text alternatives and rendered generated content, for any sequence of printing characters from the document character set.	50, p. 17			*
	Search Direction: The user can search forward or backward in rendered content.	50, p. 17			*
	Match Found: When a search operation produces a match, the matched content is highlighted, the viewport is scrolled if necessary, so that the matched content is within its visible area, and the user can search from the location of the match.	50, p. 17			*
	Alert on Wrap or No Match: The user can choose to receive notification when there is no match to a search operation. The user can choose to receive notification when the search continues from the beginning or end of content.	50, p. 17			*
	Alternative Content Search: The user can perform text searches within alternative content that is text (e.g. text alternatives for non-text content, captions) even when the alternative content is not rendered onscreen.	50, p. 17		*	
	Provide Structural Navigation by Heading and within Tables: The user agent provides at least the following types of structural navigation, where the structure types are recognized: by heading, by content sections, and within tables.	50, p. 18		*	
	Allow Persistent Accessibility Settings: User agent accessibility preference settings persist between sessions.	50, p. 18			*
	Allow Restore All to Default: The user can restore all preference settings to default values.	50, p. 18			*

Standard	Indicator	Source	AAA	AA	A
	Allow Multiple Sets of Preference Settings: The user can save and retrieve multiple sets of user agent preference settings.	50, p. 18		*	
	Allow Preference Changes from outside the User Interface: The user can adjust any preference settings required to meet the User Agent Accessibility Guidelines (UAAG) 2.0 from outside the UA user interface.	50, p. 18	*		
	Make Preference Settings Transferable: The user can transfer all compatible user agent preference settings between devices.	50, p. 18	*		
	Customize Display of Controls for User Interface Commands, Functions, and Add-ons: The user can customize which user agent commands, functions, and add-ons are displayed within the user agent user interface as follows: show, simplify, reposition, assign activation keystrokes or gestures, and reset.	50, p. 18		*	
	Time-Based Media Load-Only: The user can override the play on load of recognized time-based media content such that the content is not played until explicit user request.	50, p. 20			*
	Execution Placeholder: The user can request a placeholder instead of executable content that would normally be contained within an on-screen area (e.g. Applet, Flash), until explicit user request to execute.	50, p. 20			*
	Execution Toggle: The user can turn on/off the execution of dynamic or executable content (e.g. Javascript, canvas, media).	50, p. 20			*
	Adjustable Playback Rate for Prerecorded Content: The user can adjust the playback rate of prerecorded time-based media content, such that all of the following are true: playback rate, pitch, synchronization, and reset.	50, p. 20		*	

Standard	Indicator	Source	AAA	AA	A
	Video Contrast and Brightness: Users can adjust the contrast and brightness of visual time-based media.	50, p. 20	*		
	Text Input with Any Device: If an input device is supported by the platform, all user agent functionality including text input can be operated using that device.	50, p. 21		*	
	Understandable: Text Entry Undo: The user can reverse recognized text entry actions prior to submission.	50, p. 21			*
	Settings Changes can be Reversed or Confirmed: If the user agent provides mechanisms for changing its user interface settings, it either allows the user to reverse the setting changes, or the user agent can require user confirmation to proceed.	50, p. 21			*
	Retrieval Progress: By default, the user agent shows the state of content retrieval activity.	50, p. 21			*
	Spell Check: The user can have spelling assistance for editable text in rendered content.	50, p. 21		*	
	Back Button: The user can reverse recognized navigation between web addresses (e.g. standard "back button" functionality).	50, p. 21		*	
	Form Submission Confirm: The user can specify whether or not recognized form submissions must be confirmed.	50, p. 21		*	
	Form Auto-Fill: The user can have the following information stored and used to auto-fill form fields by request: user's name, user's email address, and user's phone number.	50, p. 21		*	
	Save Form Entries: If the user agent provides a feature to save local versions of web content,	50, p. 21		*	



Standard	Indicator	Source	AAA	AA	A
	then any form fields the user has filled retain any entries in the saved version.				
	Accessible Documentation: Product documentation is available in a format that meets success criteria of WCAG 2.0 level "A" or greater.	50, p. 22			*
	Describe Accessibility Features: Describe Accessibility Features: For each user agent feature that is used to meet UAAG 2.0, at least one of the following is true: described in the documentation, described in the interface, platform service, and not used by users.	50, p. 22			*
	Document All Features: For each user agent feature, at least one of the following is true: described in the documentation, described in the interface, platform service, and not used by users.	50, p. 22		*	
	Changes Between Versions: Changes to features that meet UAAG 2.0 success criteria since the previous user agent release are documented.	50, p. 22		*	
	Centralized View: There is a dedicated section of the documentation that presents a view of all features of the user agent necessary to meet the requirements of User Agent Accessibility Guidelines 2.0.	50, p. 22	*		
	Avoid Unpredictable Focus: The user can prevent focus changes that are not a result of explicit user request.	50, p. 22			*
	Section Headings: Section headings are used to organize the content.	48, p. 16	*		
<b>Understandable - Information and the operation of user</b>	Language of Page: The default human language of each Web page can be programmatically determined.	48, p. 17			*

Standard	Indicator	Source	AAA	AA	A
<b>interface</b> must be understandable.	Language of Parts: The human language of each passage or phrase in the content can be programmatically determined except for proper names, technical terms, words of indeterminate language, and words or phrases that have become part of the vernacular of the immediately surrounding text.	48, p. 17		*	
	Unusual Words: A mechanism is available for identifying specific definitions of words or phrases used in an unusual or restricted way, including idioms and jargon.	48, p. 17	*		
	Abbreviations: A mechanism for identifying the expanded form or meaning of abbreviations is available.	48, p. 17	*		
	Reading Level: When text requires reading ability more advanced than the lower secondary education level after removal of proper names and titles, supplemental content, or a version that does not require reading ability more advanced than the lower secondary education level, is available.	48, p. 17	*		
	Pronunciation: A mechanism is available for identifying specific pronunciation of words where meaning of the words, in context, is ambiguous without knowing the pronunciation.	48, p. 17	*		
	On Focus: When any component receives focus, it does not initiate a change of context.	48, p. 17			*
	On Input: Changing the setting of any user interface component does not automatically cause a change of context unless the user has been advised of the behavior before using the component.	48, p. 17			*
	Consistent Navigation: Navigational mechanisms that are repeated on multiple Web pages within a set of Web pages occur in the same relative	48, p. 18		*	

Standard	Indicator	Source	AAA	AA	A
	order each time they are repeated, unless a change is initiated by the user.				
	Consistent Identification: Components that have the same functionality within a set of Web pages are identified consistently.	48, p. 18		*	
	Change on Request: Changes of context are initiated only by user request or a mechanism is available to turn off such changes.	48, p. 18	*		
	Error Identification: If an input error is automatically detected, the item that is in error is identified and the error is described to the user in text.	48, p. 18			*
	Labels or Instructions: Labels or instructions are provided when content requires user input.	48, p. 18			*
	Error Suggestion: If an input error is automatically detected and suggestions for correction are known, then the suggestions are provided to the user, unless it would jeopardize the security or purpose of the content.	48, p. 18		*	
	Error Prevention (Legal, Financial, Data): For Web pages that cause legal commitments or financial transactions for the user to occur, that modify or delete user- controllable data in data storage systems, or that submit user test responses, at least one of the following is true: Reversible, checked, or confirmed.	48, p. 18		*	
	Help: Context-sensitive help is available.	48, p. 19	*		
	Error Prevention (All): For Web pages that require the user to submit information, at least one of the following is true: reversible, checked, or confirmed.	48, p. 19	*		
<b>Robust - Content</b> must be robust enough that it can be interpreted	Parsing: In content implemented using markup languages, elements have complete start and end tags, elements are nested according to their	48, p. 19			*

Standard	Indicator	Source	AAA	AA	A
reliably by a wide variety of <b>user agents</b> , including assistive technologies.	specifications, elements do not contain duplicate attributes, and any IDs are unique, except where the specifications allow these features.				
	Name, Role, Value: For all user interface components (including but not limited to: form elements, links and components generated by scripts), the name and role can be programmatically determined; states, properties, and values that can be set by the user can be programmatically set; and notification of changes to these items is available to user agents, including assistive technologies.	48, p. 19			*
	Thematic Consistency: Ensure that content provided by accessing a URI yields a thematically coherent experience when accessed from different devices.	49, p. 3			*
	Capabilities: Exploit device capabilities to provide an enhanced user experience.	49, p. 3		*	
	Deficiencies: Take reasonable steps to work around deficient implementations.	49, p. 3		*	
	Testing: Carry out testing on actual devices as well as emulators.	49, p. 3	*		
	Uris: Keep the URIs of site entry points short.	49, p. 3			*
	Navbar: Provide only minimal navigation at the top of the page.	49, p. 3			*
	Balance: Take into account the trade-off between having too many links on a page and asking the user to follow too.	49, p. 3		*	
	Navigation: Provide consistent navigation mechanisms.	49, p. 3			*

Standard	Indicator	Source	AAA	AA	A
	Access Keys: Assign access keys to links in navigational menus and frequently accessed functionality.	49, p. 3			*
	Link Target Id: Clearly identify the target of each link.	49, p. 3			*
	Link Target Format: Note the target file's format unless you know the device supports it.	49, p. 3			*
	Image Maps: Do not use image maps unless you know the device supports them effectively.	49, p. 3			*
	Pop Ups: Do not cause pop-ups or other windows to appear and do not change the current window without informing the user.	49, p. 3			*
	Auto Refresh: Do not create periodically auto-refreshing pages, unless you have informed the user and provided a means of stopping it.	49, p. 3			*
	Redirection: Do not use markup to redirect pages automatically. Instead, configure the server to perform redirects by means of HTTP 3xx codes.	49, p. 3			*
	External Resources: Keep the number of externally linked resources to a minimum.	49, p. 3			*
	Suitable: Ensure that content is suitable for use in a mobile context.	49, p. 3		*	
	Clarity: Use clear and simple language.	49, p. 3			*
	Limited: Limit content to what the user has requested.	49, p. 3			*
	Page Size Usable: Divide pages into usable but limited size portions.	49, p. 3			*

Standard	Indicator	Source	AAA	AA	A
	Page Size Limit: Ensure that the overall size of page is appropriate to the memory limitations of the device.	49, p. 3		*	
	Scrolling: Limit scrolling to one direction, unless secondary scrolling cannot be avoided.	49, p. 3			*
	Central Meaning: Ensure that material that is central to the meaning of the page precedes material that is not.	49, p. 3			*
	Graphics For Spacing: Do not use graphics for spacing.	49, p. 3			*
	Large Graphics: Do not use images that cannot be rendered by the device. Avoid large or high-resolution images except where critical information would otherwise be lost.	49, p. 3			*
	Use Of Color: Ensure that information conveyed with color is also available without color.	49, p. 3		*	
	Color Contrast: Ensure that foreground and background color combinations provide sufficient contrast.	49, p. 4		*	
	Background Image Readability: When using background images make sure that content remains readable on the device.	49, p. 4		*	
	Page Title: Provide a short but descriptive page title.	49, p. 4			*
	No Frames: Do not use frames.	49, p. 4			*
	Structure: Use features of the markup language to indicate logical document structure.	49, p. 4			*
	Tables Support: Do not use tables unless the device is known to support them.	49, p. 4			*

Standard	Indicator	Source	AAA	AA	A
	Tables Nested: Do not use nested tables.	49, p. 4			*
	Tables Layout: Do not use tables for layout.	49, p. 4			*
	Tables Alternatives: Where possible, use an alternative to tabular presentation.	49, p. 4			*
	Non-Text Alternatives: Provide a text equivalent for every non-text element.	49, p. 4		*	
	Objects Or Script: Do not rely on embedded objects or script.	49, p. 4		*	
	Images Specify Size: Specify the size of images in markup, if they have an intrinsic size.	49, p. 4			*
	Images Resizing: Resize images at the server, if they have an intrinsic size.	49, p. 4			*
	Valid Markup: Create documents that validate to published formal grammars.	49, p. 4			*
	Measures: Do not use pixel measures and do not use absolute units in markup language attribute values and style sheet property values.	49, p. 4			*
	Style Sheets Use: Use style sheets to control layout and presentation, unless the device is known not to support them.	49, p. 4			*
	Style Sheets Support: Organize documents so that, if necessary, they may be read without style sheets.	49, p. 4			*
	Style Sheets Size: Keep style sheets small.	49, p. 4			*
	Minimize: Use terse, efficient markup.	49, p. 4			*
	Content Format Support: Send content in a format that is known to be supported by the device.	49, p. 4			*

Standard	Indicator	Source	AAA	AA	A
	Content Format Preferred: Where possible, send content in a preferred format.	49, p. 4			*
	Character Encoding Support: Ensure that content is encoded using a character encoding that is known to be supported by the device.	49, p. 4			*
	Character Encoding Use: Indicate in the response the character encoding being used.	49, p. 4			*
	Error Messages: Provide informative error messages and a means of navigating away from an error message back to useful information.	49, p. 4		*	
	Cookies: Do not rely on cookies being available.	49, p. 4			*
	Caching: Provide caching information in HTTP responses.	49, p. 4		*	
	Fonts: Do not rely on support of font related styling.	49, p. 4			*
	Minimize Keystrokes: Keep the number of keystrokes to a minimum.	49, p. 4		*	
	Avoid free text: Avoid free text entry where possible.	49, p. 5			*
	Provide defaults: Provide pre-selected default values where possible.	49, p. 5			*
	Default input mode: Specify a default text entry mode, language and/or input format, if the device is known to support it.	49, p. 5			*
	Tab order: Create a logical order through links, form controls and objects.	49, p. 5			*
	Control labelling: Label all form controls appropriately and explicitly associate labels with form controls.	49, p. 5			*



Standard	Indicator	Source	AAA	AA	A
	Control position: Position labels so they lay out properly in relation to the form controls they refer to.	49, p. 5			*
<b>Programmatic access.</b>	Support Platform Accessibility Services: The user agent supports relevant platform accessibility services.	50, p. 23			*
	Expose Accessible Properties: For all user interface components (including UA user interface, rendered content, and generated content) the user agent makes available the following properties and any change notifications via a platform accessibility service. For example, name, role, state, value, selection, focus, bounding dimensions and coordinates, font family of text, foreground and background color for text, highlighting, keyboard commands, caret position, and explicitly defined relationships.	50, p. 23			*
	Provide Equivalent Accessible Alternatives: If UA user interface functionality cannot be exposed through platform accessibility services, then the user agent provides equivalent functionality that can be exposed through the platform accessibility service.	50, p. 23			*
	DOMs Programmatically Available as fallback: If the user agent accessibility API does not provide sufficient information to one or more platform accessibility services, then Document Object Models (DOM) must be made programmatically available to assistive technologies.	50, p. 23			*
	Make Content Interaction Programmatically Available: If the user can interact with content (e.g. by checking a box or editing a text area), the same degree of interaction is programmatically available.	50, p. 23			*
<b>Specifications and conventions.</b>	Comply with WCAG: Web-based UA user interfaces meet the WCAG 2.0 success criteria. (Level A to meet WCAG 2.0 Level A success criteria; Level AA to meet WCAG 2.0 Level A and	50, p. 24	*		

Standard	Indicator	Source	AAA	AA	A
	AA success criteria; and Level AAA to meet WCAG 2.0 Level A, AA, and AAA success criteria).				
	Implement Accessibility Features of Web Content Technology Specifications: Implement the accessibility features of web content technology specifications. Accessibility features are those that are either: Identified as such in the content specification or allow authors to satisfy a requirement of WCAG 2.0.	50, p. 24			*
	Implement Accessibility Features of the Platform: If the user agent contains native user interfaces, then those native user interfaces follow user interface accessibility guidelines for the platform.	50, p. 24			*
	Allow Content Elements to be Rendered in Alternative Viewers: The user can select content elements and have them rendered in alternative viewers.	50, p. 24		*	
	Enable Reporting of User Agent Accessibility Faults: The user agent provides a mechanism for users to report user agent accessibility issues.	50, p. 24	*		
<b>Authoring tool</b> user interfaces follow applicable accessibility guidelines.	Web-Based Accessible (WCAG): If the authoring tool contains web-based user interfaces, then those web-based user interfaces meet the WCAG 2.0 success criteria. (Level A to meet WCAG 2.0 Level A success criteria; Level AA to meet WCAG 2.0 Level A and AA success criteria; Level AAA to meet all WCAG 2.0 success criteria).	51, p. 7	*		
	Accessibility Guidelines: If the authoring tool contains non-web-based user interfaces, then those non-web-based user interfaces follow user interface accessibility guidelines for the platform.	51, p. 7			*
	Platform Accessibility Services: If the authoring tool contains non-web-based user interfaces, then those non-web-based user interfaces	51, p. 8			*

Standard	Indicator	Source	AAA	AA	A
	expose accessibility information through platform accessibility services.				
<b>Editing-views are perceivable.</b>	Text Alternatives for Rendered Non-Text Content: If an editing-view renders non-text content, then any programmatically associated text alternatives for the non-text content can be programmatically determined.	51, p. 8			*
	Alternatives for Rendered Time-Based Media: If an editing-view renders time-based media, then at least one of the following is true: option to render or user agent option.	51, p. 8			*
	Editing-View Status Indicators: If an editing-view adds status indicators to the content being edited, then the information being conveyed by the status indicators can be programmatically determined.	51, p. 8			*
	Access to Rendered Text Properties: If an editing-view renders any text formatting properties that authors can also edit using the editing-view, then the properties can be programmatically determined.	51, p. 9		*	
<b>Editing-views are operable.</b>	Keyboard Access (Minimum): All functionality of the authoring tool is operable through a keyboard interface without requiring specific timings for individual keystrokes, except where the underlying function requires input that depends on the path of the user's movement and not just the endpoints.	51, p. 9			*
	No Keyboard Traps: If keyboard focus can be moved to a component using a keyboard interface, then focus can be moved away from that component using only a keyboard interface. If it requires more than unmodified arrow or tab keys or other standard exit methods, authors are advised of the method for moving focus away.	51, p. 9			*

Standard	Indicator	Source	AAA	AA	A
	Efficient Keyboard Access: The authoring tool user interface includes mechanisms to make keyboard access more efficient than sequential keyboard access.	51, p. 9		*	
	Keyboard Access (Enhanced): All functionality of the authoring tool is operable through a keyboard interface without requiring specific timings for individual keystrokes.	51, p. 9	*		
	Customize Keyboard Access: If the authoring tool includes keyboard commands, then those keyboard commands can be customized.	51, p. 9	*		
	Present Keyboard Commands: If the authoring tool includes keyboard commands, then the authoring tool provides a way for authors to determine the keyboard commands associated with authoring tool user interface components.	51, p. 10	*		
	Auto-Save (Minimum): The authoring tool does not include session time limits or the authoring tool can automatically save edits made before the session time limits are reached.	51, p. 10			*
	Timing Adjustable: The authoring tool does not include time limits or at least one of the following is true: turn off, adjust, extend, real-time exception, essential exception, or 20-hour exception.	51, p. 10			*
	Static Input Components: The authoring tool does not include moving user interface components that accept input where the movement of these components cannot be paused by authors.	51, p. 10			*
	Content Edits Saved (Extended): The authoring tool can be set to automatically save web content edits made using the authoring tool.	51, p. 10	*		
	Static View Option: If an editing-view can play visual time-based content, then playing is not	51, p. 11			*

Standard	Indicator	Source	AAA	AA	A
	necessarily automatic upon loading the content and playing can be paused.				
	Navigate by Structure: If editing-views expose the markup elements in the web content being edited, then the markup elements (e.g. source code, content renderings) are selectable and navigation mechanisms are provided to move the selection focus between elements.	51, p. 11		*	
	Text Search: If the authoring tool provides an editing-view of text-based content, then the editing-view enables text search, such that all of the following are true: all editable text, match, no match, and two-way.	51, p. 11		*	
	Independence of Display: If the authoring tool includes display settings for editing -views, then the authoring tool allows authors to adjust these settings without modifying the web content being edited.	51, p. 12			*
	Save Settings: If the authoring tool includes display and/or control settings, then these settings can be saved between authoring sessions.	51, p. 12		*	
	Apply Platform Settings: The authoring tool respects changes in platform display and control settings, unless authors select more specific display and control settings using the authoring tool.	51, p. 12		*	
	Preview (Minimum): If a preview is provided, then at least one of the following is true: in-market user agent or UAAG.	51, p. 12			*
	Preview (Enhanced): If a preview is provided, then authors can specify which user agent performs the preview.	51, p. 12	*		
	Content Changes Reversible (Minimum): All authoring actions are either reversible or the	51, p. 13			*

Standard	Indicator	Source	AAA	AA	A
<b>Editing-views</b> are understandable.	authoring tool requires author confirmation to proceed.				
	Settings Change Confirmation: If the authoring tool provides mechanisms for changing authoring tool user interface settings, then those mechanisms can reverse the setting changes, or the authoring tool requires author confirmation to proceed.	51, p. 13			*
	Content Changes Reversible (Enhanced): Authors can sequentially reverse a series of reversible authoring actions.	51, p. 13	*		
	Describe Accessibility Features: For each authoring tool feature that is used to meet Part A of ATAG 2.0, at least one of the following is true: described in the documentation, described in the interface, platform service, or not used by authors.	51, p. 13			*
	Document All Features: For each authoring tool feature, at least one of the following is true: described in the documentation, described in the interface, platform service, or not used by authors.	51, p. 13		*	
<b>Fully automatic processes</b> produce accessible content.	Content Auto-Generation After Authoring Sessions (WCAG): The authoring tool does not automatically generate web content after the end of an authoring session, or, authors can specify that the content be accessible web content (WCAG).	51, p. 15	*		
	Content Auto-Generation During Authoring Sessions (WCAG): If the authoring tool provides the functionality for automatically generating web content during an authoring session, then at least one of the following is true: (a) Accessible: The content is accessible web content (WCAG) without author input; or (b) Prompting: During the automatic generation process, authors are prompted for any required accessibility information (WCAG) ; or (c) Automatic Checking:	51, p. 15	*		

Standard	Indicator	Source	AAA	AA	A
	After the automatic generation process, accessibility checking is automatically performed; or (d) Checking Suggested: After the automatic generation process, the authoring tool prompts authors to perform accessibility checking.				
	Restructuring and Recoding Transformations (WCAG): If the authoring tool provides restructuring transformations or re-coding transformations, and if equivalent mechanisms exist in the web content technology of the output, then at least one of the following is true: (a) Preserve: Accessibility information (WCAG) is preserved in the output; or (b) Warning: Authors have the default option to be warned that accessibility information (WCAG) may be lost (e.g. when saving a vector graphic into a raster image format); or (c) Automatic Checking: After the transformation, accessibility checking is automatically performed; or (d) Checking Suggested: After the transformation, the authoring tool prompts authors to perform accessibility checking.	51, p. 15	*		
	Copy-Paste Inside Authoring Tool (WCAG): If the authoring tool supports copy and paste of structured content, then any accessibility information (WCAG) in the copied content is preserved when the authoring tool is both the source and destination of the copy-paste and the source and destination use the same web content technology.	51, p. 16	*		
	Optimizations Preserve Accessibility: If the authoring tool provides optimizing web content transformations, then any accessibility information (WCAG) in the input is preserved in the output.	51, p. 16			*
	Text Alternatives for Non-Text Content are Preserved: If the authoring tool provides web content transformations that preserve non-text content in the output, then any text alternatives for that non-text content are also preserved, if	51, p. 16			*

Standard	Indicator	Source	AAA	AA	A
	equivalent mechanisms exist in the web content technology of the output.				
Authors are supported in <b>producing accessible content</b> .	Accessible Content Possible (WCAG): The authoring tool does not place restrictions on the web content that authors can specify or those restrictions do not prevent WCAG 2.0 success criteria from being met.	51, p. 16	*		
	Accessible Option Prominence (WCAG): If authors are provided with a choice of authoring actions for achieving the same authoring outcome (e.g. styling text), then options that will result in accessible web content (WCAG) are at least as prominent as options that will not.	51, p. 17	*		
	Setting Accessibility Properties (WCAG): If the authoring tool provides mechanisms to set web content properties (e.g. attribute values), then mechanisms are also provided to set web content properties related to accessibility information (WCAG).	51, p. 17	*		
	Alternative Content is Editable (WCAG): If the authoring tool provides functionality for adding non-text content, then authors are able to modify programmatically associated text alternatives for non-text content.	51, p. 17	*		
	Automating Repair of Text Alternatives: The authoring tool does not attempt to repair text alternatives for non-text content or the following are all true: (a) No Generic or Irrelevant Strings: Generic strings (e.g. "image") and irrelevant strings (e.g. the file name, file format) are not used as text alternatives; and (b) In-Session Repairs: If the repair attempt occurs during an authoring session, authors have the opportunity to accept, modify, or reject the repair attempt prior to insertion of the text alternative into the content; and (c) Out-of-Session Repairs: If the repair attempt occurs after an authoring session has ended, the repaired text alternatives are indicated during subsequent authoring sessions	51, p. 17			*



Standard	Indicator	Source	AAA	AA	A
	(if any) and authors have the opportunity to accept, modify, or reject the repair strings prior to insertion in the content.				
	Save for Reuse: If the authoring tool provides the functionality for adding non-text content, when authors enter programmatically associated text alternatives for non-text content, then both of the following are true: (a) Save and Suggest: The text alternatives are automatically saved and suggested by the authoring tool, if the same non-text content is reused; and (b) Edit Option: The author has the option to edit or delete the saved text alternatives.	51, p. 17	*		
	Accessible Template Options (WCAG): If the authoring tool provides templates, then there are accessible template (WCAG) options for a range of template uses.	51, p. 18	*		
	Identify Template Accessibility: If the authoring tool includes a template selection mechanism and provides any non-accessible template (WCAG) options, then the template selection mechanism can display distinctions between the accessible and non-accessible options.	51, p. 18		*	
	Author-Created Templates: If the authoring tool includes a template selection mechanism and allows authors to create new non-accessible templates (WCAG), then authors can enable the template selection mechanism to display distinctions between accessible and non-accessible templates that they create.	51, p. 18		*	
	Accessible Template Options (Enhanced): If the authoring tool provides templates, then all of the templates are accessible template (to WCAG Level AA).	51, p. 18	*		
	Accessible Pre-Authored Content Options: If the authoring tool provides pre-authored content,	51, p. 19		*	

Standard	Indicator	Source	AAA	AA	A
	then a range of accessible pre-authored content (to WCAG Level AA) options are provided.				
	Identify Pre-Authored Content Accessibility: If the authoring tool includes a pre-authored content selection mechanism and provides any non-accessible pre-authored content (WCAG Level AA) options, then the selection mechanism can display distinctions between the accessible and non-accessible options.	51, p. 19		*	
Authors are supported in <b>improving</b> the <b>accessibility</b> of <b>existing content</b> .	Checking Assistance (WCAG): If the authoring tool provides authors with the ability to add or modify web content in such a way that a WCAG 2.0 success criterion can be violated, then accessibility checking for that success criterion is provided (e.g. an HTML authoring tool that inserts images should check for alternative text; a video authoring tool with the ability to edit text tracks should check for captions).	51, p. 19	*		
	Help Authors Decide: If the authoring tool provides accessibility checking that relies on authors to decide whether potential web content accessibility problems (WCAG) are correctly identified (i.e. manual checking and semi-automated checking), then the accessibility checking process provides instructions that describe how to decide.	51, p. 19			*
	Help Authors Locate: If the authoring tool provides checks that require authors to decide whether a potential web content accessibility problem (WCAG) is correctly identified (i.e. manual checking and semi-automated checking), then the relevant content is identified to the authors.	51, p. 20			*
	Status Report: If the authoring tool provides checks, then authors can receive an accessibility status report based on the results of the accessibility checks.	51, p. 20		*	

Standard	Indicator	Source	AAA	AA	A
	Programmatic Association of Results: If the authoring tool provides checks, then the authoring tool can programmatically associate accessibility checking results with the web content that was checked.	51, p. 20		*	
	Repair Assistance (WCAG): If checking can detect that a WCAG 2.0 success criterion is not met, then repair suggestion(s) are provided.	51, p. 20	*		
<b>Authoring tools</b> promote and integrate their <b>accessibility features</b> .	Features Active by Default: All accessible content support features are turned on by default.	51, p. 21			*
	Option to Reactivate Features: The authoring tool does not include the option to turn off its accessible content support features or features which have been turned off can be turned back on.	51, p. 21			*
	Feature Deactivation Warning: The authoring tool does not include the option to turn off its accessible content support features or, if these features can be turned off, authors are informed that this may increase the risk of content accessibility problems (WCAG).	51, p. 21		*	
	Feature Prominence: All accessible content support features are at least as prominent as features related to either invalid markup, syntax errors, spelling errors or grammar errors.	51, p. 21		*	
	Model Practice (WCAG): A range of examples in the documentation (e.g. markup, screen shots of WYSIWYG editing-views) demonstrate accessible authoring practices (WCAG).	51, p. 21	*		
	Feature Instructions: Instructions for using any accessible content support features appear in the documentation.	51, p. 21			*

Standard	Indicator	Source	AAA	AA	A
	Tutorial: The authoring tool provides a tutorial for an accessible authoring process that is specific to that authoring tool.	51, p. 21	*		
	Instruction Index: The authoring tool documentation contains an index to the instructions for using any accessible content support features.	51, p. 21	*		
<b>Digital resources design.</b>	Text: Appropriate technical aspects should be followed and perception should be ensured by using appropriate contrasts, having zoomable text, and compatibility with assistive technologies. Additionally, emphasis should be placed on readability and formatting (e.g. using standard fonts, non-justified alignment, appropriate formatting and structure, etc.).	52, p. 5			*
	Text understanding: The text should be used in conjunction with appropriate images and figures. Links should also be provided in a meaningful and explainable manner.	52, p. 12			*
	Images and illustrations: Meaningful images should be used which are also described in an alternative text. When necessary, the images should be marked as decorative. Designers should not rely on color alone but focus on providing detailed and relevant images.	52, p. 17			*
	Audio/Video: Multimedia should be used in conjunction when feasible. For example, videos should be followed by captions.	52, p. 25			*
	Media and formats: The information should be provided in different media and the appropriate guidelines for each case should be followed.	52, p. 28		*	
	Social media: Common words and plain language should be prioritized. Alternative text and text-in-images should be used to convey messages. Videos should be followed by captions. When using hashtags, each word	52, p. 32		*	

Standard	Indicator	Source	AAA	AA	A
	should be capitalized. Emojis should only sparingly be used.				
	Always test with users: The developed documents and content should be easily readable by screen readers. To verify accessibility for blind users, appropriate tests should take place in different screen readers to parse the content.	53, p. 5		*	
	Understandable communication: The information should be easily understood by all individuals.	53, p. 6			*
	Simplify and explain: Plain language should be used and specialized language should be avoided. Adequate background knowledge should also be provided while the main ideas should be highlighted to help guide the audience.	53, p. 7			*
	Options for understanding: To ensure that the message is conveyed, texts and images should be used in conjunction and appropriate options for audio and video should be provided. The language should be plain and easy to read summaries should be offered.	53, p. 8		*	

### 1.3 Education (Area 3)

Accessibility in education refers to the approach of ensuring that all students with disabilities – impairments and special education needs – can access the same learning opportunities and resources. It is about removing barriers that might prevent students from participating fully in the educational practice, re-building or adapting the educational processes, motivating them, and empowering them to achieve their full potential.

In an inclusive education system, accessibility encompasses a wide range of factors, from physical access to educational settings to the use of accessible and usable tools and materials framed by appropriately designed teaching methods that accommodate diverse learning needs. The social aspect of education constitutes one more structural pillar of accessible education, and should not be neglected whatsoever.

Regarding physical spaces in educational settings, all readers should study, initially, the **Core** accessibility (Area 1) standards and indicators referring to accessible buildings. Next, more specifications about classrooms, libraries, and laboratories the readers can find in the present Area (3). It's important to consider the ease with which all students can navigate campus, access learning materials, and participate in extracurricular activities.

Digital material and tools are increasingly integrated into education, and, thus, ensuring that all students can equally benefit from their use is essential. This includes making websites, online courses, and educational software accessible and compatible assistive technology. Thus, all readers should study, initially, the **Digital Transformation** accessibility (Area 2) standards and indicators referring to accessible digital material and tools that can be used in educational contexts. Next, the readers can find more specifications for accessible educational material and assistive technology in the present Area (3).

Accessibility in education is also about adapting teaching methods to meet diverse learning needs. Universal Design for Learning (UDL) is an educational framework that aims to make learning accessible for all students. By offering adapted methods of instruction, assessments, and feedback, teachers can ensure that students with different needs can participate meaningfully in the learning process.

The establishment of Accessibility Units and the training of the staff (teaching and administrative) on the emotional and practical support of students with disabilities will promote the accessibility of students with disabilities to education. Finally, in addition to students' and the staff's preparation, the change of attitudes and the social inclusion in educational settings seem to be the corner stone of educational accessibility.

In the current Area, such a holistic approach of educational accessibility was realised and the relative standards and indicators are presented below.

Table 3. Standards and indicators for accessibility in Education (Area 3).

Standard	Indicator	Source	AAA	AA	A	Notes
Physical Environment: Accessible <b>transportation</b> to reach educational settings.  For accessibility in transportation, see the Standard	The institution should provide transportation services for the students with disabilities.	54			*	

Standard	Indicator	Source	AAA	AA	A	Notes
"Accessible transportation facilities including bus stops, bus shelters, transit terminals and boarding platforms" - Area 1.						
Physical Environment: <b>Spatial</b> accessibility of educational settings.	Laboratories that normally contain numerous instruments and specially designed furniture should have been adjusted regarding space limitations to those who use wheelchairs, walking frames etc.	107			*	For laboratories specifications, please, see the Standard "Laboratories must be inclusive environments, allowing staff with disabilities to access, navigate and use the facilities equally" - Area 1.
	Seating arrangements and postural comfort should be examined individually.	107		*		
	Seasonal conditions (for instance, rain turning a surface very slippery) that could affect students' access should be carefully examined.	107	*			
	Spaces that enable social interaction and recreation (e.g. the school yard, a canteen) should also follow the accessibility rule since socialization is a core part of education as a whole.				*	
	Parking spaces should be accessible not only regarding the technical standards, but also regarding the functional aspects. Parking spaces should be respected by other non-disabled users, and compatible with the	108		*		For parking spots, please, see the Standard "Accessible and convenient level on-site car parking

Standard	Indicator	Source	AAA	AA	A	Notes
	surroundings (e.g. bus-parking, parking congestion), while pick up/drop off procedure should take as much time as needed.					for accessing a building" - Area 1.
	Libraries should have accessible technological equipment that permit the users with disabilities to search and find easily the sources they need.	109			*	
	Libraries should be equipped with Assistive Technology so that users with disabilities can work in there.	109		*		For library specifications, please, see the Standard "Accessible library facilities, ensuring that all users can easily access resources, study comfortably and utilize technology" - Area 1.
	Books, instruments and aids in laboratories, libraries and special rooms should be placed in heights that individuals with physical disabilities can reach.	109		*		
	Desks and tables for work should be high enough or adjustable so that wheelchairs can fit.	109			*	
	Private rooms are available for students with disabilities who need space for their equipment and distraction-stimuli reduction.	109	*			
	Access to the whiteboard should be assured for all students, especially those with visual impairments or physical disability. For the former, the whiteboard should be anti-reflective and its surface have the adequate colour				*	



Standard	Indicator	Source	AAA	AA	A	Notes
	contrast with the marker. The connection of a smart board with the personal computer of the student is recommended whenever this is possible. For the latter, the height of the whiteboard should be customized to the access point of a wheelchair user.					
	The placement of a simplified map and (audio-) tactile map to the main entrance as well as to the main entrances of the different floors of a building will guide the visitor towards points of interest/landmarks and services. The map should be placed on the right height so that it could be accessible by wheelchair-users.			*		
Educational resources/ Physical Environment: A <b>system</b> (product, service or physical environment) should be <b>motivating</b> for a person with <b>cognitive disabilities, ADHD, autism etc.</b>	A system (product, service or physical environment) should include those attributes that can attract attention and be more interesting.	20	*			
	A system could highlight what is important in each case and where the user should focus.	20		*		
	A system (product, service or physical environment) should provide clearly the best options an individual can have in order to access it and use it successfully.	20	*			
	A system (product, service or physical environment) should permit the autonomous use by a person.	20			*	
	It should be compatible with the assistive technology an individual uses.	20			*	
	Any component or tool that is not concrete should become more specific and realistic.	20	*			

Standard	Indicator	Source	AAA	AA	A	Notes
	A system (product, service or physical environment) should include ways of reminding the goal or the motive to the user and enable his/her sustained attention (e.g. reminders, feedback/encouragement).	20	*			
	The degree of difficulty/complexity as well as the level of coping skills should be transformable to avoid the user of being demotivated and disengaged.	20		*		
	A system (product, service or physical environment) should have features that permit the user to assess his/her options, reflect on his/her decisions and make changes, as well as to receive feedback.	20			*	
	A system should not include features that could make the user to lose focus or divide his/her attention. Such features could be, for instance, unforeseen noises, sudden change of what the user is focusing on, unfamiliar materials etc.	20		*		
	Similarly, a system should enable the user to avoid making mistakes or following the wrong steps. Tools that could help are warning messages, correction recommendations, undo buttons, clarification messages after an error etc.	20		*		
Educational resources/ Physical Environment: A <b>system</b> (product, service or physical environment) should <b>promote understanding</b> for	The language of the system should be simplified regarding the vocabulary, while idioms, abbreviations, grammatical and syntactical errors should be avoided.	20		*		
	The use of alternatives to represent text - video, audio files, pictures/widely	20	*			

Standard	Indicator	Source	AAA	AA	A	Notes
a person with <b>cognitive disabilities, ADHD, autism etc.</b>	known symbols, Braille code etc. - is recommended.					
	The appropriate structuring of the text enables understanding and orientation within the meanings. Structuring includes a) completing the meaning within a specific section (chapter, paragraph, sentence - preferably a simple one with not subordinate clauses), b) delivering the information hierarchically using headings of different levels and placing the most important on the top, c) highlighting the context and goal, and d) providing any preparatory information or actions.	20			*	
	A system should use the mother tongue of a user - many individuals with disabilities cannot read and understand English language.				*	
	A system should include tools that enables the user to find information. These tools could be a search engine, a site map, links, a table of contents/links/figures/tables etc.	20		*		
	Visual/symbolic representation of numbers, quantities and sizes, and scale or proportion could help a user understand them, especially when these are given in arbitrary way.	20	*			
	A system should rely on previous knowledge when delivering new information, and give prominence to the interrelation. This should be the case either for the system itself or for its informative content.	20		*		
	A system should promote the use of it or the new knowledge in different	20	*			

Standard	Indicator	Source	AAA	AA	A	Notes
	contexts and in different situations (generalization and transfer)					
	Underlying concepts or procedures should be made explicit and avoid information that is generally considered self-explanatory.	20			*	
	Human-based and/or technical based support should be easily accessed anytime.	20		*		
Educational resources/ Physical Environment: A <b>system</b> (product, service or physical environment) should <b>enable user's action</b> according to his/her needs.	A system should enable the information reception, expression/communication and engagement through multiple means (text, audio, video, creation, physical activity etc.).	110		*		
	A system should enable the user to set goals and plan his/her actions during its use, reach decision-making more easily, and monitor the results of his/her actions.	20	*			
	A system should permit the user to manage time limits (extend the limits or pause the timer) by him-/herself, and allow the user to be aware of the remaining time constantly and perceive the duration of a task. In addition, a time-dependent task should provide as extended limits as possible, and permit the continuation of the activity after the time consumption. Functions/tools such as reminders or calendar/tasks synchronization can be very helpful.	20			*	
	A system should try to avoid a "crisis" arising from unforeseen events, and inform the user on his/her options for action re-design and taking.	20	*			

Standard	Indicator	Source	AAA	AA	A	Notes
	A system should provide the user with multiple means of interaction permitting him/her to achieve the same goal.	20	*			
	A system should permit the user to configure it, set individual preferences and create a profile.	20		*		
Physical Environment/ Administrative Services: <b>Accommodation services.</b>	Services aiming to personal counselling (study, peer, psychological, career, social, legal) throughout the studentship should be established.	111		*		
	Structured assessment of students with disabilities' needs and preferences prior to start their studentship within an educational setting.	111		*		
	An institution which is an authorised entity according to the definition of Directive (EU) 2017/1564, art.2, par.4, should make use of its right to provide accessible format copies of work or subject matter to individuals with visual impairments or print-disabled persons.	112			*	
	The institution should have an accessible gym and/ or offer accessible/ inclusive sport or leisure activities.	54	*			
Teaching and Learning / Administrative Services: <b>Training of the faculty members</b> (teaching and administrative staff) on accessibility and inclusive education, including the change of attitudes and the	Training on inclusive pedagogical methods (including, for instance, students' motivation, flexibility/customization in activities and tools, time management) and Universal Design for Learning.	113, 114		*		
	Training on accessible educational material development and web accessibility guidelines.	113, 114	*			
	Training on students with disabilities' educational needs so that the faculty	113		*		

Standard	Indicator	Source	AAA	AA	A	Notes
relevant legislation.	members can anticipate accessibility requirements and act proactively (for instance, inclusive assessments).					
	Training on accessibility (with a focus on physical, digital, educational accessibility) and the Accessibility Unit's services.	113, 114			*	
	Training using appropriate pedagogical methods such as group sessions, inclusion of people with disabilities, perform practical activities in real-like situations etc.	113	*			
	Training and practice on the use of Assistive Technology.	114		*		
	An accessibility team should be prepared (through specialization programs) for its members to work together, to share understanding, and exchange ideas.	113, 114	*			
	Administrative support should be available face-to-face and online.	113, 114		*		
Teaching and Learning / Administrative Services: Every educational setting should have established an <b>Accessibility Unit</b> which will provide accessibility services to both students and staff.	All educational material should be transformed in accessible format following accessibility and usability guidelines by the Accessibility Unit of the institution.				*	
	A library/ repository of accessible (digital and printed) material should be created.	115			*	
	Timely response to the students' needs is a fundamental accessibility aspect.	115			*	
	An Accessibility Unit needs constant technical support to avoid any			*		

Standard	Indicator	Source	AAA	AA	A	Notes
	interruption of its services.					
	An Accessibility Unit staff should be in constant collaboration with the library staff both for the training and the support of the latter, and for the fosterage towards the development of accessible material and services.				*	
	The staff of the Accessibility Unit should consist of accessibility experts. The number of these experts depend on the average number of students with disabilities the institution provides services per year.			*		
Educational resources/ Teaching and Learning: Follow <b>Universal Design</b> for <b>Learning</b> principles.	Provide multiple means of representation (textual, visual, auditory, tactile, multimedia and more) to enable access to language and symbols, enhance perception, and build knowledge.	110	*			
	Provide multiple means of action and expression to promote interaction, foster expression and communication, and enable strategy development.	110	*			
	Promote multiple means of engagement that are based on interests and identities, sustain effort and persistence, and develop emotional capacity.	110	*			
Educational resources/ Teaching and Learning: In the case of <b>online learning</b> , the system used (Learning Management System) and all its	The system must be well structured and the user must be guided through its structure so that they can find easily the information or the file they need. In this direction, a map of the system would be necessary.	115		*		
	Motivating students is essentially important for those who have difficulty	116		*		

Standard	Indicator	Source	AAA	AA	A	Notes
tools (forum, email, discussion groups, paper submission, archives repository, exercises etc.) must be fully accessible.	achieving self-motivation.					
	Direct communication with instructors during online classroom and outside that, as well as direct communication with the administrative staff.	116			*	
	Recorded material (class recordings and supplementary) with captions included.	116, 118			*	
	Technological preparation of the students and digital literacy.	116, 117			*	
	Option of shifting among delivery modalities (face-to-face, online, hybrid).	116	*			
	Avoid educational technics that put pressure on individuals with disabilities, such as time-dependent activities (e.g. group projects, scheduling tasks). When time restrictions are inevitable the available time frame should be enough for all students with disabilities.	116		*		
	Personalization of the educational content and of its presentation including various means of information representation.	117	*			
	Focus on inclusive teaching which means that the teaching staff a) recognize, accommodate and meet the learning needs of the students with disabilities, b) differentiate teaching, and c) promote participation.	117		*		
	Specific pedagogical strategies are important for students with disabilities: a) creativity opportunities, b) regular empowerment, c) active engagement, d) improved teacher-learner relationship, e) students' control over	117		*		



Standard	Indicator	Source	AAA	AA	A	Notes
	their progress, f) regular and immediate feedback, g) self-regulation promotion.					
	Fostering peer support and companionship.	117, 119			*	
	Students should be provided with the flexibility to decide the pace of the program's progress on their own	118	*			
	Platforms used in online courses should be accessible and compatible with Assistive technology.	118		*		
	Auto-caption feature in the course's language should be integrated in the platform used for synchronous teaching.	118			*	
	SL interpreter should participate in the online classroom at the same time with the professor.	118	*			
	Teaching staff should be aware of how they should speak online so that lip-reading is possible (speak close to the camera) and auto captions are clear.	118			*	
	Direct communication with the other students during online classroom and outside that should be available.	118			*	
	Change of person who speaks needs to be announced.	118		*		
	All the information students need should be online (announcements, program, etc.).	118			*	
Teaching and Learning: Adoption of <b>inclusive pedagogical</b>	Teachers should allow students to record their lectures and know the basic standards for a qualitative recording: a) speak clearly and loud, b) avoid moving	115			*	

Standard	Indicator	Source	AAA	AA	A	Notes
<b>methods</b> and strategies in the classroom.	around while they speak, c) restrict environmental sounds including unorganized/ rule-free discussions.					
	Foster collective and collaborative learning to discuss, hear and learn from peers, whenever this is appropriate.	120			*	
	Feedback should be provided by the teachers clearly and explicitly, as well as directly connected to the task/response of the student and right after the task/response's delivery.	120			*	
	Use of metacognitive strategies by the teachers to diminish negative feelings/thoughts on learning activities and information processing.	120			*	
	Systematic use of examples and analogies that link new information with students' lives.	120			*	
	Students can choose assignments or tasks to increase personal relevance.	120		*		
	Creation of an educational environment based on acceptance and respect among all its members.	120			*	
	Minimize negative thinking, aphoristic self-talk, emphasize mistake as an opportunity, focus on effort.	120			*	
	Set expectations clearly and adapted to students' needs and preferences.				*	
	Design strategies for action with the students.			*		
	Create differentiated learning paths.	121	*			

Standard	Indicator	Source	AAA	AA	A	Notes
	Frequent breaks and flexibility for the realization of courses/ exams should be implemented to avoid fatigue/ attention or cognitive disruption.	118			*	
	All students should have the option to participate orally in the class including those with speech disorders.			*		
	All tools (technological, assistive technology, non-technological) that would be used during a class should be acknowledged to students and organised prior to the class realization.	118	*			
	Change of person who speaks needs to be announced.	118			*	
Teaching and Learning: Adoption of <b>inclusive pedagogical methods</b> and strategies <b>outside</b> the classroom.	There should be communication channels with the professors beyond the class time.	118			*	
	There should be communication channels with the students beyond the class time.	118		*		
	All the information students need should be online (announcements, program, etc.).	118			*	
Educational resources: Inclusion of <b>Sign Language (SL)</b> appropriately prepared.	SL video with the text of the book as subtitles underneath plus the voice of a person reading the book.	122	*			Video recordings of SL interpretation of printed material or digital documents accompanied by a SL video should be provided alternatively to this indicator.
	Video with SL video included.	122			*	

Standard	Indicator	Source	AAA	AA	A	Notes
	SL video recordings included on the web material.	122	*			
	Suitable content of SL interpretation of a material: a) if the aim is to understand the content of the text, then the SL interpretation will be more flexible, while when the aim is the reflection of the structure of the language (grammar, syntax, phonology) the interpretation should be closer to the text.	122		*		
	The SL interpretation must be done by native, professional signers (interpreters, deaf tutors or consultants) on one hand, and those who know the subject, the target group and the relative educational practices, on the other, with collaboration to each other.	122		*		1) Prefer a natural person as SL interpreter instead of an avatar because of the quality superiority of the former over the latter. 2) The files (multimedia PDF, video, audio file) shall be delivered as separate files as well.
	At least one SL translator should be included in the institution's staff.	118		*		
	The ability of online/distant communication with a SL interpreter is recommended.	118	*			
	SL interpreter should participate in the classroom face-to-face.			*		
Educational resources: Teachers should provide <b>notes</b> in multiple and alternative	Teachers should allow students to record their lectures and know the basic standards for a qualitative recording: a) speak clearly and loud, b) avoid moving around while they speak, c) restrict environmental sounds including	115			*	

Standard	Indicator	Source	AAA	AA	A	Notes
formats.	unorganized/ rule-free discussions.					
	Teachers should provide verbal descriptions of the graphical (diagrams, images, video etc.) content they present in the classroom.	115			*	
	Teachers should provide notes in Braille code (either by themselves or through the Accessibility Unit).	115			*	
	All notes should be provided in digital form.	118			*	
	All accessible educational material (e.g., pdf, presentations, videos) should be delivered to students early-before the course at hand.	118	*			
	An outline of the topics to be covered before the course, and a summary of the main subjects covered after the course are recommended.	118	*			
Educational resources: Every educational setting should be equipped with <b>Assistive Technology</b> that addresses all different educational needs, secures full technological access to educational resources for different kind of disabilities.  For a detailed list of Assistive Technology means	Assistive Technology familiarity and literacy should be examined prior to starting the studentship.			*		
	A program to train students on Assistive Technology usage should precede the curriculum pursuance.			*		
	A program to familiarize peers on the use of Assistive Technology should be developed.		*			

Standard	Indicator	Source	AAA	AA	A	Notes
<p>– presented with reference to their importance level* – see Annex I (current document).</p> <p>*The importance level corresponds to the accessibility levels (A, AA, AAA).</p>						
<p>Educational resources: The <b>educational material</b> should be <b>well-structured</b> and organized so it is usable.</p>	Use of the self-descriptive and keywords metadata to improve findability.	115		*		
	Organization of the content by appropriately relative categories such as subject, type of material, target group etc.	115	*			
<p>Educational resources: <b>Assessment</b> procedures and tools should be customizable or tailor-made to the needs of individuals with disabilities</p>	Customized or tailor-made assessment tools should be used to secure autonomous participation in examination procedures.	123			*	
	Time restrictions during assessments should be adapted to the students' needs.				*	
	Access to multiple assessment means or procedures should be assured taking into consideration students with disabilities' needs and preferences.		*			
<p>Educational resources: Accessibility to <b>STEAM</b> needs special attention because of its content including images/ graphic representations,</p>	The descriptions should be brief, highlighting the important information of image and excluding all unnecessary information or information already included in the main text.	124			*	
	When an image (diagram or anything similar) contains data, the description should focus on the data or on other	124			*	

Standard	Indicator	Source	AAA	AA	A	Notes
symbols and processes.	important elements if the data are given separately from the description (for instance, through a table).					
	Meaning clarity should not be sacrificed over brevity.	124			*	
	Longer descriptions can be given only when a summary precedes so that the reader can decide whether he/she will continue reading or not. Hierarchical placement of information is recommended on this regard. Respective tags can be used in XML/HTML code to denote the different kind of descriptions -"alt" tag for brief descriptions and "prodnote"/ "longdesc" for extended ones.	124			*	
	Tables and charts should be given as tables and not as verbal descriptions. In the case of a table representing a chart, a brief summary of the chart should precede the table.	124			*	
	The tables should have specific accessibility features: a) caption, b) table header, c) not extended line in next page, d) table data, e) not merged cells, f) denoted an empty cell as "empty cell"/ 'Blank", g) defined starting and end point before and after the table, respectively, h) Alt text.	125			*	
	Graphic content that present processes (e.g. flow charts, concept maps, chemical reactions) can be described through verbal descriptions. However, if these are long then they can be substituted by nested lists.	124			*	
	Math equations should be created using MathML for individuals who use screen	124		*		

Standard	Indicator	Source	AAA	AA	A	Notes
	readers (individuals with visual impairments, specific learning disabilities etc.).					
	Vocabulary, symbols/notations and concepts should be clarified, while visualisation should be applied whenever possible.	126		*		
	Interactive graphics should be used complementary to or instead of text.	126	*			
	Linkage with previous knowledge should be fostered.	126		*		
	Key concepts and main ideas should be highlighted to enable understanding and simplification.	126		*		
	Problem-solving procedures should be visualized and presented in smaller chunks.	126		*		
	Transfer and generalisation of knowledge should be fostered.	126		*		
	Mathematic concepts should be presented through multiple media.	126	*			
	Problem-solving should be enabled through the use of multiple means.	126	*			
	Tips and sampling of solutions to problems should be included.	121		*		
	Planning and strategy development should be promoted through techniques and tools (e.g. tips, organizers, self-check lists).	126	*			
	Tasks should be modified or adapted to	126			*	



Standard	Indicator	Source	AAA	AA	A	Notes
	cover specific educational needs.					
	Whenever possible experiments should be conducted in real time with physical objects. If this is not possible experiments can be presented through the aid of technology (simulations, virtual reality) to enable understanding of science concepts.	121		*		
Educational resources: Accessibility to verbal guidance, rules and (daily) routines can be achieved through <b>visual resources</b> for many individuals with <b>cognitive</b> and/or <b>developmental disabilities, specific learning disabilities</b> and more. Visual resources (mostly images) appear to improve children with disabilities' behavior and response to guidelines.	All educational material should include images, graphics and visual elements.	118		*		
Educational resources: Accessibility to <b>textual information</b> needs to follow specific guidelines.	When new vocabulary is introduced, visual representations are necessary.	120		*		
	When the language contains unusual words, terms or difficult concepts, a glossary should be added (preferably right after the section/chapter of the text at hand).				*	

Standard	Indicator	Source	AAA	AA	A	Notes
	MS-Word documents: The language needs to be specified through the relative function of the MS-Word.	125			*	
	MS-Word documents: Headings of the appropriate level need to be added through the relative function of the MS-Word. It is better not to exceed the third heading level.	125			*	
	MS-Word documents: Lists (bulleted or numbered) should be created through the relative function of the MS-Word.	125			*	
	MS-Word documents: Links should be created through the relative function of the MS-Word. These links should be meaningful and their text should describe the purpose of the link exactly.	125			*	
	MS-Word documents: Create accessible tables through the relative function of the MS-Word.	125			*	See the relative indicator under the Standard "Accessibility to STEAM needs special attention because of its content including images/ graphic representations, symbols and processes." - Current Area, for details.
	MS-Word documents: Provide Alt Text for images and other graphic objects through the relative function of the MS-Word.	125			*	See the relative Standard "Verbal descriptions of images and graphic content" - Current Area, for details

Standard	Indicator	Source	AAA	AA	A	Notes
	MS-Word documents: Avoid "floating" elements through the relative function of the MS-Word. "Floating" elements are objects that are not in line with the text, but allow text to flow around them.	125			*	
	MS-Word documents: Use the relative function of the MS-Word to check for the document's accessibility.	125		*		
	MS-Word documents: Use the relative functions of the MS-Word to a) create the table of contents, tables, figures, b) number pages, and c) break pages.	125			*	
	MS-Word documents: Use the relative functions of the MS-Word to create bookmarks and cross-references and link the different parts of the document.	125			*	
	MS-Word documents: Accessible format: a) use sans-serif fonts, b) use 12 points font size for body text, c) use bold fonts for emphasizing (and avoid using symbols or special fonts), d) use underlining only for links and email addresses, e) prefer the left alignment for all the document, f) add new page only through the relative function of the MS-Word, g) do not insert white space, and h) ensure that color is not the only means of conveying information.	125			*	
	Provide alternative types of documents whenever is needed.	125		*		To create accessible PDF files, follow the Standard "Guidelines for creating accessible PDF documents (PDF/UA)" - Area 2. To create accessible EPUB

Standard	Indicator	Source	AAA	AA	A	Notes
						files follow the Standard "EPUB accessibility" - Area 2, while for DAISY documents, a DAISY converter can be used.
	All printed material should be accompanied by its accessible digital version.	118		*		
Educational resources: The development of the appropriate <b>tactile material</b> to represent graphic content needs to be based on specifications.	The developer has to decide the content of the initial graphic to be included in the tactile representation (e.g. the scale, size or spatial relationships between objects).	125			*	
	The developer needs to proceed with the generalization and the simplification of the image: a) omit unnecessary parts, b) separate complex parts into chunks, c) replace objects with symbols and d) include an explanatory legend for all the symbols.	125			*	
	The developer needs to determine the way he/ she will use the tactile symbols to represent all the necessary components and properties: a) type of symbol (dots, lines, shapes), b) tactile variables (shape, value, size, orientation, texture and rise, c) symbol (type and variables) to represent different kind of components - areas, lines, point, labels - and properties (e.g. color, material) of the initial objects.	125			*	

Standard	Indicator	Source	AAA	AA	A	Notes
	The representation of information is preferable to be based on the differentiation of more than one tactile variable.	125			*	
	Special emphasis needs to be given on texture since it is crucial for conveying visual information: a) the strength of texture enables the reader to categorize information - i.e. the most important information represented by the "strongest" textures, b) adjacent textures need to be significantly different to each other to be easily discriminated, and c) white space should be included between textures whenever this is possible.	125			*	
	Use alternative types of tactile material - tactile graphics enhancement on microcapsule paper, tactile graphics developed through the appropriate embosser (e.g. Tiger pro), creation of haptic models - based on user's preferences.	125	*			
Educational resources: Create <b>audio-tactile material</b> to represent graphic content and combine it with audio information in order to raise accessibility level.	The tactile representation of an audio-tactile graphic should follow the guidelines for the appropriate tactile material development	125		*		See the Standard "The development of the appropriate tactile material to represent graphic content needs to be based on specifications" - Current Area, for details.
	The audio information of an audio-tactile graphic should be based on the guidelines for the appropriate verbal descriptions development.	125		*		See the Standard "Verbal descriptions of images and graphic content" - Current Area, for

Standard	Indicator	Source	AAA	AA	A	Notes
						details.
Educational resources: <b>Verbal descriptions</b> of images and graphic content (to be used in combination of Standard "Guidance on text alternatives for images" - Area 2)	Combine the verbal description with a tactile/ audio-tactile image.	125	*			
	Start the description from the general and go towards the specific points.	125			*	
	Mention firstly the main subject of the picture and then its context.	125			*	
	If essential, describe features such as the size, shape and/ or other properties.	125			*	
	Mention the focal points of an image.	125			*	
	Mention the positions of the objects when describing them.	125			*	
	Ensure that the language of the description does not include concepts which are more familiar to sighted individuals or refer to perception through vision.	125			*	
	Use analogies and / or comparisons between objects.	125			*	
	If necessary, describe the feelings a picture provokes.	125			*	
Educational resources: <b>Presentations</b> (e.g. PowerPoint files) should be created following accessibility guidelines.	The template should be accessible: a) simple and clean layout, b) not coloured and patterned backgrounds, c) included in "Accessible PowerPoint templates" as these are identified by Microsoft.	125			*	
	Unique slide titles should be used, while the same title in more than one slides should be avoided.	125			*	

Standard	Indicator	Source	AAA	AA	A	Notes
	The language needs to be specified through the relative function of the program.	125			*	
	Links should be created through the relative function of the program. These links should be meaningful and their text should describe the purpose of the link exactly.	125			*	
	Provide Alt Text for images and other graphic objects through the relative function of the program.	125			*	See the relative Standard "Verbal descriptions of images and graphic content" - Current Area, for details
	Create tables with simple structure and specified headers through the relative functions of the program.	125			*	In addition, follow the guidelines presented through the relative Indicator under the Standard "Accessibility to STEAM needs special attention because of its content including images/ graphic representations, symbols and processes" - Current Area.
	Use the relative function of the MS-PowerPoint to check for the document's accessibility.	125		*		
	Accessible format: a) use sans-serif fonts, b) use 12 points font size for body text, c) use bold fonts for emphasizing, d) use underlining only for links and email addresses, e) prefer the left	125			*	

Standard	Indicator	Source	AAA	AA	A	Notes
	alignment for all the document, f) ensure that color is not the only means of conveying information.					
	Lists (bulleted or numbered) should be created through the relative function of the program.	125			*	
Educational resources: <b>Technology</b> should be integral part of the teaching and learning practice to raise motivation and improve accessibility.	Technology literacy should be an integral part of the students' preparation.			*		
	Technology used for educational purposes should be available and accessible to all students with disabilities. Compatibility with Assistive Technology should be checked in this regard.				*	
	Technical support should be available throughout an educational program.	118			*	
	When web-based sources are suggested, these should have been checked regarding their accessibility compliance.	118		*		
	Technology tools that are used as aids to reach educational goals, should be clearly aligned with the educational procedures. These procedures should, in turn, be clearly explained to students. In other words, students need to know when, why and how they will use technology to reach educational goals.	118		*		
Educational resources: The <b>thematic content</b> of the <b>curriculum</b> should be transformed to include sections	Discussions and activities referring to diversity and disability should take place during lessons.	120			*	
	Teachers' perspectives should draw students' attention on both the strengths-advantages of the diversity	120		*		



Standard	Indicator	Source	AAA	AA	A	Notes
referring to diversity and disability.	and the relative challenges.					
	Place for the expression of cultural and view differentiation should be given through relative activities.	120	*			
	A curriculum based on the use of Assistive Technology should be developed.			*		
	Adapted and differentiated curriculum needs to be developed to accommodate students with disabilities' educational needs and preferences.	120			*	
	Tasks/tools that support personal coping skills/ strategies (e.g. a checklist) should be included in the curriculum.	126		*		
	Activities that enable students' self-assessment and monitoring of their progress should be included (e.g. graphs of students' learning progress).	126	*			
	Every thematic section/chapter should start with a simple (maybe graphic) overview and include a progress bar.	121		*		
	Terms, phrases and structures should be repeated. In this case, repetitions should be segregated to allow the user the option to skip it.	121	*			
	Accessible life-long learning and skills enhancement programs and should be offered if the institution includes already such programs in its educational structure.	54			*	

## 1.4 Employment (Area 4)

Employment accessibility focuses on creating an inclusive work environment where all individuals, including those with disabilities, can access job opportunities and fully participate in the workplace. This approach focuses on removing barriers that prevent people from accessing job opportunities, fully participating in the workplace and advancing in their careers. Accessibility in employment includes everything from physical access to workplaces and adjustments in job roles to accessible hiring practices and the use of assistive technologies.

Creating an accessible work environment is a key component of fostering diversity, equity, and inclusion. Ensuring accessibility in employment benefits both employees and employers by creating a work culture where every individual can contribute effectively and feel valued.

Core elements of employment accessibility include:

- **Physical Accessibility:** Ensuring that workplaces are accessible to employees with mobility impairments through features such as ramps, elevators and accessible restroom facilities.
- **Accessible Hiring Practices:** Making sure that recruitment processes, interviews, and onboarding are accessible to all candidates, including the provision of alternative formats for applications or assistive technologies during interviews.
- **Workplace Adjustments and Accommodations:** Providing reasonable accommodations, such as flexible working hours, adaptive equipment and modified duties, to ensure that employees with disabilities can perform their jobs effectively.
- **Assistive Technology:** Implementing tools and software that help employees with disabilities perform their roles, such as screen readers, voice recognition software or ergonomic workstations.

Employment accessibility is key to building a more inclusive workforce, where employees can work to their full potential regardless of physical, sensory, or cognitive limitations.

Table 4. Standards and indicators for the Employment accessibility (Area 4).

Standard	Indicator	Source	AAA	AA	A
Accessible Vocational Training Centers	In classrooms that accommodate individuals with disabilities, a minimum of 3sq.m. per person should be provided.	55, art.4, par.4.2.2			*

Standard	Indicator	Source	AAA	AA	A
(VTC).	Classrooms must have sufficient natural lighting covering at least 10% of the floor area and be equipped with adequate ventilation through windows or mechanical systems with additional safety measures in areas with hazardous materials.	55, art.4, par.4.2.3		*	
	All classroom doors should have a clear opening width of at least 0.90m and a height of 2.20m. and should open outward.	55, art.4, par.4.2.5			*
	Basements should not be used for classroom purposes.	55, art.4, par.4.2.7			*
	The minimum clear height of teaching spaces must be 2.40m.	55, art.4, par.4.2.5		*	
	Corridors serving rooms or laboratories from both sides must have a minimum width of 2.00m. Corridors serving teaching spaces from one side should have a minimum width of 1.30m.	55, art.4, par.4.4.1		*	
	Break areas must be easily accessible and located close to teaching spaces and must have a minimum area of 0.8sq.m. per individual.	55, art.4, par.4.4.3	*		
	At least one designated parking space for individuals with disabilities, marked with the international symbol of accessibility, measuring 3.50 x 5.00m, and located no more than 50m from the building entrance.	55, art.4, par.4.8.12			*
	Accessible restrooms should have minimum dimensions of 2.00 x 2.20m, with a door that provides a clear opening of 0.90m.	55, art.4, par.4.8.8			*

Standard	Indicator	Source	AAA	AA	A
	At least two classrooms and one laboratory must be fully accessible, with a minimum clear door opening of 0.90m and workstations that are accessible to wheelchair users.	55, art.4, par.4.4.9			*
	Clear emergency exits, evacuation plans, and safety signs, with accessible routes that are easy to navigate for individuals with mobility impairments.	55, art.4, par.4.7.7			*
	Placement of a simplified diagram of areas-services at the main entrance, at an appropriate height from the ground, embossed or in Braille.	55, art.4, par.4.8.9	*		
	Accessible areas must have appropriate signage with the international symbol of accessibility for people with disabilities.	55, art.4, par.4.8.11			*
	In the case of an elevator, the minimum internal dimensions of the cabin must be 1.10 x 1.40m, and the door must either be automatic sliding or have a properly adjusted mechanism to allow use by persons with reduced mobility or movement issues.	55, art.4, par.4.8.3		*	
	In the case of a stair lift, the minimum platform dimensions are 0.90 x 1.20m, and at entry and exit points, there must be sufficient space for easy approach and maneuvering of a wheelchair.	55, art.4, par.4.8.4		*	
	At least one public telephone should be provided at a height between 0.90 and 1.20m from the ground.	55, art.4, par.4.8.10	*		
<b>Fragrance-free workplace</b> to accommodate individuals with Multiple Chemical	Prohibiting the use of scented products in the workplace.	56		*	
	Use of unscented cleaning agents.	56			*

Standard	Indicator	Source	AAA	AA	A
Sensitivity (MCS).	Use of air filtration systems (e.g., HEPA filters) to eliminate toxins and fragrances.	56			*
<b>Flexible work policies</b> to support employees with Long COVID or MCS.	Hybrid or remote work options.	56		*	
	Flexible work schedules for managing symptoms.	56	*		
	Providing options for staggered shifts to maintain social distancing and reduce exposure to potential triggers.	56		*	
<b>Safe Sanitization Practices</b> in the workplace for avoiding triggering MCS or Long COVID symptoms.	Use of non-aerosolized cleaning products.	56			*
	Avoiding heavily scented sanitizers.	56	*		
	Signs when areas are being sanitized for reducing accidental exposure.	56		*	
	Use of automatic doors, touchless sanitizers, and contactless paper towel dispensers.	56		*	
Enhancing the accessibility in <b>Work-Integrated Learning (WIL)</b> and training programs.	Environment where disability disclosure is handled confidentially.	57			*
	Regular training for placement supervisors to understand accommodations and time allocated for supervisors to engage in training sessions.	57			*
	Institutions provide workload reduction or additional time for educators supporting students with disabilities.	57		*	
	Policies that recognize and compensate emotional and relational work by educators.	57		*	
	Training courses characterized by flexibility to accommodate individual needs.	105	*		

Standard	Indicator	Source	AAA	AA	A
	Ongoing monitoring of learners' progress throughout the training.	105		*	
	Regular verification of training effectiveness.	105	*		
	Continuous redesign and adaptation of training courses based on learners with disabilities' feedback and performance.	105	*		
	Strong integration with agents in the area (schools, public and private companies, employment services, territorial social services).	105		*	
	The training should be focused on discovering and enhancing the interests, strengths, and skills of the participants with disabilities.	105		*	
	A mutual learning environment where both the employees with disabilities and the company's existing staff collaborate.	105		*	
<b>Inclusive and accessible workplaces with adapted activities and processes.</b>	Introduction of safety confirmation services (using cellular phones) for people with hearing disabilities.	58			*
	Adjustable chairs and office equipment to support employees with back pain, height differences and physical disabilities.	58		*	
	Accessible restrooms for employees and customers with disabilities.	58			*
	No barriers in workspaces and common areas and minimum physical security gates.	58	*		

Standard	Indicator	Source	AAA	AA	A
	Front desk and concierge services to facilitate communication and support employees or visitors who might require additional assistance.	58		*	
	Development of tools like "JoinMeeting" to enable workers with physical disabilities to participate in meetings remotely.	58		*	
	Work tasks should be non-routine and adapted to reduce stress for employees with neuropsychiatric conditions.	58	*		
	Active efforts to include employees in social activities and team dynamics, ensuring a sense of belonging.	59	*		
	Information on job vacancies, job search assistance and counseling available in accessible formats.	60			*
	Use of job carving and role flexibility to match the capabilities of employees with disabilities to specific tasks.	61, p.12		*	
	Creation of internships and mentorship programs specifically for people with disabilities.	61, p.12			*
	Creation of disability forums.	61, p.12	*		
	Awareness and training programs for leadership and staff.	61, p.11		*	
	Mental health and intellectual disabilities are given equal attention.	61, p.11			*
	Office spaces should facilitate easy access to tools, work areas, and equipment	62			*

Standard	Indicator	Source	AAA	AA	A
	Flexible schedules and remote work options	62		*	
	All common areas (e.g. restrooms, break rooms, entrances, and exits) should be universally designed to ensure barrier-free access, with no-step entrances and ample maneuvering space.	62			*
	Provision of appropriate assistive technology (e.g., ergonomic keyboards, speech recognition software, or trackballs) which should be compatible with the mainstream technology.				*
	Provision of low-cost, commercially available products such as letter folding machines, electric staplers, adaptive keyboards and telephone headsets, which are useful for both disabled and non-disabled employees.	62		*	
	Availability of personal assistants.	62	*		
	Ensuring workers can participate actively, at their own pace, in the company's life and development.	105		*	
	Mentorship systems where new employees are paired with a colleague or supervisor who will support and guide them during their integration period.	105	*		
	Encourage employees with disabilities to identify a trusted external contact (e.g., an NGO technician or caregiver) to provide additional support in managing transportation, contract understanding, and workplace integration.	105	*		
	Development of strategies such as visual aids, reminders, or task lists.	105	*		



Standard	Indicator	Source	AAA	AA	A
<b>Accessible public transport</b> as an important factor of work accessibility.	Availability of services such as elevators, kneeling buses and disability-adapted seats that are in good working condition.	59			*
	Clear, audible, and visual information provided at bus stops, train stations, and on vehicles to aid navigation.	59			*
	Entire travel chain is accessible, including bus stops, overpasses, underpasses, and pedestrian paths.	59		*	
	Staff behavior is respectful, without disclosing personal information of passengers unnecessarily.	59	*		
	Operators should be trained to interact with passengers with disabilities in a supportive manner.	59	*		
<b>Employment support programs</b> for enhancing the employability of graduates with disabilities.	Personalized job search assistance.	63			*
	Promoting temporary, part-time and self-employment can ease access to the labour market by adapting employment to special needs.	63			*
	Financial support, such as subsidies for employers, should be available.	63		*	
<b>Digital support</b> in inclusive workplaces.	Digital tools should incorporate visual support methods such as "Andon, pick-by-light, or light tool systems" to aid in intuitive understanding during operational tasks.	64			*
	Digital support should be developed in alignment with the cognitive processes of the worker, minimizing unnecessary cognitive load that could hinder performance.	64			*

Standard	Indicator	Source	AAA	AA	A
	Development of applications or tools that enhance the ability of individuals with disabilities to independently manage their daily activities and professional responsibilities.	105		*	
	Features in applications that offer guidance and instructions for completing daily and work-related tasks through instructional videos and directions.	105	*		
<b>Reduction of social security</b> dependency through competitive employment.	Funding for initiatives that promote competitive employment for individuals with disabilities.	65			*
	Supported employment should be promoted as a viable option for individuals with severe disabilities instead of segregated or sheltered workshops.	65		*	
<b>Career-related group services</b> for college students with disabilities.	Need for structured activities and discussions aimed at improving students' self-awareness and professional identity.	66			*
	Focus on career-related self-knowledge and insight to prepare for job-search activities and not on the job search.	66			*
	Group sessions should be flexible and tailored to meet the needs of diverse disability types.	66	*		
	The group should serve as a safe environment for students to practice disclosure of their disabilities.	66	*		
	Group activities should incorporate experiential exercises.	66		*	

Standard	Indicator	Source	AAA	AA	A
	Combining students with different types of disabilities can increase awareness of their uniqueness.	66	*		
	Group sessions should begin with informed consent.	66			*
<b>Accessible banking</b>	Chatbots using AI and voice recognition for easier interactions, especially for customers without caregivers.	67, p.27		*	
	Creation of dedicated customer support roles and channels for people with disabilities.	67, p.20			*
	Customized financial products such as health savings accounts.	67, p.16		*	
	Financial literacy programs specifically designed for people with disabilities and their caregivers.	67, p.19	*		
	Digital banking channels, such as websites and mobile apps are accessible.	67, p.25			*
	Extension of accessible banking hours for customers who rely on caregivers.	67, p.26		*	
	Regular training for bankers on unconscious bias, culture of inclusion, and empathetic customer service.	67, p.20		*	
<b>Services for supported employment</b>	Help for job placement and coaching.	105			*
	Provision of aids to help individuals perform their tasks.	105		*	
	Specialized training for the job.	105			*

Standard	Indicator	Source	AAA	AA	A
	On and off job support and long-term support plans should be developed.	105		*	
	Support specialists should maintain contact with both the employee and employer to address any future challenges.	105	*		
Facilitating <b>access to the job market</b> for people with disabilities.	Career forums matching labor supply and demand.	105		*	
	Events for direct meetings between companies and candidates focusing on skills, aptitudes, and talent.	105	*		
	Digital and social platforms active 365 days a year for orientation, managing applications, and testing job market skills.	105	*		
	Education of companies on the culture of integration of people with disabilities.	105			*
	Development and use of modern tools for recruiting employees with disabilities beyond traditional methods.	105			*
	Platforms with organized sections for job seekers and employers, facilitating easier interaction and job matching.	105	*		
	Provision of tutorials and training for company personnel to support the onboarding of employees with disabilities.	105			*
	Specialized team within the HR department responsible for handling the recruitment and integration of people with disabilities.	105		*	
	Regular collaboration with disability-focused NGOs to facilitate job matching between candidates and positions.	105	*		

Standard	Indicator	Source	AAA	AA	A
	Development and implementation of economic incentive measures to support employers in creating jobs for people with disabilities in conventional work environments.	106		*	
	Tax breaks, grants, or subsidies for companies that actively hire and support employees with disabilities.	106	*		
Facilitating the employment of people with <b>mental disabilities</b> through assisted <b>smart working centers</b> (JOB Stations).	Gradual transition from working in JOB Stations to direct employment within companies.	105			*
	Internship contracts progressing to permanent employment status.	105	*		
	Specialized support and continuous monitoring.	105			*
	Support from a tutor specialized in disability management and re-employment.	105		*	
	Constant monitoring and mediation by the tutor to ensure work quality and successful.	105		*	
	Regular follow-up services addressing clinical needs.	105	*		
	Providing a safe and supportive environment for initial employment experiences.	105			*
High-quality, accessible, and impactful <b>platform</b> that <b>supports the employment</b> of	The platform must ensure it reaches a wide array of employers and candidates.	105			*
	The platform should ensure that individuals with disabilities undergo a skills assessment.	105			*

Standard	Indicator	Source	AAA	AA	A
people with disabilities	The platform must identify and collaborate with companies that are committed to hiring individuals with disabilities and integrate disability inclusion into their HR strategies.	105	*		
	The platform must implement a system to monitor and evaluate the quality and effectiveness of job placements.	105		*	
Inclusive <b>work-based learning programs</b>	Opportunities to gain hands-on work experience.	106			*
	Development of new skills while working in a real-world setting.	106		*	
	Development of soft skills, such as communication, teamwork, problem-solving, and time management.	106	*		
	Access to experienced professionals who can provide guidance, support, and feedback on their work.	106		*	
	Development of skills such as active listening, speaking clearly and concisely and writing effectively.	106	*		
	Help with critical thinking, creativity, and problem solving.	106		*	
	Development of industry-specific knowledge and technical skills that are in demand in the workforce.	106			*
	Expose individuals to different cultures, perspectives, and ways of working.	106	*		
<b>Promoting inclusion and diversity</b> in the	Informing about the success factors and benefits of diversity at work.	105			*

Standard	Indicator	Source	AAA	AA	A
workplace	Awards recognizing organizations for positive diversity & inclusion actions.	105		*	
	Provision of a certification for workplaces that are free of architectural barriers and that ensure staff are prepared to assist people with disabilities.	105		*	

## 1.5 Cultural Heritage (Area 5)

Over the past decade, individuals with disabilities have frequently faced barriers to full participation in social and economic life. One notable area of exclusion has been access to museums and historical sites, which have often been inaccessible and poorly equipped to accommodate people with mobility, sensory, or cognitive impairments.

Museums and cultural heritage sites are vital for fostering social inclusion, promoting well-being, and supporting societal development. They preserve and share significant aspects of human history, identity, and progress. As such, they serve as educational spaces that contribute to lifelong learning through non-formal education and unique interactive experiences, shaping the cultural and intellectual fabric of society.

Ensuring accessibility in museums extends beyond removing physical obstacles; it also includes providing clear and understandable information to enhance visitors' engagement with exhibits. Addressing cognitive and sensory accessibility is equally important, requiring measures to minimize or eliminate existing challenges. Additionally, museum staff play a key role in fostering inclusive environments and must be knowledgeable about accessibility principles to ensure these spaces are welcoming to all.

Table 5. Standards and indicators for accessibility in Cultural Heritage (Area 5).

Standard	Indicator	Source	AAA	AA	A
<b>Signage</b> in museums should be accessible and refers to various types of visual communication tools, including text, symbols, and graphics. Signage should help, guide, educate, and inform all visitors equally.	Provide signs that are simple, short, and consistent in design and layout throughout the museum.	68, p.8			*
	Provide tactile signage through all the exhibitions.	68, p.8			*
	All the signs should be fixed at a consistent location, always on the left side.	68, p.8	*		
	All the signs should be mounted at a consistent height, between 1400 - 1700mm above the finished floor level.	68, p.8			*
	The signs should have a high color contrast level of 70% or more between the wall/background they are attached.	68, p.8		*	
	A matt surface (for the background) is recommended to reduce glare and improve	68, p.8		*	



Standard	Indicator	Source	AAA	AA	A
	readability.				
	All the signs should be well lit to ensure visibility. All signs must be visible and not be hidden by obstacles.	68, p.8			*
	There should be appropriate legibility to all signs from long and closer distance with no lighting interference and reflection to visitors' sight.	68, p.8		*	
	Incorporate recognized/easy to read symbols where appropriate to enhance comprehension.	68, p.8			*
	Use clear, legible typography.	68, p.8			*
	Provide symbols/signage in regards: Denotes building, exhibition or lecture is wheelchair-accessible, Ramped entrance, symbol for induction loop, symbol for text or information designed to be accessible for people with visual impairments, Guide or hearing dogs welcome, Symbol for infrared system or device for enhanced sound, sign interpretation/ language available etc.	68, p.25		*	
	Incorporate tactile signage that includes Braille (raised, dome-shaped dots readable by touch) or raised letters and pictograms to accommodate people who are blind or deaf blind.	68, p.8		*	
	To position tactile signage appropriately. Ensure that tactile signage is positioned where it can be easily touched and read by those who rely on tactile information.	68, p.8		*	
	All signs in Braille must be easily reachable without effort and without excessively raising the arms.	70		*	
	The sign should show direction, room numbers and functions of space.	69		*	
	To provide audio, visual and tactile warnings of the signage of the stairs, ramps, doors and exhibitions	71, p.102	*		

Standard	Indicator	Source	AAA	AA	A
	placements.				
In museums, <b>large print</b> refers to signage, exhibit labels, brochures, and other materials designed with larger font sizes to aid visitors with <b>visual impairments</b> or those who prefer easier-to-read text. Key characteristics of large print include suitable font size, high-contrast color schemes (like black on white), and clear sans-serif fonts to enhance readability. The layout is kept simple, with minimal visual clutter and ample white space. Materials are often placed at an accessible reading height. This approach ensures that museum information is accessible and engaging for all visitors.	Provide font sized Franklin Gothic 16 point or higher, no larger than 22pt.	68, p.24			*
	Provide the text broken down into small, logical chunks (make short paragraphs).	72, p.17		*	
	To keep headings and the linked paragraph texts on the same page.	72, p.17	*		
	To keep the 'Large Print booklet' to a certain place across all the museums such as near to the beginning of the exhibition/the entrance so the individuals can find it easily.	72, p.17			*
	Provide enlarged prints of the text, images and instructions of the exhibitions.	73	*		
	To offer downloadable digital files of labels and exhibit descriptions online, allowing visitors to read them in advance by adjusting the font size or using text-to-speech software to listen to the content. Some museums can offer a PDF of exhibit labels on its website, allowing visitors to download and increase the font size for easier reading before they arrive or they can provide with a downloadable version of its display descriptions online.	72, p.17	*		
	Use appropriate color contrast, black writing on white background or light blue background.	72, p.17		*	
	To make it easy to be read by all Braille readers. Use single words, for example tactile instructive signs.	72, p.17	*		
	Use many single/key words such as contractions for common words as it takes less room and is quicker to read.	72, p.17	*		
	To enable users to customize enlargement of	70	*		

Standard	Indicator	Source	AAA	AA	A
	images independently using electronic devices.				
<b>Showcase and object display provisions in museums</b> refer to the design and placement guidelines for displaying artifacts and objects in secure, accessible, and visually appealing ways. Provisions prioritize accessibility by placing displays at an appropriate viewing height and incorporating signage that is easy to read, ensuring that objects can be safely enjoyed and studied by a broad audience.	For optimal viewing height, all displays should be positioned within the range of 750 to 2000mm above the finished floor level (FFL) to ensure they are fully visible to individuals in wheelchairs.	68, p.13			*
	Provide clear lines of vision to interpreters and visual displays.	69	*		
	Number all the exhibits and there should be a correspondence between the numbers and descriptions of the exhibits and their labels.	69		*	
	Smaller or detailed objects and main text should be within the narrower band of 1200-1600mm above finished floor level (FFL). Ensure visibility for visitors in wheelchairs.	68, p.13			*
	To provide interactive Displays where staff encourages visitors to touch open displays where possible, with objects placed at wheelchair-accessible height.	74		*	
	Desk cases should be no higher than 800mm from finished floor level (FFL).	68, p.13			*
	Provide a minimum 400mm overhang and 800mm wide clear space underneath for wheelchair access.	68, p.13			*
	To increase the width of the nearby walkway or corridor by 800mm to ensure there is enough space for people to move through without encountering obstacles. This could be important for accessibility, allowing easy passage for individuals using wheelchairs, strollers, or other mobility aids.	74	*		
	Provide Braille labels placed flat or at a low angle not exceeding 45°.	68, p.14	*		

Standard	Indicator	Source	AAA	AA	A
	To incorporate a small recessed area space of 224mm high x 180mm deep at the bottom of constructed walls, cases, and large plinths to allow wheelchair users to comfortably position themselves closer to the display, by giving room for their feet or footrests to fit underneath. It ensures that the display is accessible for people in wheelchairs.	68, p.13	*		
	Ensure sufficient viewing space for large objects, photographs, or paintings to prevent bottlenecks in constrained areas.	68, p.2		*	
	To provide three-dimensional or tactile scale models of very large objects, such as an elephant or a steam train, to enhance accessibility.	68, p.14	*		
	Make the exhibitions more interactive, offering sensory experiences linked to touch, smell, vision.	68, p.13	*		
	Provide audio guide using headphones to enable free movement to the visitors to navigate in the exhibitions.	68, p.13		*	
Effective museum <b>text</b> is concise, using simple language and avoiding jargon, allowing people of varying ages and educational backgrounds to engage meaningfully with the content. <b>Exhibition graphics and labels</b> are also designed for readability, with clear fonts, high contrast, and appropriate font sizes, ensuring accessibility for all visitors, including those with <b>visual impairments</b> .	To make the language accessible to all it has to be easy to understand and explicit, and needs to implement simple/plain language and aim at a reading age of about 12 or 13 for main messages and up to 15 for additional information.	68, p.15	*		
	In regards the word counts provision, there should be given 100 words maximum for introductory or theme panels, 150 words max for topic or section panel, 200 words max for sub section or case panel and 25-50 ideal, 75 words max for object labels.	68, p.15		*	
	Graphics and labels must be positioned at the optimum viewing height (750 -2000mm above finished floor level (FFL) or 1200 - 1600mm for detailed text).	68, p.16		*	
	Labels should be placed at an appropriate angle for viewing (ideally at 90° to the line of vision) and as	68, p.16		*	

Standard	Indicator	Source	AAA	AA	A
	close to the viewer as possible.				
	Use simple, well-spaced paragraphs and layout, with a clear hierarchy of the title, main message, further detail, captions and credits.	68, p.17		*	
	Bullet points and rules between columns or unrelated sections also help navigation.	68, p.17	*		
	A minimum type size of 18 - 36pt is suitable for the body text of most exhibition object labels. It may be acceptable to use text as small as 14pt with a clear font printed in high contrast and if the viewing distance to the label is less than 500mm (when it is positioned within the optimum detailed viewing band 1200 - 1600mm above finished floor level (FFL).	68, p.17	*		
	Using reverse print for text, contrast should be very high and type not too small, lightweight or bold.	68, p.17	*		
	Use appropriate color contrast, black writing on white background or light blue background.	72, p.17		*	
	Ensure color contrast is sufficient for partially sighted visitors who may struggle with color perception. Avoid some specific combinations of colors such as red and green.	74		*	
	All the labels with graphic links to the objects should be placed as close as possible to the displays.	68, p.17			*
	Use language that allows for fast comprehension while standing, making it accessible to people with various literacy levels, Deaf individuals, people with learning difficulties, and international visitors.	68, p.14	*		
	Increase text size and spacing for large titles, banners, or text viewed from a distance, especially when placed outside the optimum viewing band or	74		*	

Standard	Indicator	Source	AAA	AA	A
	under less-than-ideal lighting conditions.				
<p><b>Tactile images</b> often include distinct textures, raised lines, and varying depths to differentiate shapes, figures, and other details, allowing users to explore the content through their fingers. Tactile images are commonly found in museums, where they provide an inclusive experience by allowing <b>visually impaired visitors</b> to engage with visual information in a meaningful way.</p> <p><i>It is strongly recommended to see specific indicators for tactile images in Area 3.</i></p>	To provide 3D Relief or Low-Relief Sculptures 3D printer and Tactile Photography, which is based on digital Stereoscopy to give depth and spatial awareness.	75		*	
	A tactile image should include raised lines and textures outlining key shapes, forms, or objects within an image.	76, p.16			*
	To provide large and enlarged, clear images of museum artefacts.	72, p.15			*
	To provide tactile images as part of a wider interpretive toolkit, with textual information delivered in Braille, audio or Large Print, or by a live guide.	72, p.15	*		
	To use different tactile materials to represent an image.	76, p.17	*		
	To simplify the design focusing on the key elements of the pictures.	76, p.16			*
	To provide good Braille labels and descriptions on the images.	76, p.17			*
	To provide good and high quality of color contrast on the images.	76, p.18		*	
	To include descriptive audio guides or QR code integration on the tactile images of the museum.	76, p.18			*
<p><b>Images</b> should include labels or wall texts that provide context, including information about the artist, the date, medium, and significance of the image, helping visitors</p>	Provide clear images.	76, p.17			*
	Provide enlarged images.	72, p.15			*
	Images with affective color contrast between the images and the background.	76, p.18		*	

Standard	Indicator	Source	AAA	AA	A
connect with the artwork on a deeper level. In some cases, interactive digital screens or magnification tools may be used alongside images to allow closer examination of fine details. Careful attention to accessibility, such as providing alternate text descriptions or audio guides, ensures that all visitors can fully appreciate the images.	Magnify and provide enlarged prints of the most important features of the images.	76, p.18	*		
	The minimum possible distance from an image is 1200mm, depending on the size of the image.	68, p.21	*		
Accessible <b>description of photographs/paintings/object/monuments</b> are often delivered via audio guides, Braille, or large-print text, promoting inclusivity and allowing all visitors to experience the richness and meaning behind the work.	When describing exhibitions, such as those in museums, galleries, or collections, start with an overview that includes key facts like the theme, age, origin, and type of exhibits.	77, p.80		*	
	Emphasize what makes the collection unique and its context within the broader display.	77, p.80		*	
	To clearly explain how the collection will be explored, offering the listener a specific physical or virtual viewpoint.	77, p.80	*		
	To break the collection into parts, guiding the listener through sections in a logical sequence. As you move through the exhibits, highlight important features by providing additional details about relevant or interesting aspects.	77, p.80	*		
	To describe a photograph, begin by introducing the photograph with key details, such as its identification, date, and technique, and emphasize what makes it special or unique.	77, p.80	*		
	Provide a general overview of the photo and either build a narrative around it or explore the key elements that compose the image. Break down the	77, p.80			*

Standard	Indicator	Source	AAA	AA	A
	photograph into layers to explain its viewpoint, perspective, or composition.				
	When describing a painting, offer similar basic facts - like the artist, date, style, and technique - and highlight what sets it apart. Give an overall impression of the painting, and then guide the listener through its elements, either narratively or by pointing out key features.	77, p.80			*
	Focus on important details like technique, color, and brushstrokes, explaining their effect without being overly technical.	77, p.80			*
	Relate the painting to other works by the same artist or in the same exhibition, and for both photographs and paintings, connect them to reality by explaining how they capture or recreate moments in life.	77, p.80	*		
<b>Haptic or interactive interfaces</b> are tactile technologies that allow museum visitors to engage with exhibits through touch and physical interaction, enhancing accessibility and experiential learning. Particularly valuable for <b>individuals with visual impairments</b> , haptic interfaces create a multisensory experience that fosters a deeper understanding and connection with exhibits.	To provide the opportunity to explore virtual replicas of museum objects. To provide 3D objects of accurate scanning and printing.	78			*
	To provide haptic devices such as exoskeletons, joysticks, pens, and among other specialized hardware that help tactile exploration.	78	*		
	Sensors need to be embedded inside the objects (NFC tags, touch sensitive sensors)	78	*		
	3D print of the digital replica or the original artifacts placed and fixed on a slightly (13-15°) inclined surface.	70	*		
	Enable interaction with 3D objects to trigger audiovisual content displayed on a nearby screen. Provide narrations with synchronized subtitles. Subtitles and sign language are included to ensure accessibility for deaf users. Each narrative is around one minute long to maintain user's attention.	70	*		



Standard	Indicator	Source	AAA	AA	A
	Lights, lines or colors, and patterns in relief can be useful to mark the perimeters of interactive areas where users have to focus their attention on interaction interfaces, making them easier to be identified, especially by visually impaired persons.	70	*		
	To combine audio description with the virtual representation.	78			*
	External devices are required to augment the touch replicas (smartphones, tablets, wearables).	78	*		
	Replicas or 3D printed objects are used, when necessary, with tactile translations (patterns) for understanding complex details (shapes, textures, colors).	70		*	
	Provide a multi- sensory experience where any kind of touch triggers an audio description	70	*		
	3D acquisition system (like Microsoft Kinect®) to track user's hands and software to detect the position of the bas-relief in its reference frame.	70	*		
	Users' hand movements are tracked using a non-intrusive computer vision system. It can be designed to respond more effectively to different exploration strategies, such as using one finger, multiple fingers, one hand, or both hands. The software can deliver verbal information based on specific gestures.	70	*		
<b>Assisted Navigation</b> refers to tools and technologies that help museum visitors, particularly those with disabilities, navigate exhibits and spaces more easily and independently. These systems may	To provide step-by step navigational audio instructions during visitors' motion.	78		*	
	Colour and tactile contrast or colour coding of specific zones in the building.	71			*
	To provide physical floor plans can provide an overview of the museum place.	78		*	

Standard	Indicator	Source	AAA	AA	A
include digital wayfinding apps, audio guidance, beacon-based navigation, and tactile floor plans.	To provide navigation aids such as predefined tracks (virtual path), realized using buried cables, that can be detected with the help of the Smart Cane, a traditional white cane equipped with custom electronics.	75	*		
	To provide a wheelchair-accessible orientation map on desk unit at entrance to gallery.	68, p.8			*
	Exhibition guides printed in large format, which will also include a route guide (the visitor will be able to take it with them).	79, p.28			*
	Navigation according to the spatial layout of the exhibits or their chronological or alphabetical order.	79, p.15	*		
	To easy locate entrances, exits, lifts, toilets and rest areas.	71			*
	To provide good lighting that helps define different areas and features, and assist with wayfinding, and reading of signs and information.	68, p.28			*
	Each area of the exhibition in the gallery is given a specific name or theme (possibly tied to a color scheme) to help visitors navigate and find their way around easily.	74		*	
	To provide orientation aids, such as maps (preferably tactile) of the circulation routes and sections of the exhibition.	74		*	
	To try to avoid complex circulation routes and provide clearly defined routes.	71		*	
	To provide a clear numbering system and signage to create a logical, easy-to-follow route through the exhibition.	74		*	
	The Blind Museum Tourer app uses GPS and sonar technology, along with an indoor positioning system with beacons and subtle tactile markers on	75	*		

Standard	Indicator	Source	AAA	AA	A
	the floor. It also includes a feature that tracks movement to make navigation more accurate and reliable.				
	To prioritize development of accessible routes to key features and highlights.	79, p.37		*	
	To offer smartphone (Android) application provides georeferenced guidance and context information regarding points of cultural interest, vocal messages and vibration feedback.	75	*		
	Use color, tone, and decoration to create clear contrasts between walls, floors, ceilings, and exhibits to help with orientation. Highlight door frames, free-standing objects, and overhangs to make them easier to spot, while avoiding bold, busy patterns that can cause confusion.	68, p.9	*		
	Guide path for the visually impaired, a special floor strip made of tiles with a different texture and color from the rest of the floor.	71			*
	To provide well-lighted passages and good lighting on the exhibitions.	73			*
	To provide the individuals with easy-to-read maps and easy-to-read formats to give them some information for the exhibitions to prepare the visitor coming to museums.	80	*		
	The signage on the directories and routes to be underpinned by graphical symbols, chromatic and numerical codes making notes of the starting points	80	*		
	To provide alternative routes and regular maintenance of path surfaces.	79, p.28			*
	To provide tactile arrows along escape routes, indicating direction of escape.	81	*		

Standard	Indicator	Source	AAA	AA	A
<b>Tactile Maps</b> are raised, touchable maps designed to help <b>visually impaired individuals</b> understand and navigate physical spaces, such as museums. These maps use raised lines, textures, symbols, and Braille labels to represent different features like rooms, pathways, and landmarks, allowing users to "read" the map through touch.	To link geolocation data, such as digital maps and spatial images, 3D shapes are rendered into low reliefs with a sophisticated process.	1	*		
	To provide printed exhibition guides that includes floor plans, with large print versions available for those with visual impairments.	74		*	
	To provide 3D Elements or Relief for Topographical Information.	75	*		
	Provide a tactile wayfinding system in the exhibition space such as Raised Paths and Outlines, Thicker and Thinner Lines for Differentiation.	81			*
	To represent Textured Areas into Different Zones using different colors and shapes.	72, p.18	*		
	To include Braille and to provide Braille Key for Understanding Symbols.	72, p.18			*
	To include tactile Symbols for Landmarks and Facilities, Consistent Iconography.	72, p.18		*	
	To provide directional orientation such as North Arrow or Entrance Indicator.	72, p.18			*
	Audio Descriptions/Audio guides and use of QR Code Integration to provide specific information for the exhibits.	70			*
	To provide colour contrasts and reference points facilitating in this way mobility and orientation.	73		*	
	To provide necessity of tactile maps in various places in the museums.	73	*		
	Highlight locations of ramps on tactile maps or in audio guides.	79	*		

Standard	Indicator	Source	AAA	AA	A
	To provide essential information for all the functional locations of the exhibits with easy access from one collection to the other.	73	*		
	To provide illustrated map of the physical exhibition, containing shapes in various colors that represent different sections of the exhibition.	82		*	
	Highlight the location and number of steps on tactile maps and audio guides.	79, p.41		*	
<b>Audio provision</b> in museums, including <b>audio guides</b> and <b>recorded audio-descriptive guides</b> , is an accessibility tool that enhances the visitor experience by providing spoken information about exhibits, artworks, and spaces. These descriptive narrations often include details about colors, shapes, and spatial arrangements, allowing users to form a mental picture of the exhibit.	To provide an assistive listening system and American Sign Language (ASL) interpretation.	75			*
	Provide audio guides such as navigation aid, voice recognition and control/command soundscapes or forms of audio augmented reality/virtual audio spaces.	75	*		
	NFC (Near Field Communication)- the objects that surround them by touching them with their NFC mobile device.	75	*		
	To provide audio-described tours.	83			*
	Offer portable audio guides equipped with an inductive coupler for hearing aid users. The audio guides should use clear descriptive language and provide directional instructions in the commentary.	74			*
	To include captions and subtitles to audio guides.	84			*
	Best practice, to choose a friendly/human voice for the audio guides.	82, p.52	*		
	To provide the opportunity to adjust the volume and pace of audio and video material.	82, p.42			*
	Audio guides can be offered from a professional	72, p.19	*		

Standard	Indicator	Source	AAA	AA	A
	audio describer or a well-trained member of staff.				
	To provide directional audio systems and magnetically induced amplifier.	70	*		
	To encourage visitors to navigate independently in museums using recorded audio-descriptive guides.	72, p.20			*
	To provide recorded audio-descriptive guides available at all times to all visitors.	72, p.20			*
	To provide a handheld device with physical button keypad for all visitors.	72, p.20			*
	To provide suitable apps for iOS and Android using the operating systems' built-in text-to-speech functionality.	72, p.20			*
	To guide someone in "seeing" through touch with 3D objects, clearly specify whether the item is a real piece, replica, or model, and provide key details such as its identification, date, and origin. Highlight what makes the object special or unique. Position the person and the object so they can explore it while listening to a description, ensuring their hands are properly placed before they begin. If possible, offer a general overview of the object's size, shape, and overall appearance. Then, direct their hands through a systematic exploration, focusing on notable forms and textures.	77, p.10	*		
<b>Art Accessibility for the Deaf</b> includes resources and services that make museums and art experiences accessible and enjoyable for individuals who are Deaf or hard of hearing. Key provisions include sign language interpretation for tours and events, captions for videos and multimedia	To provide sign language and finger spelling.	69			*
	Sign Language video captions for video and object labels for SL users for whom standard text can be a barrier.	69			*
	Provide visual information on displays and audio features, video material, and sign interpretations.	69		*	
	To provide signage for the people with hearing difficulties using visual cueing, lighting and	69		*	

Standard	Indicator	Source	AAA	AA	A
displays, visual alarms, and written descriptions of exhibits.	acoustics.				
	To provide hearing amplifications where is possible.	69		*	
	Some people wear hearing aids and that makes it important to reduce the unnecessary background noise in museums.	69	*		
	International Sign (IS) language (and national versions) and lip reading should take advantage of the right size and framing of the human translator, from the background, from possible subtitle concurrence, and from the right speed of gestures and synchronization.	70	*		
<b>Accessible Guides</b> are specially designed informational materials that help make museum content inclusive for visitors with diverse needs, including those with <b>visual, auditory, cognitive, or mobility impairments</b> . These guides may include large print or Braille for visually impaired visitors, audio descriptions for those who benefit from verbal explanations, and easy-to-read language for individuals with cognitive disabilities.	Individuals need to be provided with information prior to their visit in order to be prepared appropriately (pre-visit planning). Accessible booklets or website information can be provided.	79, p.34 80	*		
	Provide information that are up to date and the visitors can rely on.	80			*
	To include images, photographs, maps, floor and mobility plans, symbols, graphics, different colours.	80			*
	To provide alternative formats such as audio, text in Braille etc.	80		*	
	To provide access using Text to Speech to get the information on how to go to the museum.	72, p.24	*		
	To accessible information about safe evacuation, information linked to transportation.	80			*
	To provide description of open spaces (cities, countryside, parks and gardens, zoos, playgrounds, heritage sites, etc.).	77, p.68			*
	Description of architecture (buildings, rooms, indoor				

Standard	Indicator	Source	AAA	AA	A
	spaces, etc.).  Description of exhibitions (museums, galleries, collections, etc.).  Description of objects and artefacts (that cannot be touched). Description of paintings and photographs.  Describing how to operate and use audio guide equipment.				
	Provide information into panels of different dimensions (A0, A4, A5, and A3) printed with letters and superimposed in Braille.	70	*		
	To clarify the text through visual and non-linguistic supports (e.g., images, video) or translating the text into Augmentative Alternative Communication (AAC).	85	*		
	To provide information/warnings about the noise or light levels for blind or partially sighted people who are D/deaf, deafened or hard of hearing, or people with autism.	72, p.21	*		
	To provide legitimate and reliable information across the museum area using recognised symbols representing facilities or levels of accessibility.	68, p.25			*
Accessible <b>lighting</b> in museums is a carefully planned lighting setup that enhances visibility and comfort for all visitors, especially those with <b>visual impairments</b> . This type of lighting reduces glare, minimizes shadows, and provides even illumination to make	Work surfaces should be lit to a minimum level of 200 lux to ensure visibility.	68, p.17		*	
	Lighting that adapts to different needs to not cause difficulties such as overstimulation, glare, or darkness.	80	*		
	To be able to edit the color and contrast in the exhibition, for example by allowing visitors to switch between dark and light mode.	82, p.42	*		



Standard	Indicator	Source	AAA	AA	A
exhibits easier to see without straining the eyes. Accessible lighting typically includes adjustable fixtures, non-reflective surfaces, and strategic use of contrast to help guide visitors through the space while highlighting important displays.	Light reflectance values (LRV) should be checked regularly to ensure adequate contrast.	86, p.38	*		
	There should be informative signage in cases of mandatory low lighting due to potential damage to the exhibits.	68, p.27		*	
	There should be automatic lighting systems and ample lighting.	68, p.27			*
	Sudden transitions from bright to dark spaces, and vice versa, should be avoided.	68, p.27		*	
<b>Museum services</b> aimed at accessibility ensure an inclusive and welcoming experience for all visitors, especially those with additional needs. This includes offering free entry for companions of visitors with disabilities and making comprehensive accessibility policies readily available on museum websites, covering all types of needs.  Additionally, some of the accessible services include designated Blue Badge parking, clear and detailed accessibility information across formats, and a contact point for accessibility inquiries and bookings.	To provide free entrance for people who accompany people with additional needs.	79, p.29		*	
	To provide and update all the accessibility policies available on the websites of the museums including information about the accessibility for all the types of needs.	83	*		
	The official website of the museum/gallery etc. should be accessible according to internationally accepted guidelines for web accessibility (see, also, Area 2).			*	
	To make sure that a designated person is allocated to be responsible for setting and maintaining the accessibility policies in the museums.	83	*		
	To embedded an equality-inclusivity attitude of understanding of accessibility in museums. To provide relevant training to improve awareness, social change and to eliminate discrimination.	83	*		
	Accessible parking: To provide designated Blue Badge parking for disabled drivers.	87, p.33			*
	To promote and advertise accessibility in the museum and to seek for ongoing review of access efforts. To involve disabled people in regular	87, p.33	*		

Standard	Indicator	Source	AAA	AA	A
	access reviews.				
	Access Policy/ statement, information provided on a written version/ video/ electronically, dedicated point of contact for access-related enquiries and bookings, directions and orientation information.	87, p.33		*	
	To provide the individuals with a transition booklet/video/web information to prepare people with disabilities to get some information about the place they meant to visit to get familiarize with.	79, p.29	*		
	To provide ear defenders to support the individuals to explore the exhibitions without distractions.	71, p.96	*		
	To provide accessible equipment for people with additional needs such as wheelchairs, magnifiers etc.	71, p.102		*	
	To provide accessible toilets.	79, p.28			*
	To provide water bowls for assistance dogs.	79, p.28			*
An accessible <b>museum floor surface</b> is designed to ensure safe and easy navigation for all visitors, including <b>those using wheelchairs, walkers, canes, or other mobility aids</b> . Such surfaces are smooth, stable, non- slip and free from tripping hazards like uneven transitions, loose rugs, or overly textured materials.	All museums and exhibitions should have non-slip floors.	68, p.9			*
	Ensure floors have a matte finish to prevent visual confusion caused by reflections and glare.	68, p.9	*		
	High color contrast between floor, walls and displays.	68, p.9	*		
	To reduce obstacles throughout the museums and exhibitions such. Avoid surfaces that are challenging for wheelchair users or individuals with mobility issues, such as loose gravel, cobblestones, or thick carpets.	68, p.9			*
	Design new ramps and steps to align with the historic surroundings, and where feasible, offer both ramp and step options to ensure visitors can	79, p.35			*

Standard	Indicator	Source	AAA	AA	A
	access all areas of the exhibitions.				
	To avoid single steps across all the exhibitions areas as they are easily overlooked.	79, p.37	*		
Engaging touch, hearing, smell, and sometimes taste - <b>multisensory art</b> - enables individuals with visual or auditory impairments to connect deeply with the artwork. This inclusive method enriches the museum experience for all visitors, fostering a more diverse understanding and appreciation of art through a full sensory engagement.	To combine tactile and audio provision for all the exhibits.	75			*
	To create and provide 3D printing of objects those are very big to touch.	90	*		
	To provide simple tactile diagrams, together with a well-made audio description, can translate the content of paintings, photographs, video stills, building façades, archaeological sites, or images from a microscope. Hand-made reliefs, as well as CNC-milled replicas are even more engaging than such raised line diagrams.	74	*		
	To provide virtual models and augmented reality for many years 3D Rapid prototyping: prototypes of a product or feature are created and tested to optimize characteristics like shape, size, and overall usability.	74	*		
	To provide photography with the illusion of depth and physical space has been a long-lasting interest embodied in techniques such as Multi-Photography, Peripheral Photography, Photostereo Synthesis and Photo Sculpture. Stereoscopy can capture the color, and encode the depth at every point.	75	*		
	To convert the images into 3D models, using sensor developments such as Microsoft's Kinect sensor for finger tracking.	90	*		
	To provide a 3D virtual representation of the objects combined with graphical and sound information along with the haptic.	91	*		

Standard	Indicator	Source	AAA	AA	A
	Provide opportunities to individuals to explore different conditions of objects such as temperature, weight, solidity and fine texture.	91	*		
<b>Tactile provision</b> in museums offers hands-on experiences that allow <b>individuals with visual impairments</b> to engage directly with exhibits through touch. This includes tactile replicas of artifacts, textured maps, raised images, Braille labels, and 3D haptic information enabling visitors to explore shapes, details, and spatial relationships that would otherwise be inaccessible. Tactile displays often complement audio descriptions, giving a fuller sensory experience that promotes a deeper understanding of the museum's collections.	To provide graphical Braille displays. The physical layout of the communicative systems (spaces, distances, heights, position of the interaction interfaces and screens) should be ergonomically designed to allow access of users in wheelchairs.	75		*	
	To provide tactile images combined with Braille labels.	75			*
	To provide 3D printed tactile models of exhibits, an ancient theatre and other archeological sites.	83		*	
	Images that can be printed using a 3D printer are created through 3D modeling in Blender, an open-source software. This process transforms the decorative elements of an archaeological object, such as ceramics, into relief form.	75	*		
	Provide tactile replicas of paintings, adding gradually interactive gesture-recognition that prompts audio and add multiple commands embedded in the system.	75			*
	Provide real objects to the visitors with visual impairments to explore and touch such as clothing, textiles, ceramics, coins and metal-ware.	91	*		
	Organise touch tours that will often be accompanied by Braille labels and information.	72, p.29			*
	Digital interfaces and physical controls in TUIs (Tangible User Interfaces) need to be straightforward, easy to use, and accessible to all users.	70	*		
	The emphasis in TUI design should be on the cultural artifacts rather than the technology, ensuring the design is guided by the content being	70	*		

Standard	Indicator	Source	AAA	AA	A
	presented.				
	TUIs should harmonize with museum environments, enriching the visitor experience without causing distractions, and should visually integrate into the space.	70	*		
<b>Rest area provisions</b> in museums are designated spaces where visitors can take breaks and recharge during their visit. These areas are strategically located throughout the museum. By providing well-planned rest areas, museums enhance the visitor experience, making it more inclusive and allowing guests to enjoy exhibits at a comfortable pace.	Provide plentiful comfortable seating, and a furniture layout that enables wheelchair users and those with walking aids and assistance dogs to move about with ease and to sit with companions. Seating to be provided at frequent intervals where it will not impede circulation or the approach to displays.	68, p.27			*
	To ensure that spaces for wheelchair users are fully integrated into all public seating areas, with a choice of viewing positions and seating prices, and with adjacent companion seating.	68, p.27			*
	To provide identified 'easy access seats' which can be reached on the level or by one or two steps for those with mobility impairments, and for those with assistance dogs, space for dogs to lie down next to their owner.	68, p.27	*		
	Provide seats with removable arm rests, for those able to transfer out of their wheelchairs.	68, p.27	*		
	Wheelchair users can sit with companions away from circulation routes.	68, p.27	*		
	Provide seating and wheelchair rest spaces just off the main circulation routes, evenly spaced throughout the exhibition, ideally at natural breaks or near key objects.	71, p.96			*
	Offer a variety of seating options within the exhibitions to accommodate different visitor needs including the children.	71, p.96	*		

Standard	Indicator	Source	AAA	AA	A
	Seating Specifications: Chair/Bench Height:  400 - 500mm above finished floor level (FFL).  Seat Depth: 280 - 680mm.  Armrests Height: 650 - 750mm above FFL.	74			*
	Some seating should include back support and armrests to assist people with mobility issues. Some seating should have arm rests at 650 - 750mm above FFL and also with a back support. These aid people with mobility problems when lowering and raising themselves to and from the seat.	79, p.50			*
	Wheelchair Accessibility: Ensure sufficient space next to public seating for wheelchair users to sit alongside others or transfer themselves onto the seating.	71, p.96	*		
	Ensure that seating contrasts with the flooring and is not placed under wall-mounted exhibits, near control buttons, or in front of lifts or doors.  Provide accessible seating with backs and arms, picnic tables without attached benches, drinking fountains provided	68, p.11	*		
	Chairs or bench seating should consist of a firm seat 280 - 420mm deep, located at 400 - 500mm above FFL.	68, p.11			*
	Provide seating at points of interest and where people will most need to rest, for example next to slopes and flights of steps.	79, p.50			*
By implementing <b>handrails</b> thoughtfully, museums create a more inclusive environment that accommodates a broader	Handrails are also very useful as guide rails around an exhibition, and can provide psychological support for people with mobility problems or visual impairments.	68, p.7	*		

Standard	Indicator	Source	AAA	AA	A
range of physical abilities, promoting both safety and accessibility. Visitors feel safe and more comfortable to explore the exhibitions.	Handrails should be provided on both sides of a ramp, and a stair or ramp more than 1800mm wide must be divided by a centre handrail, ensuring at least 1200mm is retained between the rails.	68, p.7			*
	Handrails should be continuous, preferably circular in cross-section. The preferred diameter is 45-50mm and the rail should contrast with surrounding surfaces.	68, p.7		*	

## 1.6 Tourism, recreation, and sports (Area 6)

An EU study found that Individuals with Disabilities (IwD) are accompanied by an average of 1.9 other people while traveling. This indicates that by accommodating the needs of one person (customer in the case of businesses) with disabilities a venue or business obtains an average of about three customers (or visitors in general). In addition, an Amadeus<sup>1</sup> study found that IwD would increase their travel budget, either through more frequent or longer trips, by 34% if accessibility barriers were eliminated. Therefore, by providing inclusive and accessible traveling and accommodation services, travel and tourism organizations would be able to reach more travellers and a higher paying market that has been historically underserved.

This part of standards and guidelines outlines accessibility indicators for the fields of tourism recreation and sports. It includes both accessible traveling to the destination and wellbeing in the destination (accommodation, venue, visit, etc.).

The main sources for the standards and guidelines were:

- EU directives, as they have been incorporated into national legislation in the EU countries,
- International standards like ISO and others,
- National Standards, like the Greek ELOT, etc.
- Results of EU projects (such as Access-IT, Inclusive Hotels Network, etc.)
- Scientific papers and various studies

The guidelines aim at making traveling, staying and visiting as accessible as possible by covering the following aspects:

- Directions on building and arranging the infrastructure of accessible venues, accommodation, travel stops and stations, so as to be accessible to as many IwD as possible.
- Suggestions on the types of services, facilities, and aids that should be provided to make travel, accommodation, and tourist visit as comfortable and trouble free as possible for IwD. This includes signage for direction and easy movements to and through the premises.
- Guidelines on educations and training of personnel (travel guides, hotel hosts, venue staff, etc.) to be able cater to the special needs of IwD and help them in the

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<sup>1</sup> <https://amadeus.com>



appropriate ways (depending on the disability).

- Directions on accessible electronic information and arrangements, like travel and venue information, ticket and accommodation booking, etc. through the web sites of the travel agents, hoteliers and venues.

Finally, the guidelines that follow include accessibility directions for both mobility disabilities (moving in space and manipulating objects) and sensory disabilities (mainly, visually- and hearing-impaired persons).

Table 6. Standards and indicators for accessibility in Tourism, Recreation, and Sports (Area 6).

Standard	Indicator	Source	AAA	AA	A
<b>Provisions on ship</b>	The ships should be constructed and equipped in such a way that a person with reduced mobility can embark and disembark easily and safely, and can be ensured access between decks, either unassisted or by means of ramps, elevators or lifts. Directions to such access should be posted at the other accesses to the ship and at other appropriate locations throughout the ship.	92, p.136			*
	Signs provided on a ship to aid passengers should be accessible and easy to read for persons with reduced mobility, (including persons with sensory disabilities), and be positioned at key points.	92, p.136		*	
	The operator should have the means onboard the vessel visually and verbally to provide announcements, such as those regarding delays, schedule changes and on-board services, to persons with various forms of reduced mobility.	92, p.136			*
	The alarm system and alarm buttons must be designed so as to be accessible by and to alert all passengers with reduced mobility, including persons with sensory disabilities and persons with learning disabilities.	92, p.136		*	
	Handrails, corridors and passageways, doorways and doors shall accommodate the movement of a person in a wheelchair. Elevators, vehicle decks, passenger lounges, accommodation and washrooms shall be designed in order to be accessible in a reasonable and proportionate	92, p.136		*	

Standard	Indicator	Source	AAA	AA	A
	manner to persons with reduced mobility.				
<b>Airport facilities</b>	Reimbursement for refusal to travel within 7 days.	93, p.6	*		
	Timeframe to provide assistance to reduced mobility persons: up to 60 minutes before departure.	93, p.7		*	
	Right to assistance from check-in to embarkation if arriving at least 1 hour before departure.	71, p.5		*	
	Right to assistance from airport arrival to embarkation if arriving at least 2 hours before departure.	71, p.5		*	
<b>Mountain Trail Specifications</b>	Width of mountain trail for wheelchairs at the point of opposite moving wheelchairs: 2.2 m.	94, p.1623		*	
	Width of mountain trail for wheelchairs at the point of opposite moving wheelchair and persons: 1.5 m.	94, p.1623		*	
	Width of mountain trail for wheelchairs if only one way movement is allowed: 1 m.	94, p.1623		*	
	Inclination of mountain trail: 5% max.	94, p.1628		*	
	Length of cross passing point in a mountain trail: 5m min.	94, p.1628		*	
	Distance between cross passing points in a mountain trail: 100m max.	94, p.1628		*	
	Distance between back-turning wheelchair point in a mountain trail: 300m max.	94, p.1628		*	
	Length for accessible mountain trail: 2km max.	94, p.1628		*	
	Mountain trail for visually impaired needs wooden of stone railing.	94, p.1628	*		

Standard	Indicator	Source	AAA	AA	A
	Mountain trail for visually impaired needs signs in Braille writing.	94, p.1628		*	
<b>Transport stops</b> (e.g. Bus Stops, Train Stations, Taxi Stations)	There should be signs indicating the exact location from where the means of transport departs or arrives.	95			*
	At the vehicle floor height, a space for the safe and accessible boarding and disembarking of passengers shall be provided to enable getting on and off the vehicle.	95			*
	To achieve a better positioning of a ramp to the vehicle or for the safer boarding of passengers, associated infrastructure should be located on the pavement or incorporate standardized edged pavements equipped with kerb ramps.	95		*	
	Shelter stops, such as bus stops, shall be provided with a minimum obstacle clearance of lateral or central access to the structure of the stop or awning. There should be enough space inside the shelter for people and people in wheelchairs.	95	*		
	Shade or shelter from the sun, rain and wind should be provided by the shelter. A partial enclosure should have enough contrast to be detectable by anyone whenever it is available. It needs to have comfortable seats and back bolsters.	95	*		
	The design of the shelter or stop should facilitate its location and provide information about the transport service inside it (e.g. stop number, lines, schedules) in an accessible manner (e.g. visual, aural, and alternative formats employing various technologies).	95	*		
	The tactile flooring at the stop can be used to facilitate its positioning and to signal a caution in the chasm between the fixed surface and the vehicle.	95			*

Standard	Indicator	Source	AAA	AA	A
	There should be sciatic support elements at various heights on platforms, bus stops, taxi stops, and other waiting areas for small public transport vehicles, where the wait is usually shorter.	95		*	
	There is often only one location signal with information for the taxi stand.	95	*		
<b>Pedestrian crossings</b>	Pedestrian crossings shall have adequate width to allow two people to cross the roadway side-by-side or to pass each other easily and safely without unnecessary delay or hindrance. The timing of the signals should be adjusted to take into account the speed at which pedestrians cross.	95			*
	To be seen by all pedestrians, pedestrian crossings must be strategically placed, marked and free of obstacles.	95		*	
	All pedestrian crossings shall have level access with a kerb ramp or a raised road crossing to enable all individuals, including people who use wheeled mobility devices, parents with pushchairs and those with walking difficulties.	95	*		
	The full width of the flush surface should have a tactile warning to alert people with vision impairments. If the pedestrian crossing is not perpendicular, it is recommended that tactile direction be provided across the road.	95	*		
	Where necessary, audible signals should be provided for people with vision impairments on traffic light status for people with vision impairments.	95		*	
	Where visible crossing signals are present, they should be accompanied by audible ones.	95		*	
<b>Stairs and ramps on buildings</b>	External ramps and approaches shall be properly drained to prevent water from flowing down the ramp or accumulating on landings and approaches.	95	*		

Standard	Indicator	Source	AAA	AA	A
	To avoid discomfort or trapping, a drainage grating should be set flush with the surface and have narrow openings perpendicular to the pedestrian path of travel.	95	*		
	To allow for rain and other environmental factors, the surface materials used for an external ramp should be durable and easy to maintain.	95		*	
	To avoid discomfort when grasped by users, handrails provided for external stairs or ramps should have low heat-conducting properties.	95	*		
<b>Surroundings of points of tourist interest</b>	The reservation of parking areas and reserved spaces for people with reduced mobility, as well as continuous and safe routes for pedestrians.	95			*
	The establishment of connections with public transport and the provision of areas of connection to public transport, encompassing straightforward and precise information regarding the services offered, including destinations and schedules.	95		*	
	There should be outdoor signage with indications of pedestrian routes to and from points of interest in the city, such as the urban center.	95		*	
<b>Historic city centers</b>	The pavement shall have sufficient clear width for a person and a wheelchair user to pass. It is possible to restrict street access to pedestrians only or share space if this is not possible.	95		*	
	The accessible pedestrian route shall be flat and avoid the use of cobblestones or individual pavements with separate pieces. A flat route with the joints between the cobblestones leveled to facilitate the passage of wheelchairs or baby strollers can be provided if this is not possible. It's important to make sure the surface doesn't slip, whether it's wet or dry.	95		*	
	The directional signage announcing the main points of interest and reference should be emphasized in	95	*		

Standard	Indicator	Source	AAA	AA	A
	elaborate journeys, in order to ease the navigation of tourists and avoid mishaps.				
	It's important to make it easier to get around the center with all its obstacles. The passage of adapted vehicles that provide services to people with disabilities should be allowed (i.e. even in restricted spaces) Additionally, the proximity of public transport stops should be facilitated without having to walk long distances.	95	*		
<b>Archaeological site facilities</b>	Route accessibility requires that steps and ramps with a steep slope should be avoided. The route should possess a sufficient width to accommodate the passage of two individuals or the maneuverability of a wheelchair, and additionally, it should possess lateral safeguards (i.e. guards) when required, without obstructing the view of archaeological remains.	95		*	
	A cane, crutch or shoe heel can get caught or hooked on steel grating floor materials, leading to potential falls. Furthermore, such flooring can cause vertigo problems.	95	*		
	During opening hours, the site should be well lit.	95	*		
<b>Natural parks and historic gardens</b>	The vegetation, including the position and size of branches (i.e. have a regular pruning schedule) should be taken into consideration to avoid posing a challenge along the path. Plant elements that pose a difficulty on the road should be addressed (e.g. slippery leaves, branches or fruits that can be tripped over).	95	*		
	Weather conditions can affect the accessibility of routes. After a rainy season, pedestrian routes should be reviewed and conditioned to ensure accessibility, to avoid the presence of bulges, runoff, puddles, or any other deformation or circumstance that prevents movement.	95	*		

Standard	Indicator	Source	AAA	AA	A
	Specific requirements are in place to ensure accessibility in waterside environments such as beaches, marinas and quays.	95	*		
Tourist routes in <b>shopping streets</b> and <b>leisure</b> and <b>catering areas</b>	It's important to have signage in place, so there's always a point of reference for tourists to follow, no matter what's going on around them.	95			*
	Commercial elements, including elements within stores such as menu information and sample products, ought to be arranged in a manner that is easily discernible and does not pose a hindrance for tourists.	95		*	
	Everyone should have access to stores; stores with steps should be avoided. Furthermore, stores with confusing or difficult identification should be avoided.	95		*	
<b>Measures</b> for accessibility of <b>content</b> (e.g. leaflets, guides, advertisements, instructions)	Advertisements ought to target a diverse group of individuals by utilizing diverse formats (such as comprehensible sign language videos) and involving diverse stakeholders.	95	*		
	Booking or reservation services ought to be provided in a manner that is accessible to individuals with disabilities and provides an equitable level of service.	95		*	
	Accessible and educational programs should focus on different senses.	95		*	
	It is essential to avoid intellectual, cultural, and language barriers. Museums ought to consider multiple intellectual levels and disseminate their knowledge in diverse ways.	95	*		
	Information ought to be provided in alternative formats, such as acoustic, visual, and tactile.	95		*	
	When possible, museums should allow artifacts to be touched, or they should make scaled models, replicas in 3D, or educational sheets in relief,	95	*		

Standard	Indicator	Source	AAA	AA	A
	identifying the content of the original. It is imperative to take into account that experiencing tactile objects, such as plans and exhibits, in museums that receive a significant number of visitors, necessitates adequate time and a tranquil setting. It is imperative to furnish succinct information in raised tactile letters and Braille.				
	It is important to have high contrast between the exhibits and their backgrounds, and to have the opportunity to look at them from a short distance.	95		*	
	Height, text size, contrast, raised tactile letters and Braille should be suitable and accessible for information in exhibit label text.	95			*
	Hearing-enhancement systems should be provided to assist hearing-aid users during tours, workshops, or events. Examples include induction loops, FM systems, neckloops, and radio receivers.	95		*	
	Services should be provided in sign language. Videos in sign language are suitable for use in permanent exhibitions.	95	*		
	The furnishings, particularly glass display cabinets or cases, ought to be ergonomic. People standing or sitting at different heights should have a good view of the artifacts.	95		*	
	It is imperative to provide technological resources, such as audio guides and video guides that are accessible in terms of their manner and operation, and their communication resources with audio description, closed captions, and sign language, where appropriate. It is possible to incorporate content accessible via the internet.	95			*
	The advancement of Information and Communication Technologies (ICTs), informational panels, interactive screens, and internet applications (such as IR, NFC, and two-dimensional codes such as QR codes) should be	95			*



Standard	Indicator	Source	AAA	AA	A
	equally accessible to all individuals.				
	If interactive games are offered to children, they should be accessible.	95		*	
	Guides should receive awareness-raising training and be knowledgeable about the use of facilities for people with disabilities, such as the induction loop.	95		*	
	It is important to establish a cooperation with organizations or experts who represent the interests of people with disabilities.	95		*	
	Appropriate lighting shall be guaranteed. It is important to avoid reflections and disturbing glares at different eye heights and angles of view.	95	*		
	Information about the exhibition and the artifacts will be offered in different formats, such as simplified itineraries, simplified and concise descriptions of the exhibition and the artifacts, large-print guides with high contrasts for permanent galleries, and publications in audio format.	95		*	
	In locations that are anticipated to be crowded, noisy, or a combination thereof, it is imperative to provide a tranquil area or restroom for individuals with disabilities or those who require rest.	95	*		
Accessibility of the <b>content</b> (alternative means of communicating the information)	Facilities ought to possess magnetic induction systems, optional closed caption, and audio description systems that can be selected voluntarily by those who require them.	95	*		
	Audio description and closed captions may be broadcasted live or pre-recorded, and subsequently transmitted to devices present within the premises.	95		*	
	The audio description can also be received via mobile devices belonging to the audience. Another option is to provide an audio introduction that establishes the type of presentation and the context	95		*	

Standard	Indicator	Source	AAA	AA	A
	of the performance.				
	It is imperative to provide translation in sign language upon request.	95		*	
Accessible pedestrian routes	Routes ought to possess stable and continuous solid ground, i.e. an obstacle-free space to circulate, by providing accessible alternatives for existing uneven sections, such as boardwalks, crushed gravel, or pea-stone.	95		*	
	Enough signage and lighting, warning and protection systems at crossings and guiding elements should be included in routes, especially if there's a different accessible route for some sections.	95		*	
	Routes must ensure continuity, for instance, in natural environments where interventions have been made to make them accessible, there cannot be inaccessible sections once a person commences along the route.	95		*	
	Routes must furnish specifics on the itinerary prior to commencing the route to prevent any potential hazards or accidents.	95			*
	A recreational trail shall have signage at each trail head that provides information on the length of the trail, the type of surface on which the trail is constructed, the average and minimum trail width, and the average and maximum running slope and cross slope, as well as warning about possible dangers or dangerous points along the trail.	95		*	
	It is important to ensure that accessible routes are identical to the general ones, in order to avoid unnecessary segregation.	95	*		
	The extent of their accessibility will be significantly influenced by the surface of the pathways and the materials employed. The surface should possess the following characteristics: a) firmness and	95		*	

Standard	Indicator	Source	AAA	AA	A
	consistency; b) regular maintenance; c) adequate compaction and treatment, such as a drainage system that evacuates rainwater to prevent the pavement from losing compactness; d) smoothness and homogeneity, particularly in the case of surfaces that are composed of multiple sections or different types; e) constructed from materials that adhere to the following specifications.				
	The pavement shall be safe and accessible and provide a continuous, natural, durable, non-slippery, waterproof, and environmentally friendly surface.	95			*
	For wooden walkways or bridges, it is recommended that the planks be positioned perpendicular to the direction of movement, with no gaps, perfectly flush with the ground, and coated with a surface coating to prevent slipping. Both sides of the walkway should have a safety baseboard to prevent wheels from leaving the path unexpectedly.	95		*	
	It is imperative to ensure that paths and trails possess a minimum width and height free from obstructions.	95			*
	The recreational trail shall have edge protection, which is an elevated barrier that runs along the edge of the recreational trail in order to prevent users from slipping over the edge. The design of the edge protection must ensure that it does not hinder the drainage of the trail surface.	95			*
	To facilitate their use, boundaries should be defined in the routes. Despite the complexity of rural environments, various resources can be utilized, including the installation of raised edges with boards or logs or a line of large stones that remain stable.	95	*		
	Regarding slopes, it is recommended to utilize routes that traverse smooth slopes whenever feasible. It may be necessary to develop alternative	95		*	

Standard	Indicator	Source	AAA	AA	A
	routes, such as zigzagging. Along steep slopes, frequent rest areas should include supports, such as handrails, or enable means of transport or assistive devices. It is imperative that information pertaining to the characteristics of each region is provided to ensure that each tourist is cognizant of any prevailing obstacles and can make an informed decision regarding whether or not to adhere to an itinerary.				
	Routes through natural environments subject to weather conditions and the transit of and use by animals shall require maintenance.	95	*		
	Where applicable, guides should monitor pedestrian routes through different methods: a) guides or park managers should perform daily checks for major obstacles; incidents reports should be filled out and reported to the supervisor relating to obstacles or potential safety issues on the route.	95		*	
	These accessible routes through natural environments should have the same features, by adjusting their implementation to the type of place or climate.	95			*
<b>Protected natural spaces</b>	Accessible paths, routes and trails should be provided to match the uniqueness of the location.	95		*	
	These should have benches and chairs with arms and backs at frequent rest points along paths, routes, and trails. They should be set back so that there is no obstruction from other users.	95			*
	To facilitate ease of movement, protected natural spaces should have areas adjacent to rest points that are wide, level and smooth.	95			*
	There should be picnic areas with wide, level routes with furniture set at various heights and picnic tables reserved for people with disabilities in	95	*		

Standard	Indicator	Source	AAA	AA	A
	protected natural spaces.				
	At rest points, protected natural spaces should have shelters that fit the site's character.	95		*	
	Handrails should be provided in protected natural spaces, appropriate to the site's character.	95			*
	Protected natural areas ought to incorporate tapping rails for visually impaired visitors.	95		*	
	It is important for protected natural spaces to provide access to rougher or less firm terrain over short distances with different types of boardwalk and other sustainable trail solutions.	95	*		
	It is imperative that protected natural areas utilize alternatives to loose gravel for pathways, routes, and trails into the natural landscape.	95	*		
	Boardwalks should be covered with materials that prevent slipping in damp areas.	95		*	
	Protected natural spaces should be provided with tactile terrain markers at regular intervals or at points of interest.	95		*	
	The protection of natural spaces should include the monitoring and regular maintenance of paths, routes, and trails.	95			*
	Protected natural areas must undergo regular maintenance of lawns and grassed areas.	95			*
<b>Wildlife observatories</b>	It is imperative to ensure leveled access or ramp access to the platform when it is constructed above the natural landscape.	95			*
	It is recommended to design routes along paths or tracks that are commonly used to facilitate the approach for the maximum number of individuals.	95	*		

Standard	Indicator	Source	AAA	AA	A
	For example, consider incorporating observation areas at two different heights, so that people of different heights, children, and wheelchair users can observe.	95		*	
	It is imperative to exclude furnishings that hinder the act of observation and make the existing ones accessible to individuals who require them, such as raised drawings of animals or 3D models, buttons that enable listening to the sounds emitted by each species, or those that emit odors or other similar solutions.	95		*	
Accessible <b>beach points</b>	The accessible beach points should have information about the facilities and accessible services of the beach.	95		*	
	An accessible shower should be provided at accessible beach points.	95		*	
	Accessible shorelines should have accessible restroom facilities.	95		*	
	Beach points that are accessible should have an accessible route from the entrance to the water.	95			*
	Beach points that are accessible should have a rest area with shade and a firm pavement.	95		*	*
	Drinking water at accessible beach spots should be readily available.	95		*	
	Personal assistance services for bathing or swimming should be provided at accessible beach locations.	95	*		
	Amphibious chairs, amphibious crutches or beach wheelchairs should be available at accessible beach points.	95	*		
Physical Access to <b>Venues</b>	Customers with walking difficulties can use	95		*	

Standard	Indicator	Source	AAA	AA	A
(mainly <b>indoors</b> )	wheelchairs on temporary loan at the facility.				
	It is imperative to ensure that events are held in rooms with level entry or rooms that can be accessed by lift.	95		*	
	Ensure that the furniture placement and event setup allow for adequate movement for everyone, including people using mobility aids, people using a red/white, green/white, or white cane, and people with assistance dogs.	95		*	
	If temporary or moveable seating is provided, it is recommended to include a diverse range of chairs, including those equipped with arms and those without arms. Wheelchair users who wish to transfer from their wheelchair to a chair may find it easier to use a chair without arms.	95	*		
	Provide seating, even in areas where it is anticipated that the majority of individuals will be standing, in the event that someone requires a seat.	95			*
	For coffee breaks and buffets for standing people, provide lower tables where wheelchair users can rest their plates and drinks.	95	*		
	The reception or sign-in desk should have a lowered counter so that everyone can reach it easily.	95		*	
	Make sure there's a spot near the meeting where people can chill out and unwind, free of distractions.	95	*		
	All areas being used by participants should have level (step-free) access from the arrival point at the venue, via the main entrances.	95			*
	Make sure there aren't any obstacles in the way of participants using facilities like breakout or workshop rooms, eating areas, outside spaces and	95			*

Standard	Indicator	Source	AAA	AA	A
	exhibition areas.				
	Make sure the speaker's platform accommodates wheelchair users with ease and security. If there is one, it should allow the speaker to be seen, even if seated.	95	*		
	People should be directed from the entrance to any information desk and all of the facilities in use by clear signage.	95			*
	Make sure that a hearing loop system is installed in conference and meeting rooms and at reception desks.	95			*
	It is imperative to ensure that clear evacuation plans and procedures are in place and clearly communicated during events, taking into account individuals with disabilities such as sensory impairments and mobility impairments.	95			*
	It is essential to ensure good maneuverability around exhibition stands and in areas where food and drinks are served.	95		*	
	It is imperative that event personnel, including volunteers, receive disability awareness training to enable them to respond appropriately to the needs of individuals with disabilities.	95	*		
	Ensure that security staff is aware of the right of people using assistance dogs to bring them into the venue.	95		*	
	A designated spending area for assistance dogs and bowls of water should be provided.	95	*		
Access Means to Outdoor Venues	Provide wheelchairs for the use of customers with walking difficulties.	95	*		
	Make sure the arrangement of the event facilitates	95			*



Standard	Indicator	Source	AAA	AA	A
	optimal entry and movement.				
	It is imperative to ensure that the location of stalls or performance areas does not obstruct kerb ramps.	95		*	
	It is imperative to provide accessible parking spaces in close proximity to the event for individuals with disabilities.	95		*	
	It is imperative to ensure that any street closures do not include the implementation of traffic control barriers that may result in the obstruction of kerb ramps or travel routes.	95		*	
	First-aid cabins or portable accessible toilet facilities should be installed.	95		*	
	Provide seating in the shade and, in general, shielded from adverse weather conditions, such as rain, wind, and sun.	95		*	
	At clearly identified points, provide fresh drinking water.	95	*		
	Small areas close to the stage should be designated for use by people using wheelchairs.	95	*		
	Some grassy areas could be covered with matting or other materials to make mobility easier.	95		*	
	Ensure that electric power cables and all other cables are secure and do not pose a trip or entanglement hazard.	95			*
	Create an access map for the event and provide access-related information online.	95			*
	Include and position viewing platforms.	95	*		
	Include the above accessibility features as license	95	*		

Standard	Indicator	Source	AAA	AA	A
	conditions for hosting an event.				
	The ground conditions should be considered when planning the event. Give an alternative route if possible, avoiding gravel, bark or sloped surfaces.	95		*	
	Recommend routes in event communications and note any potentially challenging ground conditions in the access guide.	95		*	
<b>Accommodation Services</b> (hotels, motels, hostels, etc.)	Customers and front desk staff shall be informed about the accessibility of the services offered by lodging establishments, for example through a guide on accessibility.	95		*	
	Staff shall be able to check if a room is available according to the accessibility requirements of guests using the reservation management system of the lodging establishment. In the management of reservations, these rooms should be the last ones to be occupied by guests without disabilities.	95		*	
	The accommodation establishment shall have a reservation system designed to allow guests to reserve an accessible room through their website. When a reservation for an accessible room is confirmed in writing, the room will not be reallocated to another guest unless the reservation has been cancelled.	95		*	
	The lodging establishment shall furnish guests with diverse audio and visual means to communicate in public areas or in guest rooms.	95	*		
	Hearing enhancement devices will be available at reception. They should be available in other public areas, such as meeting rooms, to assist deaf or hearing-impaired persons.	95	*		
	In guest rooms, an alternative two-way communication system with reception, such as an app, phone text, or smart TV program, shall be readily available upon request for guests who are	95		*	

Standard	Indicator	Source	AAA	AA	A
	Deaf or have hearing impairments. Other systems should include a visual or vibrating alarm, wake-up service, visual doorbell, and hearing enhancement system for the television in the guest room.				
	It is imperative that features and equipment that are advantageous to guests who are blind or have vision impairments are readily available in guest rooms. These features and equipment may include: a) an electronic door key with tactile detectable marking; b) a housekeeping or do not disturb sign, either in large print, tactile font, or both; c) switches with tactile markings; d) equipment for assistance dogs, such as bed and water bowl; e) tactile indicators for hot- and cold-water taps; f) hygiene amenities such as shampoo or gel easy to manipulate with wet fingers and easy to differentiate with color contrasting and easy-to-read fonts.	95		*	
	Guests with mobility impairments should have the option to borrow a variety of assistive devices and equipment, including but not limited to wheelchairs, toilet seat raisers, shower chairs, bath seats, adjustable beds, and hoists, upon prior request.	95	*		
	Guest events and activities at the accommodation establishment should be organized and designed based on Universal Design principles in order to allow participation by persons with various access requirements or disabilities.	95			*
Accessibility to <b>guest rooms</b> in hotels and guesthouses	It is imperative to provide visual contrast between the elements and surfaces within the room in order to facilitate the orientation of all customers.	95	*		
	Elements, devices, and controls should be reachable and easy to operate, without the need for wrist rotation or fine motor skills.	95		*	
	Upon request, a guest room should be equipped with a system that informs the occupant of any	95	*		

Standard	Indicator	Source	AAA	AA	A
	incoming calls or knocks at the door.				
	Floor surfaces should be firm, such as hard flooring or low pile carpet, to facilitate easy movement and prevent tripping, as well as to alleviate allergies or breathing issues. It is recommended to refrain from utilizing floor rugs or mats. It is imperative that the floor surface in guest room bathrooms be slip-resistant, regardless of whether it is dry or wet.	95			*
	In shower stalls and bathtubs, grab rails should be provided at an appropriate height for support when standing and for safe transfers.	95		*	
	Individuals with hearing impairments should be provided with assistive devices, such as vibrating or flashing alarm clocks, neck induction loops, vibration pads, and personal hearing enhancement systems. These devices should be compatible with the telephone and fire alarm systems. Additional electrical sockets for these devices shall be provided near the bed.	95	*		
	Visual and audible alarm systems ought to be readily accessible to alert individuals with hearing and vision impairments, respectively.	95		*	
	Furniture with sharp edges or transparent table tops should be avoided.	95			*
	As appropriate, there should be a system available to identify the different elements in the guest room that are potentially difficult to perceive for people with vision impairments (e.g. different amenities, hot or cold-water tap, different control devices).	95	*		
	An assistance dog staying in the guest room requires adjustments.	95	*		
	The quietest guest rooms (on the upper floors, at the end of hallways away from elevators, amenities and common areas) should be offered to guests	95	*		

Standard	Indicator	Source	AAA	AA	A
	upon request.				
	It is imperative that an adequate number of accessible guest rooms, including at least one accessible guest room, with adequate space for two suitable beds and a suitable accessible en-suite bathroom for individuals using wheeled mobility devices, be provided.	95		*	
	The bathroom shall be located within a short distance of the guest room and on an accessible route when more than one accessible guest room cannot be provided.	95		*	
	Accommodation facilities with guest rooms of different types and categories should have the possibility of providing accessible guest rooms in these different categories (e.g. accessible suites or family rooms)	95		*	
	Accessible guest rooms should have a non-exclusive character. Hence, in the absence of any specific demand from guests with disabilities, it is recommended that the room be made available for the utilization of other guests.	95	*		
	Mini-bars, safe boxes, coffee- and tea-making equipment, wardrobes and luggage racks and access to the bathroom should be provided with adequate maneuvering space.	95		*	
	To facilitate the approach, furniture, including tables, chairs, shelves, benches for luggage, hangers, and counters, must be accessible (at a suitable height and with ample space on the sides for knees)	95			*
	In the case of two beds, adequate clear maneuvering space shall be provided on at least one of the long sides of one bed and at the foot of the beds.	95		*	

Standard	Indicator	Source	AAA	AA	A
	The height of beds, as measured from the floor to the top of the mattress, regardless of whether it is compressed, must be adequate to facilitate the transfer from a wheelchair or other wheeled mobility device to the bed. Information regarding the height of the beds shall be made accessible.	95	*		
	Beds must have a clear space underneath to allow the use of a portable hoist. At least one accessible guest room should be equipped with a ceiling-mounted hoist, which will serve the guest room and the en-suite bathroom.	95	*		
	If feasible, it is recommended to connect certain accessible guest rooms to standard rooms to facilitate assistance for guests with disabilities, while also providing separate accommodation in close proximity for the personal assistant.	95	*		
	There must be at least one accessible guest room with a shared accessible bathroom.	95		*	
	In the event that more than one accessible guest room and en-suite accessible bathroom cannot be provided, the bathroom shall be situated within a brief distance of the guest room and on an accessible route.	95		*	
	If a single accessible guest room is provided, it is imperative that the en-suite bathroom features a level "roll-in" shower.	95	*		
	If a bathtub is installed, it is imperative that there is sufficient clearance beneath the bathtub to enable the operation of a portable or ceiling hoist for transferring guests into and out of the bathtub. To support transfer, an adequate seating edge should be provided on the long side of the bathtub or a larger area at one end. Shower seats and grab rails should be provided in shower stalls at an appropriate height for support when standing and for safe transfer.	95	*		

Standard	Indicator	Source	AAA	AA	A
	The bathroom must provide adequate space for the approach and maneuver, as well as a suitable height for taps, controls, and accessories.	95			*
	An emergency call system that can be triggered while sitting or lying on the bathroom floor is provided in the accessible bathroom.	95		*	
	If the establishment highlights other relevant services or facilities through its promotional channels, then these services or facilities, as well as their access and evacuation routes, shall be accessible. If several similar services or facilities are promoted, such as several swimming pools, it is imperative that at least one of them is accessible.	95			*
	Additional services, whether outsourced or not, such as shops, spas, hairdressers, and discotheques, ought to be readily accessible, and their access and evacuation routes ought to be readily accessible.	95			*
Dimensions of the accessible <b>reception counter</b> for venues and accommodation places	Width of counter area at lower height	95			*
	Minimum lower free height for the knees	95			*
	Free background at the bottom for footrests	95			*
	Height of the counter: general area (standing people)	95			*
	Height of the counter: lower area	95			*
Height of the <b>guest room's elements and devices</b> in hotels and guesthouses	Bed, toilet, shower seat	95			*
	Bench for luggage	95			*
	Plugs and switches	95			*
	Shelves and cupboard drawers	95			*

Standard	Indicator	Source	AAA	AA	A
	Toilet accessories (e.g. soap dish, toilet paper holder, hand dryer)	95			*
	Support bars	95			*
	Mirror and windows (bottom edge)	95			*
	Lower free space (e.g. table, sink)	95			*
	Socket outlets	95			*
<b>Obligations of Travel Service Providers</b>	The itinerary of the visit should be defined by the providers.	96			*
	The appropriate number of visitors should be defined by the provider.	96	*		
	Providers should provide accurate and clear information about the visit.	96			*
	It is imperative for providers to establish and implement courtesy guidelines for their staff, such as the protocol for welcoming visitors.	96		*	
	It is imperative that providers adhere to the visit schedule.	96			*
	Providers should make sure that the safety and security of visitors is ensured.	96			*
	Providers should address the accessibility needs of visitors with disabilities as far as possible, in order to address the needs of visitors with disabilities.	96		*	
<b>Material to be included in a Travel Staff Training Program</b>	Include a period of training or orientation subsequent to the recruitment of the new member of staff, as determined by the specific job position.	96		*	
	Staff in contact with visitors should be given courtesy rules.	96		*	



Standard	Indicator	Source	AAA	AA	A
	Safety and security instructions, including emergency training (e.g. what to do in an emergency, evacuation plan) and basic life support (BLS) or first aid training, should be included.	96		*	
Requirements for travel guides	Travel guides should have a thorough understanding of the destination and its features.	96		*	
	The information to be transmitted to visitors should be known to travel guides.	96			*
	Travel guides should be trained and experienced, especially in communication skills and in managing unplanned situations and emergencies.	96		*	
	A badge or uniform should make it easy for travelers to recognize travel guides.	96			*
	The travel guide should be friendly and audible.	96			*
	Travel guides should adhere to the itinerary in terms of schedule, content, and duration, while adjusting the speech to the characteristics of the group, such as experts or schools.	96		*	
	Travel guides should encourage visitors to ask questions and be capable of answering them.	96			*
Travel Information Provided by the travel services	The name and contact details of the service provider.	96			*
	Please provide brief information about the facilities where the visits are conducted.	96	*		
	The objectives to be pursued during the visit.	96	*		
	Description of visits offered, including type (guided, self-guided or both)	96		*	
	The duration of the visit	96		*	

Standard	Indicator	Source	AAA	AA	A
	Main aspects of the visit and its contents	96		*	
	When necessary, the minimum and maximum number of visitors per visit should be established.	96	*		
	If there are any limitations or restrictions (for example, health and safety risks, children not admitted, not recommended for pregnant women, not recommended for people without good physical condition), they should be clearly stated.	96			*
	Description of the accessibility conditions.	96			*
	Frequency of the tourist visits, service hours, and timetables.	96			*
	Price of the visit, including charges for additional services.	96			*
	Language or languages in which the tourist visits are offered.	96			*
	Booking procedure and, if applicable, special booking conditions.	96			*
	Booking cancellation policy.	96			*
	Methods of payment accepted.	96			*
	Description of visit location and access (e.g. bus, metro, road access, available parking facilities).	96		*	
	Instructions on safety considerations during the visit.	96		*	
	Recommended or required clothing for the visit, if applicable.	96			*
	Information about the visit's objectives.	96	*		

Standard	Indicator	Source	AAA	AA	A
	The responsibility of visitors for the preservation of the historical, natural, industrial, or cultural site, when applicable.	96			*
<b>Information</b> provided at the <b>beginning</b> of visit at a venue or tourist site	Introduction of the guide	96			*
	Presentation of the site visited	96			*
	General information about the visit, such as objective of the visit, schedule or itinerary and duration	96		*	
	Safety and security rules to be observed.	96			*
	Specific restrictions to be adhered to during the visit.	96			*
<b>Aid</b> provided during a Tourist Visit	The visit should follow a logical progression	96	*		
	The visit should provide visitors with a good understanding of the subject and its context, such as providing a historical or human context, explaining all production stages and technical operations, or explaining the present-day challenges of the activities or sites.	96	*		
	The guide(s) should give visitors with the opportunity to inquire during guided visits.	96			*
<b>Tourist site signage</b>	Signage should employ internationally accepted graphical symbols and be in the language of the country and the languages most commonly spoken by visitors.	96			*
<b>Tourist Site parking facilities</b>	The car park for visitors should be signposted and indicated. People with disabilities will be able to park their cars at the entrance, and these spots will be clearly marked.	96			*
	A coach parking area is needed if group excursions are accepted. The service provider will offer information about coach parking possibilities if this	96	*		

Standard	Indicator	Source	AAA	AA	A
	is not possible.				
	Open-air and underground car parks should be lit when visits are often provided after twilight.	96	*		
<b>Visitor Toilets</b> on tourist sites	Toilets for visitors shall be provided at the site, with at least the following: washbasin, soap (not solid) or sanitizer, WC, toilet paper, paper towels or hand dryer, hanger, covered bag and mirror.	96			*
	Accessible washroom and sanitary facilities, including an accessible stall and an accessible urinal, are required if the site is accessible to people with disabilities.	96			*
<b>Information</b> provided on <b>site areas</b> for tourist visits	Signs and markings (e.g. with ropes, visitor lanes, barriers) should be visible in visiting areas.	96			*
	Information related to health and safety regulations relevant to visitors should be present in areas visited.	96	*		
	Where appropriate, visiting areas should have seating along the route, where appropriate.	96		*	
Requirements of <b>sales areas</b> on tourist sites	The shop should be clean and well-organized.	96	*		
	The shop shall have storage areas for products.	96	*		
	Products for sale shall be well presented	96	*		
	Prices of products shall be clearly visible	96		*	
	The accepted methods of payment shall be displayed.	96			*
	The store's return policy for purchased goods shall be displayed.	96			*
	The selection should include local products, where	96	*		

Standard	Indicator	Source	AAA	AA	A
	appropriate.				
<b>Obligations of Travel or Visit service provider</b>	The service provider should have a civil liability insurance covering the visit activities and additional services provided.	96			*
	There should be available a first aid kit for visitor use.	96		*	
	Should display the appropriate emergency phone numbers should be clearly displayed.	96			*
	Safety instructions, such as evacuation procedures and the procedure to react to emergencies should be displayed	96			*
	If applicable, the vehicle used for the visit should be appropriate vehicle.	96			*
<b>Hotel Built Environment</b>	Transitional lighting in lobbies if there are significant differences in light levels between outside and inside or between one space and another. This benefits people with hearing loss who have a visual impairment such as Usher Syndrome and need more time to adjust to different lighting conditions.	97, p.14		*	
	Reception desk clearly visible from the point of entry, with clear directional and pictorial signage to other areas.	97, p.14			*
	Reception desk and information points clearly lit so that desk is easily identifiable and faces of reception staff are not in shadow, including the lowered section of desk for wheelchair users.	97, p.14			*
	Enhanced acoustic absorption treatment to areas where communication takes place or where information is given, such as reception, shop till, bar, restaurant, meeting, conference and break-out areas.	97, p.14	*		

Standard	Indicator	Source	AAA	AA	A
	The acoustic feel of a building is important, with a balance between reducing unwanted external or internally generated noise and ensuring that spaces do not become too acoustically dead while retaining optimum listening conditions.	97, p.14	*		
	Vision panels in doors to public circulation areas and views through to public rooms for visual interconnectivity between spaces and visual awareness of activities taking place within them.	97, p.14	*		
	Use of mirrors for enhancing visual interconnectivity within spaces, subject to any considerations for customers with visual impairment or dementia, for whom mirrors may be confusing.	97, p.14	*		
	Adjustable blinds, screens or curtains for visual separation and privacy when required.	97, p.14	*		
	Corridors with widths of at least 1500 mm, preferably 1800 mm or greater, to permit two people to walk side-by-side using sign language or when accompanied by an assistance dog.	97, p.14			*
	Increased circulation width also helps when customers are being shown to their room by a member of staff and lipreading or signing with them while luggage is being pulled or carried.	97, p.14	*		
	Consistent lighting along corridors and circulation routes to avoid patches of light and shadow, with accent lighting over doors to guest rooms and doors to essential areas such as public washrooms.	97, p.14		*	
	Corridor corners rounded or angled, to enable users to be aware of another person approaching from the opposite direction before they arrive at the corner. This also facilitates access for wheelchair users and movement of luggage and service trolleys.	97, p.14		*	
	Lifts with glazed walls or glazed doors rather than totally enclosed lifts, for visual interconnectivity,	97, p.14		*	

Standard	Indicator	Source	AAA	AA	A
	reassurance and communication in the event of emergency.				
	Good lighting levels in lifts and clear, easily identifiable, illuminated, raised and tactile controls.	97, p.14		*	
	Light diode strips to the leading edge of lift doors, which change color from green to red when closing is helpful for users who may not hear the “Doors closing” announcement, particularly for older or more frail users, who may be slower in moving.	97, p.14	*		
	Circular or oval tables in restaurants, meeting rooms and bar areas, to facilitate communication.	97, p.14		*	
	Curved rather than straight benches and circular or oval, rather than square tables in fixed banquette areas, to facilitate communication.	97, p.14	*		
	A choice of variable lighting arrangements in reception, restaurant, bar, conference and break out areas, so that lighting to individual desks, tables, sections of bar or break out areas can be raised or dimmed as required to facilitate communication.	97, p.14	*		
	If this is not possible, lighting needs to be at least at a level suitable for lipreading and signed communication.	97, p.14		*	
	A choice of quiet, separate areas in bars and restaurants with means of reducing background music on request to facilitate communication.	97, p.14	*		
	Silent running air conditioning, extractor fans and other equipment to reduce distraction and interference with hearing technology, including excessively loud hot air driers in washrooms.	97, p.14		*	
	Clear and consistent directional and information signage that meets the RNIB Sign Design Guide recommendations, with international pictorial symbols and text kept to a minimum, because	97, p.14			*

Standard	Indicator	Source	AAA	AA	A
	English may not be the first language of a visitor or sign language user.				
	Raised tactile signage also benefits people with hearing loss who have additional visual impairments.	97, p.14		*	
	Spyhole in bedroom doors or visual intercom to enable guests with hearing loss to see who is at the door before opening it. Enhanced lighting above doors on the corridor side to make callers more clearly visible and to identify doorways, particularly if the corridor lighting is dimmed.	97, p.14	*		
	Flashing light doorbells in hotel bedrooms for room service and visitors. These are either a hard wired or portable device that can be hung on the back of the door and are activated by vibration when there is a knock at the door. Vibrating pager alerts can also be linked to these systems.	97, p.14		*	
	Simple and easy to use means of adjusting lighting in guest rooms. Many guest rooms have low level atmospheric or set-programmed lighting which cannot be raised to a sufficient level for lipreading, signing or comfortable vision, or controls that are too complicated for guests to understand and operate.	97, p.14			*
	Portable task lighting, such as bedside lamps or flexible stalk reading lights that can be made available on request if not supplied as standard in guest rooms.	97, p.14			*
	Bathroom light operated by a switch outside the bathroom door, not a pull cord or PIR sensor switch inside the bathroom, so that a user with hearing loss can be alerted that someone else in their suite needs to use the bathroom if the door is locked from inside.	97, p.14		*	
	Adequate power sockets in the room for connecting assistive devices and recharging batteries for	97, p.14		*	



Standard	Indicator	Source	AAA	AA	A
	hearing technology.				
	Intercommunicating doors between guest rooms enable people with hearing and vision loss to easily communicate with other family members, children or companions.	97, p.14	*		
<b>Hotel Technology Access</b> for assistance	Flashing light doorbells in hotel bedrooms for room service and visitors. These are either a hard wired or portable device that can be hung on the back of the door and are activated by vibration when there is a knock at the door. Vibrating pager alerts can also be linked to these systems.	97, p.19	*		
	Captioned TV and films to hotel bedroom and bathroom if a TV is fitted. Many hotels do not have even basic caption facilities available and this is a major issue with many larger hotels. TV entertainment systems often remove the option to switch on captions. Guests will expect to have full access to captions on the TV in their room and to TV and video displays in public areas, such as reception, lounge, gym and spa. Full access to captioning on DVDs and digital media is also essential	97, p.19		*	
	Similar considerations apply to audio description services for blind, deafblind and partially sighted guests.	97, p.19		*	
	Smart TV with keyboard and webcam, to facilitate communication with reception, restaurant, room service, spa or outside calls using Skype, or VRS (Video Relay Service) systems such as SignVideo or SignLive. Also, systems such as FaceTime or ooVoo.	97, p.19		*	
	Good Wi-Fi signal strength throughout hotel—particularly in reception, meeting rooms and bedrooms—for internet and e-mail communication. Wi-Fi signal in rooms can often be too weak to effectively communicate using internet video	97, p.19		*	

Standard	Indicator	Source	AAA	AA	A
	communication links.				
	Wall mounted data sockets for direct plug-in can offer higher quality internet connection.	97, p.19		*	
	Rooms with a stronger Wi-Fi signal should be allocated according to individual access requirements under the Access Management Plan for the premises.	97, p.19	*		
	Cost-free Wi-Fi is desirable for guests who are highly reliant on internet services for text and video communication.	97, p.19		*	
	Multi pitch audible emergency alerts, as not all users will hear the standard single pitch high frequency alert fitted in many hotels. Older people tend to have high frequency hearing loss.	97, p.19		*	
	Flashing light visual emergency alerts to bedroom/bathroom suites.	97, p.19	*		
	Rooms with visual emergency alerts should be allocated according to individual access requirements under the Access Management Plan for the premises.	97, p.19		*	
	IP (Ingress Protection) rated alerts to be used in bathrooms to avoid moisture penetration, otherwise consider glazed vision panels, so flashing alerts can be seen between bedroom and bathroom.	97, p.19		*	
	Hotel gym, pool, spa, steam, sauna and changing areas where staff may not be present are also locations where visual flashing alerts are recommended.	97, p.19	*		
	Multiple flashing alerts in one space need to be synchronized and the pulse moderated to reduce risk of epileptic seizure. Mirrors can also affect this.	97, p.19	*		

Standard	Indicator	Source	AAA	AA	A
	There is no official standard color for visual alerts. Red is common, but is not always easily seen. Amber or white alerts are more visible, although red is the generally recognized color for emergency. Many standard visual alerts have white strobes set in a red casing marked "Fire".	97, p.19	*		
	Visual alerts alone are insufficient to wake all sleepers and additional vibrating alerts are recommended.	97, p.19	*		
	Hard wired pillow/mattress vibrator alert pad issued as required to plug in to any room adjacent to bed head and advertised as available to guests.	97, p.19	*		
	Vibrating pager emergency alert or vibrating mobile device. (May include a tracker so that emergency services can locate a guest within the building). Portable alert devices placed under the pillow need to be switched on to vibrate mode and can be dislodged during sleep.	97, p.19	*		
	Vibrating pager alerts work well for people with hearing loss who have additional visual impairments.	97, p.19	*		
	Pager alerts need to be physically worn and can be lost or discarded with clothing when changing or when using the bathroom.	97, p.19	*		
	DMS (Deaf Message Service) for emergency alerts to personal smartphones, provided a good mobile signal is available throughout the hotel, including within lift shafts. This is dependent on the integrity of the phone network – for example in the 7/7 incident, mobile networks were down. Consult with approved system specialists and undertake a site survey to establish suitability of the building prior to installation.	97, p.19		*	
	With any vibrating pager emergency alerting system or vibrating mobile device, ensure that these are not the sole means of alerting guests and	97, p.19	*		

Standard	Indicator	Source	AAA	AA	A
	that backup management procedures are in place in the event of system failure, such as fire wardens undertaking a sweep of the building and checking rooms.				
	Customer facing visual cash display to reception, bar and restaurant tills, so that customers can see the amount required to be paid and avoid embarrassing misunderstandings.	97, p.19			*
<b>Requirements for accessible Hotel Management</b>	Accessible facilities publicized on the hotel website and in hotel literature.	97, p.29			*
	It is better to publicize this as mainstream information and not under “Special Needs”, as many older people do not regard themselves as having special needs and will not access this section.	97, p.29		*	
	Online booking facility in addition to telephone booking.	97, p.29			*
	Staff training at all levels, including clear speech and lip readability. A smile and a welcoming attitude can greatly facilitate inclusion and positive customer perception of the service.	97, p.29		*	
	Staff fluency in sign language is an advantage in addition to spoken languages, as is resourcefulness in use of appropriate gesture, writing things down, typing on a screen, using speech to text software and providing pictorial or diagrammatic information.	97, p.29	*		
	Knowledge of fingerspelling can be helpful in clarifying odd words, but can be slow for anything longer than this and is not always understood.	97, p.29	*		
	Guests with hearing loss do not appreciate being automatically put in the “accessible room” unless they have a disabled partner or an additional mobility requirement themselves.	97, p.29		*	

Standard	Indicator	Source	AAA	AA	A
	Signs hung over bedroom door handles indicating that the occupant requires assistance can make guests feel vulnerable. There have been instances where rooms have been entered at night and items stolen.	97, p.29	*		
	Similarly, wall boards on reception with the guest's name, room number and disability written up for all to see are not recommended.	97, p.29	*		
	It may be better to have discreet details either listed or on computer for management, reception staff and fire wardens to monitor which guests may require assistance in which rooms.	97, p.29		*	
	Legally, all establishments are obliged to accept assistance dogs.	97, p.29			*
	Hotels should welcome all assistance dogs, and demonstrate this with a yellow main door sticker from Assistance Dogs UK. This is preferable to the often used "No dogs except guide dogs" sign. (All assistance dog users have the same rights as guide dog users). Availability of dog bowls and blankets and information about the nearest area for exercise and location of dog waste disposal bins is appreciated.	97, p.29		*	
	It can help if guests with assistance dogs are given a room away from main corridors (such as at the end) as dogs have to be alert at all times and noisy corridors can disturb them.	97, p.29		*	
	Although guests have a personal responsibility to advise management of their access requirements, not all may do this. Older people may not regard themselves as having hearing loss or a disability and may not be aware of what facilities are available to them or what rights they have to a service.	97, p.29	*		
	Guests may not be aware of the technology available to them. When offering assistive devices	97, p.29		*	

Standard	Indicator	Source	AAA	AA	A
	such as vibrating alerts or flashing light alarms at reception, check that guests are familiar with their use and offer assistance in setting up, testing that equipment is fully charged and showing guests how to use it.				
	Ensure that staff are trained in how to do this appropriately and sensitively.	97, p.29		*	
	Advertise available assistive technology on the hotel website and in publicity literature, with the facility to reserve equipment in advance. Ensure that website and information literature can be made available in accessible format for people with hearing loss who have additional visual impairments.	97, p.29		*	
	Ensure that important hotel information and guidance provided in guest rooms can be made available in alternative formats such as large print, Braille or on-screen (including Video Relay Interpreting) on request.	97, p.29		*	
<b>Specifications for Outside areas of Buildings</b>	Parking spaces clearly designated for disabled people	98, p.7			*
	A drop-off area for motor vehicle passengers at or near the front entrance	98, p.7			*
	Access routes that are flat (without steps) and with a stable surface	98, p.7		*	
	Ramps as alternative routes to steps and handrails where necessary	98, p.7			*
	Entrance doors with level access, sheltered from rain and well lit	98, p.7			*
	Tactile and high-contrast route markings.	98, p.7		*	
<b>Accessible internal access</b>	Door handles – easy to reach and operate, or	98, p.7	*		

Standard	Indicator	Source	AAA	AA	A
<b>routes in buildings</b>	automatic opening/closing				
	Ramps as alternative routes to steps and handrails where necessary	98, p.7			*
	Wide doors, passageways, corridors and space to pass between dining tables, display stands, etc.	98, p.7		*	
	Clear turning spaces in rooms, meeting rooms, entrance halls, etc.	98, p.7	*		
	Lifts (elevators) – wide and deep with tactile buttons; a visual and audible indication of floors	98, p.7		*	
	Clear general signage and understandable pictograms	98, p.7			*
	Signage indicating accessible areas and features	98, p.7		*	
	Tactile and high-contrast route markings.	98, p.7		*	
<b>Toilet and bathroom in venues, tourist sites</b>	Support handrails beside toilets, baths and overhead showers	98, p.7		*	
	Free space beside toilets for side transfer	98, p.7	*		
	Wheel-in shower (no step) and non-slip floor surfaces in bathrooms.	98, p.7		*	
<b>General Building Requirements</b>	Sufficient lighting levels, without glare or reflections	98, p.7		*	
	Glass doors and large windows marked with contrast warning signs or patterns	98, p.7		*	
	Easy-to-use window fastenings, temperature controls, etc.	98, p.7	*		
	No smoking policy or designated non-smoking zones in all service areas (reception, lobby, meeting rooms, guest rooms, dining, bar, etc.)	98, p.7			*

Standard	Indicator	Source	AAA	AA	A
	Guestrooms with non-allergenic bedding and cleaning materials	98, p.7		*	
	Provisions for service animals (water, toilets, accommodation).	98, p.7		*	
<b>Website Information</b> about accessibility	Access information should be detailed, accurate and up-to-date, as well as easy to find. It should be clearly indicated on the website's home page and listed in a specific section, as well as throughout the website in other sections e.g. accommodation, attractions, restaurants etc.	99, p.7			*
	Include photographs of your accessible facilities so guests know what to expect and can get familiar with your venue, hotel, attraction or destination before arrival.	99, p.7		*	
	An access statement provides information about the accessibility of a tourism facility and or service, and can be a helpful tool for (potential) visitors with disabilities and those with specific access requirements (caused by age, illness or long-term health problems, lack of language proficiency or even cultural differences, and thus not always visible).	99, p.7		*	
	Presenting adapted suggested itineraries and additional information can aid people with access needs to plan their visit, e.g. transport options with relevant access information, such as details on accessibility of public transport, accessible parking, etc.	99, p.7		*	
	Consider representing a diversity of visitors in the images shown on your website. Photographs including people with special access needs not only gives you the chance to show off your access services, it is also a way to illustrate your dedication to equality and inclusivity.	99, p.7		*	
	Testimonials from previous visitors will help decrease uncertainty and are especially highly	99, p.7		*	



Standard	Indicator	Source	AAA	AA	A
	valued by travelers with disabilities.				
<b>Accessible website characteristics</b>	Your content should be accessible in different formats, to accommodate for all needs (e.g. possibility of larger print, provide photos and symbols for people who don't speak the language and people with learning disabilities). Different formats should be available for different devices (phone, tablet, pc) and you should also offer specific information, like your access statement, in downloadable files.	99, p.8			*
	Your content should be organized and formatted in such a way that it can be correctly translated by screen readers, like VoiceOver, JAWS and Chromevox.	99, p.8			*
	Provide your visitors with the option to adjust the website's display, font and font size according to their needs.	99, p.8			*
	Manually testing your website's accessibility is crucial to ensure its usability for people with disabilities. For a thorough and comprehensive testing process, it is recommended to carry out three different test cycles: one using a screen reader (no sight), one without speakers or microphones (no sound) and one without a mouse.	99, p.8			*

## 1.7 Security and Evacuation Situations (Area 7)

In emergency situations, ensuring accessibility for all individuals, including those with disabilities, is extremely important. The development and implementation of accessibility standards in security and evacuation procedures are crucial to safeguarding everyone's well-being. This involves creating comprehensive plans that address the unique needs of individuals with disabilities, ensuring their safety and swift evacuation during emergencies.

One essential component of these accessibility measures is the Personal Emergency Egress Plan (PEEP). PEEPs are individualized plans designed for employees and regular visitors with disabilities. These plans take into account the specific requirements of each person, ensuring they have a clear and safe route for evacuation.

Regular evacuation drills that include individuals with disabilities are another critical aspect. These drills help identify potential obstacles and allow for the refinement of procedures to ensure everyone can evacuate safely. Building modifications also play a vital role in enhancing accessibility. Adjustments such as wider doorways, ramps, and visual and auditory alarms can significantly improve evacuation efficiency and safety.

Moreover, having Generic Emergency Evacuation Plans (GEEPs) readily available is essential. These plans should be clear and accessible to all visitors, including those with disabilities, ensuring everyone understands the evacuation procedures. Additionally, accessible building features, such as tactile signs, high-contrast colors, and easy-to-navigate layouts, are crucial in facilitating a smooth evacuation process.

Accessible temporary shelters are also a key consideration. These shelters must accommodate the specific needs of individuals with disabilities, providing a safe and comfortable refuge during an evacuation. Regular training for staff and emergency personnel on assisting individuals with disabilities is essential, as it equips them with the necessary skills and knowledge to handle diverse situations effectively.

Effective communication protocols are vital in emergencies. This includes visual alarms for the hearing impaired, auditory signals for the visually impaired, and straightforward instructions for those with cognitive disabilities. Clear and accessible signage throughout the building further aids individuals in navigating to the nearest exits swiftly and safely.

To ensure the continued effectiveness of these measures, regular reviews and updates of evacuation plans are necessary. Incorporating feedback from drills and advancements in technology helps maintain an inclusive and efficient evacuation strategy. Collaborating with disability advocacy groups can also provide valuable insights, ensuring that the needs of individuals with disabilities are fully addressed.

By integrating these comprehensive accessibility standards into security and evacuation procedures, organizations can create a safer and more inclusive environment, ensuring that all individuals, regardless of their abilities, are protected and can evacuate safely during emergencies.

Table 7. Standards and indicators for accessibility in Security and Evacuation Situations (Area 7).

Standard	Indicator	Source	AAA	AA	A
<b>PEEP-Personal Emergency Evacuation Plan</b> for employees and regular visitors of a building-personalized for each individual with disabilities.	Safe evacuation route with an adjacent fire compartment with fire-resistance rating.	100			*
	Calculated estimated time that a person with disabilities need to evacuate.	100		*	
	Determination of the resources needed to enhance each evacuation's plan.	100		*	
	Providing more than one evacuation route.	100			*
	Escape stair provided.	100			*
	Provide appropriate evacuation plans at the start of employment or if their needs change.	100			*
	Direct consultation with disabled individuals.	100			*
	Assumptions about the disabled person's needs and abilities should be avoided.	100			*
	Completion of a PEEP as a part of enrolment in educational establishments.	100	*		
	An evacuation "buddy" who will meet the disabled person in a pre-arranged meeting point in cases when the disabled person needs assistance is needed.	100		*	

Standard	Indicator	Source	AAA	AA	A
	Assigning a designated disability contact for each building could be beneficial.	100	*		
	Lifts intended for evacuation or firefighting are preferred than standard lifts and a communication point may also be available near an evacuation lift, allowing individuals with disabilities in a nearby refuge area to contact the evacuation coordinator.	100		*	
	A temporary waiting space - a refuge - should be included.	100		*	
	A refuge should have a communication point installed.	100		*	
	Any disabled person who needs to wait in a refuge area should be informed in advance of the procedure.	101		*	
	Individuals with disabilities should be informed that doors with automatic opening mechanisms for accessibility might deactivate this function during a fire due to their connection to the fire alarm system.	100			*
	If possible, the evacuation plan should be suitable for both those who can move quickly and those who need to move slowly.	102	*		
	Volunteer training should include disability awareness, disability evacuation etiquette, and moving, lifting and handling techniques.	102		*	
	Alternative methods of communication such as text messages or intranet alerts for individuals who cannot use traditional alarms should be an option.	102		*	

Standard	Indicator	Source	AAA	AA	A
	Provision of assistance for people with upper limb impairments in opening heavy fire doors.	102			*
	Disabled persons with guide dogs may require an additional person to assist with the evacuation of the dog.	102			*
<b>Evacuation options</b> in emergency plans.	Individual disabilities and needs should be taken into account.	100			*
	Tailor options based on mobility, standard procedures, and available assistance	100		*	
<b>Evacuation drills</b> for individuals with disabilities.	Specific cases as disabled persons who elect to evacuate un-aided and people with a learning difficulty should be taken into consideration.	100			*
	Should be conducted regularly, at least every six months.	100			*
	Whenever feasible, everyone included in the evacuation plan should participate in the practice drills.	100		*	
	Evacuation drills should not put disabled people at risk for unnecessary injury.	100			*
	Timing a brief portion of the escape route of a disabled person who elected to evacuate un-aided can help estimate the total time required for a full evacuation.	100		*	
	If someone with a learning difficulty needs more frequent practice, it should be included in their PEEP.	100			*

Standard	Indicator	Source	AAA	AA	A
<b>Building modifications</b> that can make evacuations easier and increase the available time for evacuation.	Fire compartmentation.	100		*	
	Automatic life safety suppression systems (such as sprinklers).	100			*
	Automatic fire detection.	100			*
<b>Evacuation plans</b> readily available for all visitors ( <b>Generic Emergency Evacuation Plans – GEEPs</b> ), including those with disabilities.	Staff should be trained on offering plans without pressuring visitors and understanding that some individuals may feel confident in their own evacuation abilities.	100		*	
	Plans should be presented in a way that encourages individuals with asthma, heart conditions, epilepsy, or mental health issues to seek assistance if needed.	100		*	
	Buildings should establish clear contact points for groups to receive necessary information and assistance during an evacuation.	100			*
	Room evacuation instructions should be available in various accessible formats (Braille, easy read, large print).	100			*
	A prominently displayed, easily readable sign at the reception area, informing visitors about the availability of evacuation assistance can be used.	100		*	
	Prioritize the safety of disabled guests.	100			*
	Check-in procedures should include offering evacuation plans to all guests.	100			*

Standard	Indicator	Source	AAA	AA	A
	It is necessary to ensure that disabled persons can be evacuated when there are steps at the final exit.	103		*	
	Continuous improvement and update of the evacuation plan requires feedback from evacuation participants, fire wardens and fire services, and especially from people with disabilities.	101		*	
	Trained personnel should be able to decide which lifts are safe to use based on information from the alarm system, which floors should be evacuated first and who should be allowed to use the lifts.	101		*	
	Clear and unobstructed routes are essential.	100			*
	Pre-written evacuation plans provided for people with disabilities at receptions.	100	*		
	Suitable training for assisting unknown or uncontrolled visitors as a requirement for fire safety risk assessment.	100		*	
<b>Building features</b> that ensure a safe evacuation for all.	Hazardous areas should not be located under or in the immediate proximity of the final exits.	103			*
	Floor openings which are necessarily created between floors by the passage of a ramp shall be enclosed by vertical fire shafts, with appropriate fire-resisting frames in order to limit the spread of fire.	103		*	
	Installation of a ramp of sufficient width in case there are stairs after the final exit.	103		*	
	An automatic fire detection system should be installed in educational establishments attended by disabled persons	103			*

Standard	Indicator	Source	AAA	AA	A
	Call points must be away from corners, at a suitable height for people in wheelchairs.	101			*
	The force required to break the glass or plastic to activate the alarm shall be suitable for all users of the building.	101		*	
	The placement of strobes must take into account the layout of the rooms, the directions people face, the lighting conditions at different times of the day and year, and the presence of other furniture or fixtures in the room.	101		*	
	The safe frequencies of light flashes are 2-4 hertz. The unsafe ones are 5-30 hertz, and there must be no overlap between flashes so that the frequency is not increased in any particular place.	101		*	
	For emergency lighting, luminance levels should be at least 0.5 lux at the bottom of escape routes and at least 1.0 lux in open areas. These levels need to be reached within 5 seconds of a power failure.	101		*	
<b>PEEP for individuals with mobility</b> impairments or those who use wheelchairs.	Rooms with easier egress routes should be allocated to guests requiring significant physical assistance.	100			*
	Frequent rest periods during the evacuation should be taken into account.	100		*	
	Installing suitable stair handrails for individuals with mobility impairments.	100		*	
	Mechanical equipment to move people up or down stairs could obstruct the escape routes. This should be taken into account when creating an evacuation plan.	100			*



Standard	Indicator	Source	AAA	AA	A
	For individuals with mobility impairments, the best evacuation options are: horizontal evacuation to outside the building, horizontal evacuation into another fire compartment, vertically by evacuation lift.	100		*	
	When horizontal evacuation or lifts aren't available: Assistance from one or more people or carrying the person up or down escape stairs.	100			*
	Any technique for carrying individuals requires a thorough risk assessment, including a manual handling assessment, and proper training for those who will be carrying.	100		*	
	Whether the stairs are wide enough for three or more people to move freely and safely should be taken into account.	100			*
	Some wheelchairs can be tilted to become nearly weightless, allowing one or two people to maneuver them down stairs using the user's weight. This "wheelie" technique is more practical on short flight of stairs and requires consultation and training.	100	*		
	A full system of evacuation for disabled people is required: Operators should be trained and capable of using the equipment. Regular practice (often without disabled individuals) is required.	100		*	
	Two, three, or four people can carry a wheelchair by holding the rigid points at each corner of the wheelchair.	100			*
	When deployed, the evacuation chair may be assigned to a specific individual and stored either at their workstation or in the nearest appropriate refuge.	100	*		

Standard	Indicator	Source	AAA	AA	A
	For buildings with open public access, it's recommended to strategically place evacuation chairs at key locations throughout the structure.	100	*		
	Evacuation chairs should not be considered an automatic solution for the evacuation of disabled people.	100		*	
	Prioritizing the individual's dignity is crucial for a smooth and quick exit, so staff should always ask before assuming.	100			*
	Some individuals may need a hoist to transfer from their wheelchair to an evacuation chair, a process requiring training. In such cases, using elevators might be less risky.	100		*	
	Interviews with mobility impaired persons, in order to write a PEEP, should be a priority.	100			*
<b>PEEP for hearing impaired individuals.</b>	An audible alarm should be present.	100			*
	Enhancements like hearing loops or radio paging systems can be used to transmit evacuation messages.	100		*	
	Staff responsible for alerting hearing impaired or deaf individuals should be trained in deaf awareness.	100		*	
	Fire Wardens or Fire Marshals should ensure that no one is left behind, using physical checks rather than relying solely on vocal calls.	100			*

Standard	Indicator	Source	AAA	AA	A
	The note that it's important for staff to recognize that a person not reacting logically during an evacuation may not be aware of the alarm should be included.	100		*	
	Clear communication through signs, written notes, or pre-prepared instructions may be necessary.	100		*	
	The language spoken by people with hearing impairments should not be assumed. Pictograms could be used to supplement written material.	100			*
	When working alone, a visual alarm or vibrating paging system is essential to alert them of emergencies.	100			*
	In cases where visual alarm or vibrating paging system aren't available, a buddy system should be established.	100			*
	Interviews with hearing impaired persons, in order to write a PEEP should be a priority.	100			*
<b>PEEP for blind and partially sighted people.</b>	Building features like color contrasting, handrails, step edge markings and tactile information should be taken into account.	100		*	
	Audible signals should not interfere with fire alarms.	100			*
	Effective orientation information.	100		*	
	Incorporating escape routes into the building's regular pathways.	100	*		
	Instructions for evacuation available in Braille, large print or on audio-tape.	100			*

Standard	Indicator	Source	AAA	AA	A
	Interviews with visually impaired persons, in order to write a PEEP should be a priority.	100			*
<b>PEEP for individuals with cognitive disabilities.</b>	Wide escape stairs for slow and fast evacuation lanes (after thorough assessment).	100	*		
	Focus on enabling independent understanding of evacuation procedures.	100			*
	Consistent orientation aids like color-coded routes.	100		*	
	Using escape routes for regular circulation.	100	*		
	Frequent practice, based on individual needs and documented in their PEEP.	100			*
	Interviews with individuals with cognitive disabilities, in order to write a PEEP should be a priority.	100			*
<b>Effective communication</b> in emergency evacuation plans, involving disabled people.	Communicate and consult with all relevant parties (staff, contractors, visitors, residents, students, and customers).	102			*
	Disability contacts or line managers ensure PEEPs for the staff are up-to-date.	102			*
	Flyers and booking forms in conferences should include operational systems for evacuation.	102			*
	A coordinator is essential to ensure that all plans are understood and effectively implemented across the entire organization.	102			*
	Regular reporting from competent persons to the coordinator.	102		*	

Standard	Indicator	Source	AAA	AA	A
	HR departments, should ensure all employees are provided a suitable escape plan upon joining the company and whenever their ability to exit the building changes.	102			*
	Explanation of instructions by the receptionist during check-in.	102			*
<b>Features</b> that ensure a safe evacuation for all in buildings or parts of buildings used for the <b>medical care</b> and treatment of patients of reduced <b>mental or physical capacity</b> .	The minimum permissible widths of escape routes in care and nursing buildings: corridors 1,80m, stairs and ramps 1,20m, sanitary room doors 0,80m, other doors 0,90m.	103			*
	Horizontal exits in nursing or care units require that, in each of the two areas connected by a horizontal exit, sufficient space be provided near the horizontal exit for the population of the other area, with an area of at least 0,30m <sup>2</sup> per person and 3m <sup>2</sup> per nursing bed.	103		*	
	In horizontal exits, doors shall have a clear width for each direction of escape route of at least 0,90m.	103			*
	Each horizontal exit doorway shall have a fire-resistant transparent vision panel that ensures visibility to the opposite side without reducing the fire resistance of the door.	103			*
	Handrails shall be placed on both sides and on the landings of each staircase and ramp, at least 1,20m wide, anywhere escape routes pass through.	103			*

Standard	Indicator	Source	AAA	AA	A
	The installation of self-closing fire doors in corridors and wards is allowed. Such doors may be left open by the use of electromagnets, provided that the fire alarm is activated, the electromagnets are deactivated and the doors close automatically.	103		*	
	In escape routes enclosed by fire resisting structural elements, there may be designated refuge spaces for disabled people.	103		*	
	The locking of the doors of the cabins must not be permitted. If it is possible to unlock from the outside in an emergency and there are no children or persons of reduced mental capacity inside the enclosure, then locking from the inside of the enclosures is possible.	103			*
	In buildings or parts of buildings where persons with cognitive impairments are hospitalised or treated, it should be possible for them to escape in a controlled manner by means of escape routes leading to a fenced open space.	103		*	
A safe <b>fenced outdoor escape space</b> for persons with <b>cognitive impairments</b> .	A common area of the settlement, with at least two doors at a distance from each other, meeting the prescribed widths.	103		*	
	The doors and locks must be capable of being opened or broken by the competent authorities.	103		*	
	No flammable materials shall be stored in the open space.	103		*	
	The outdoor area, after deducting a zone of 3m from the building, should have an area	103			*

Standard	Indicator	Source	AAA	AA	A
	of at least 2m <sup>2</sup> per person.				
	The actual distance of the unprotected escape route shall not exceed 60m.	103			*
Accessible <b>pavements</b> in <b>temporary container shelters</b> .	Minimum unobstructed pavement width: 150cm. Ideal width: 2.0m	104			*
	It is not preferred to have a drainage system on the pavement but if this is mandatory, the grid direction is perpendicular to the walking route and the grid spacings are at most 13mm.	104		*	
	For level differences between 6mm-13mm of the level difference, the surface should be beveled and a slope of not more than ½ should be applied.	104		*	
	A ramp is required for level differences greater than 13mm. Ramp surface length should not be more than 900cm. For safe use on ramps over 900cm in length, at least 150cm landing should be done every 900cm.	104		*	
	The slope of the ramps on the pavement route should be maximum 5%.	104		*	
	If the ramp has a horizontal length of more than 200cm or the height of the ramp is more than 15cm, railing must be provided on both sides of the ramp.	104		*	
	Signs mounted on any surface on the pavement or pedestrian path, fathers, pillars or pedestal signs should be avoided.	104		*	

Standard	Indicator	Source	AAA	AA	A
	If signs are inevitably used, they should be clearly marked with visual stimuli.	104			*
	Ramp landings must be at least 150cm x 150cm, providing ample space for wheelchair maneuvering.	104		*	
	Contrasting colors to differentiate the landing platform from the ramp and pedestrian paths should be used.	104		*	
Accessible and safe <b>stairs</b> and <b>steps</b> in <b>temporary container shelters</b> .	Maximum dock height: 15cm. step depth: at least 28cm.	104			*
	If there is no ramp or lift, the maximum height of each step is 16cm; otherwise 18cm.	104			*
	At each edge of each step (2,5-5cm), a visual warning tape must be placed.	104			*
	Steps and berths should be made of contrasting materials.	104		*	
	Anti-slip, rough or matt coating materials should be preferred on stair walking surfaces.	104			*
	Non-slip strips, 4-5cm long, should be placed at the bottom of the stairs.	104			*
	Anti-slip strips are recommended to be yellow to contrast with the colour of the floor.	104	*		



Standard	Indicator	Source	AAA	AA	A
	The handrail of the step should be 70cm and 90cm, at two levels of height, extending at least 30cm before the starting point of the staircase, and at least 30cm after the end point of the staircase.	104			*
Accessible <b>entrances</b> and <b>doors</b> in <b>temporary container shelters</b> .	Outer door width: at least 100cm, height: 200-220cm.	104			*
	If a threshold is necessary, the case must be a maximum of 1.3cm from the ground, depending on the height of the threshold.	104		*	
	The inner door must have a width of at least 90cm, a height of at least 200cm depending on the structure of the container and the inner height.	104		*	
	The protective plate/toe board at the bottom of the door shall be 20-40cm high.	104		*	
	Door handles should be 90-110cm high from the ground.	104			*
	Doors should not require more than 22.2N of force to open and close.	104		*	
Easy to operate and safe <b>windows</b> in <b>temporary container shelters</b> for all users.	Parapets are recommended with a height of 80cm.	104			*
	On/off handle 90-110cm above ground level.	104			*
	Windows should not require more than 22.2N force to open and close.	104		*	
Accessible and safe <b>floor</b> , <b>wall</b> and <b>ceiling</b> covering in	Easy to install, clean, and maintain.	104		*	

Standard	Indicator	Source	AAA	AA	A
<b>temporary container shelters.</b>	The floor surface must be slip-resistant and facilitate movement for people using mobility aids or wheelchairs.	104		*	
	If carpets or rugs are used on the floor, they must be low-pile (no higher than 1.3cm) and securely fastened to the floor	104			*
<b>Accessible bathrooms and toilets in temporary container shelters.</b>	The bathroom should have a help button or rope, as well as handles along the walls.	104			*
	There must be an opening of 150cm in the bathroom to provide sufficient manoeuvring space.	104			*
	If there is a level difference at the bath entrance, it should not exceed 6-13mm. Continuity is ensured by a slope with a level difference of no more than 1/2.	104		*	
	The clear opening at the bathroom door is at least 90cm.	104			*
	When placing the toilet bowl in the toilet area of the bathroom, the distance from the centre axis to the side wall should be at least should be at least 46cm.	104		*	
	The height of the toilet from the floor is 43-48 cm.	104			*
	The siphon handle should be a maximum of 112cm from the floor.	104			*
	Fixed or movable handlebars should be 32-38mm in diameter.	104		*	
	The height of grab bars should be between 80-95cm depending on the specific location and user needs.	104		*	

Standard	Indicator	Source	AAA	AA	A
	The depth of the sink should be at least 43-49cm.	104		*	
	In a front approach scenario, there should be a net floor space of 76 x 122cm in front of the sink, with 49cm of this space extending under the sink.	104		*	
	The height to the bottom of the sink should be at least 75cm from the floor. The height to the front edge of the sink should be no more than 86cm.	104			*
	The height from the floor to the underside of the sink (for knee clearance) should be at least 68.5cm, extending at least 20.5cm inward from the front face of the sink.	104		*	
	Photocell faucets should remain open for at least 10 seconds.	104		*	
	The bottom edge of the mirror should be a maximum of 90cm from the floor, and the top edge should be at least 190cm high.	104		*	
	If the mirror must be positioned higher than 90cm from the floor, it should be tilted at an angle of 10-15 degrees towards the front.	104		*	
	The shower area should be either 95x95cm or 76x150cm to provide adequate space for movement and turning.	104			*
	A foldable shower seat measuring at least 45x45cm should be provided.	104		*	

Standard	Indicator	Source	AAA	AA	A
	The showerhead should have a hose at least 160cm long.	104		*	
Accessible <b>kitchens</b> in <b>temporary container shelters</b> .	Minimum passage width for kitchen access: 105cm.	104			*
	Maximum side approach height (to kitchen countertop or shelves): 137cm.	104			*
	Minimum side approach clearance (from kitchen countertop or shelves): 23cm	104			*
	Countertop width: 60cm.  Maximum countertop height: 86.5cm.	104			*
	Highest point reachable by hand (from countertop): 117cm.	104			*
	A clear open area of at least 76cm wide and 122cm long should be provided for wheelchair and table approach.	104			*
	There should be no obstructive objects within a depth of 49cm under the table.	104			*
Safety and <b>Emergency Evacuation</b> in <b>temporary container shelters</b> for every resident.	Transition areas within the container should be at least 90cm wide to ensure.	104		*	
	Audible alarms should be loud enough to be heard but not exceed safe noise levels (85-90dB for most, not exceeding 120dB).	104		*	
	Easily accessible fire extinguisher should be kept inside the container.	104			*
	There should be visual alarms for the hearing impaired.	104			*

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## Annex I

Assistive-Technology Devices	Importance Level: AAA	Importance Level: AA	Importance Level: A
Hand held magnifiers (e.g., reading stone, monocular, magnifying glass)			*
Text to speech devices (e.g., reading devices)			*
Daisy-player device (talking book machine)		*	
Traditional Braille typewriter (e.g., Perkins, Tatrapoint)			*
Electronic Braille typewriter (e.g., Mountbatten)		*	
Notetakers (e.g., Braille N' Speak, Braille Lite)	*		
Handheld media player (e.g., Victor Reader Stream)	*		
Touch tablet (e.g., IVEO or TTT)		*	
Refreshable Braille display		*	
Braille printer/ Embosser (Index Everest, Viewplus Tiger)			*
CCTV (e.g., MagniLink magnifier, Onyx, Topaz, Optelec ClearView)			*
Computer monitor magnifier	*		
Portable CCTV/ Portable video magnifier	*		
Adjusted keyboards (enlarged keys, Braille keys)			*
Adapted notebooks (e.g., enlarged pages, grid paper, colored pages)			*
Tactile-image enhancer (e.g., Piaf, Thermoform)			*
Scan & text-to-speech devices (e.g., Portable scan translation pen)	*		

Slate and Stylus (can be equated to paper and pencil for individuals with visual impairment)			*
Personal digital assistant (PDA, small handheld computers)	*		
<b>Assistive-Technology Software/Apps</b>	<b>Importance Level: AAA</b>	<b>Importance Level: AA</b>	<b>Importance Level: A</b>
Screen reader (e.g., Jaws, VoiceOver, NVDA, TalkBack)			*
Text-to-speech applications/programs (e.g., Natural Reader, ReadAloud)			*
Daisy-player software (e.g., Dolphin easy reader, AMIS)		*	
Math-ML player (enables assistive technology such as screen readers and screen magnifiers to speak, navigate math expressions and convert to Braille)			*
Ebook readers (e.g., Dolphin EasyReader, Read2go, Thorium)			*
Multifunctional text-to-speech software (e.g., Voice Dream Reader, Voice Dream Writer)	*		
Screen magnification software (e.g., Supernova)			*
Screen magnification apps (e.g., Microsoft windows magnifier)			*
Braille to speech software (e.g., TELEO)	*		
Braille translator/ text-to-Braille software			*
Document and Word Processing software with Braille translator (e.g., Biblos, Odt2braille with OpenOffice Writer)		*	
Document and Word Processing software with text-to-speech conversion (e.g., Speak with MS Office)	*		
Speech-to-text software/apps (e.g., Dragon by Nuance, Apple dictation, Gboard)			*

Word prediction software/app			*
Word completion software/app			*
Scan & speech apps (e.g., Voice Dream Scanner)	*		
Digital voice recorder			*
Talking calculator			*
Specialized Math Software (digitally allows the use of supports such as screen magnification, text-to-speech support, audio representation of graphics, and translation into Nemeth code)	*		
Object identification apps	*		
Color identification apps		*	
Light identification apps		*	