AccessCoVE: European Centre of Vocational Excellence in Accessibility

Research report 2.3 Assessment Instruments and Evaluation Guide

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Contents

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

Assessment Instruments and Evaluation guide

This report is provided as part of Task 2.4 (WP 2), titled “Development of Assessment Instruments and Procedures.” It contains general guidelines that readers, particularly evaluators, should consider before using this document. Additionally, it provides specific guidelines for evaluators to follow when using the assessment tools to evaluate a system, whether it be a physical environment, product, or service.

Finally, the guide includes all the assessment tools required for evaluators at different levels: Level A (Evaluator), Level AA (Accessibility Consultant), and Level AAA (Accessibility Certifier). These tools are designed to facilitate the evaluation of a system within the context of a specific area 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)

General Guidelines

An evaluator using the Level A assessment tools may be any individual interested in conducting a relevant survey. However, it is strongly recommended that the evaluator has received appropriate training. Conversely, an evaluator conducting a Level AA assessment is someone trained to become an Accessibility Consultant and has obtained specific certification from AccessCoVE. Similarly, an evaluator conducting a Level AAA assessment is a professional trained to become an Accessibility Certifier and has received the relevant certification from AccessCoVE. Both Level AA and Level AAA evaluators are highly trained experts who conduct evaluations impartially and objectively within the context of AccessCoVE standards.

When conducting a Level AAA assessment and preparing a comprehensive report on accessibility challenges, the completion of a Level AA assessment is required. Similarly, for a Level AA report to be effective, a Level A assessment should first be conducted.

During the assessment process, an evaluator may follow the sequence of standards as outlined or adapt it to accommodate practical considerations, such as participant availability, environmental conditions, or other objective circumstances.

The procedure begins with the evaluator completing the first page of the assessment tool (p.13). This initial page is used alongside any assessment tool (Level A, AA, or AAA) for any designated area. The evaluator then examines the object, service, or environment under review, assessing its compliance with accessibility indicators by assigning a grade on a scale from 1 to 5:

1: Not accessible at all

2: Minimally accessible

3: Partially accessible

4: Sufficiently accessible

5: Fully accessible

Each grade is based on the item descriptions associated with the specific indicator for each standard, as outlined in Deliverable 2.2. After scoring each item, the evaluator must provide comments in the fourth column of the assessment tool. These comments may address:
a) Justifications for why a recommendation or accessibility guideline could not be followed.
b) Justifications for why a recommendation or accessibility guideline was not followed, even though it could have been.
c) Explanations for grades 2, 3, or 4, including specific features of the assessed object, service, or place that could be improved, corrected, or enriched to achieve a higher grade in future evaluations.

Finally, the evaluator composes a report presenting the assessment results. This report includes:

- The mean score for the entire assessment tool
- The mean score per standard
- The count of items scored as 1, 2, etc.

Additionally, the evaluator highlights items that require urgent corrective actions.

About the system (place, product, service)

Name: _____

Nature: _____

Address of the institution/provider (full): _____

Contact information (telephone, email): _____

Previous evaluations:

Purpose: _____

When: _____

By whom: _____

Result(s): _____

About the evaluation

Date: _____

Evaluator: _____

Purpose: _____

Participants: _____

Consent to proceed: As the responsible/designated person in the institution/provider, I have been explained the processes to be followed and I consent to the evaluation

Yes ☐ No ☐

About the evaluator

Name: _____

Professional expertise: _____

Appointing Organization: _____

1.1 Area 1 – Core: Specific Guidelines and Assessment Tools

1.1.1 Specific Guidelines

The evaluator should create or obtain a floor plan of the building or space. This will help him/her to identify in advance the areas that need to be checked, such as entrances, hallways, restrooms, parking spaces, etc. The evaluator should ask for previous accessibility reports (if available).

The evaluator will have to check how many copies of each part of the checklist are required. For instance, most facilities typically have multiple toilet rooms. Each checklist should be clearly labeled with the specific location that is being surveyed. For example, if there are six restroom checklists, it should be noted which one corresponds to the first-floor women's room.

The following tools and equipment needed for the evaluation should be prepared:

- Measuring tape or measuring wheel for measuring door widths, hallways, and other building features.
- Light meter or for measuring lighting intensity in various areas.
- Sound level meter.
- Force gauge for measuring the force required to open a door.
- Flashlight to inspect areas with low lighting.
- Digital level for checking the slope of ramps.
- Sanitizing products or wipes (especially for inspecting restrooms and public spaces)

The evaluator should start from the arrival points like parking lots and drop-off areas and check for accessible parking spaces, and, then, the routes connecting the parking lot and the entrances. He/she should check for obstacles or hazards by walking the entire accessible paths, checking for any objects or structural elements that could obstruct movement, such as furniture, signs, or uneven flooring.

In addition, the evaluator should:

- (Parking Spaces) Measure the width and length of accessible parking spaces. He/she should measure the width from the center of the marking lines. If a line is not adjacent to another space or aisle, the evaluator should measure to the outer edge of the full width of the line. It should be verified that the signs are properly positioned and easy to read from a distance.

- (Lighting and Visibility) Ensure that all paths, entrances, and key areas are well-lit for visibility and safety. He/she can use a light meter to measure the intensity of lighting at various points along the accessible paths.

- (Elevators and Lifts) Measure the inside dimensions of the elevator. He/she can use a tape measure to check both the depth and the width of the elevator cab, and test the height of the control panel by measuring from the floor to the lowest and highest buttons.

- (Pathways and Corridors) Use a tape measure to check the width from one wall to the other, ensuring there are no obstacles or narrowing sections along the way.

- (Doors) Open the door to a 90-degree angle and measure the distance from the face of the door to the edge of the doorstop. He/she will test the door handle by trying to open the door with one hand. A lever-style handle or automatic doors are preferred for accessibility. He/she will use a force gauge or test by hand how easily the door opens. The evaluator will place the door pressure gauge where he/she would push to open the door. If he/she use a fish scale, this will be positioned at the point where someone would normally pull to open the door. It should be ensured there is sufficient space in front of the door for a wheelchair user to approach and open it.

- (Space inside the restroom) Use a tape measure to check the diameter of the turning space. It should be ensured that there is adequate room for maneuvering without hitting obstacles. The evaluator will measure the width and depth of the toilet stall from wall to wall.

- (Checking Carpets or Mats) Place the measuring tool at the edge of the mat and ensure it lies flat against the surface for accurate results. He/she will check that all edges of the carpet or mat are securely fastened to the floor to prevent tripping hazards. The evaluator will use his/her hand to gently pull at the edges to verify they are fixed firmly and not lift easily. He/she walk across the carpet or mat to ensure it does not shift or bunch underfoot.

- (Measuring Accessible Slopes) Measure a slope using a 60-centimeter (24-inch) level and a measuring tape. The evaluator will place the level on the surface in the direction of the slope, with one end positioned at the highest point. He/she will raise the lower end until the bubble is centered in the level's gauge. Once level, he/she will measure the vertical distance from the raised end to the surface below it, using meters or centimeters as appropriate.

- (Checking Acoustics) Clap his/her hands or speak loudly to observe the echo or reverberation in the space. Excessive echo may indicate poor acoustics. The evaluator can use a sound level meter or smartphone app to measure the ambient noise level (in decibels, dB). This provides a baseline for how noisy the space is without additional sounds. He/she will inspect walls, floors, ceilings, and furniture for reflective or absorbent materials. Hard surfaces like glass and concrete create more

reflection, while carpets, curtains, and acoustic panels absorb sound. Finally, he/she will identify and note any sources of background noise, such as HVAC systems, street sounds, or machinery, which can affect the acoustic quality.

To perform all these activities, an evaluator should be well trained and shows good knowledge and understanding of the relative procedures.

1.1.2 Assessment Tool – Level A

Table 1. Assessment tool for Area 1 - Core, Level A.

Area 1 – Core: Level A			
Accessible building **entrances** with accessible **thresholds**.			
1	Route across the entrance threshold is level, provide weather protection and free from barriers.	1 2 3 4 5	
2	Level landing of at least 150 x 150cm.	1 2 3 4 5	
3	Thresholds no higher than 15mm.	1 2 3 4 5	
4	The building is accessible through at least two entrances: The main entrance and the underground parking area	1 2 3 4 5	
5	Lobby's floor surface does not impede wheelchair movement or create slip hazards from rainwater.	1 2 3 4 5	
Accessible building **entrance doors.**			
6	Minimum effective clear door width: Straight-on approach or at right angles to an access route at least 150cm wide: 78-75cm (existing buildings) and 120/100cm-80cm (new buildings).	1 2 3 4 5	
7	Entry systems are accessible to deaf or hard-of-hearing people.	1 2 3 4 5	
8	Glazed doors and screens clearly visible and distinguishable from surrounding areas. Glass doors have indicators placed at a height of 140cm to 160cm.	1 2 3 4 5	
9	Controls are 75cm to 100cm above floor level and operable with a closed fist.	1 2 3 4 5	
Accessible and convenient **entrance halls** and **reception areas.**			
10	Slip-resistant floor surface.	1 2 3 4 5	
11	The reception is easily identifiable and directly accessible from the entrance or lobby. It is placed away from the	1 2 3 4 5	

Area 1 – Core: Level A			
	entrance if external noise is an issue but remains within view.		
Accessible **internal doors** with focus on **self-closing devices**.			
12	Glass doors have clear manifestation markings.	1 2 3 4 5	
13	Electrically powered hold-open or swing-free closing devices keep fire doors always open, activating the closing mechanism only in emergencies.	1 2 3 4 5	
14	Fire doors close automatically when triggered by smoke detectors, fire alarms, or power failures.	1 2 3 4 5	
15	At least 300mm of unobstructed space on the pull side of the door, unless the door has power-controlled opening.	1 2 3 4 5	
Accessible **approach** to a building.			
16	Level access from the boundary of the site. If not possible, a gentle gradient or shorter steep gradients with level landings are used.	1 2 3 4 5	
17	Durable, firm, and slip-resistant surface.	1 2 3 4 5	
18	At least 1.5m surface width with passing places if needed.	1 2 3 4 5	
19	Pathways to the main or accessible entrance are clearly marked and well-lit.	1 2 3 4 5	
20	Uncontrolled pedestrian crossings are marked with a buff-colored blister surface to signal a safe crossing point.	1 2 3 4 5	
Level on-site **car parking**.			
21	The surfaces surrounding the parking bay are free of obstacles, tripping hazards, and significant undulations (no more than 0.3cm under an 1m straight edge).	1 2 3 4 5	

Area 1 – Core: Level A			
22	At least 5% of the total parking spaces are accessible. For smaller parking areas, a minimum of one accessible space is available.	1 2 3 4 5	
23	The dimensions of parking bays are 3.50m wide and 5.00m long.	1 2 3 4 5	
24	A clearly marked drop-off point is provided.	1 2 3 4 5	
25	Accessible parking spaces are marked with proper signage: vertical signs and ground markings featuring the International Symbol of Accessibility.	1 2 3 4 5	
26	A minimum of 1 van-accessible space in every accessible parking lot.	1 2 3 4 5	
27	Van spaces have a minimum width of 335 cm with a 150 cm access aisle, or 244 cm with a 244 cm access aisle and at least 250 cm of vertical clearance.	1 2 3 4 5	
Parking spaces for **electric vehicles**.			
28	At least 2% of parking spaces for vehicles used by PwDs are equipped with charging points for electric vehicles (EVs) dedicated to PwDs.	1 2 3 4 5	
29	In private parking areas, at least 1% of parking spaces for PwDs have EV charging points.	1 2 3 4 5	
Accessible **ramps** for approaches steeper than 1:20.			
30	The landing at the foot and head is at least 1.2m long. Intermediate landings are at least 1.5m long	1 2 3 4 5	
31	Landings provide enough space for wheelchair users to open doors without reversing into circulation paths or rolling down the slope.	1 2 3 4 5	
32	Passing places are at least 1.8m wide and 2m long.	1 2 3 4 5	

Area 1 – Core: Level A			
33	Slip-resistant -even when wet- surface, with visual contrast and landings.	1 2 3 4 5	
Accessible **steps and stairs**.			
34	Nosings are marked with a 55mm wide contrasting strip.	1 2 3 4 5	
35	A level landing is provided at both the top and bottom of the flight, with a minimum clear length of 120cm.	1 2 3 4 5	
36	The tread depth is sufficient for individuals with physical impairments to place their feet squarely.	1 2 3 4 5	
37	The beginning and end of the staircase, and any points where the direction changes, are marked with 60 cm-wide strips made of a material with a distinct texture and strong color contrast compared to the rest of the steps.	1 2 3 4 5	
38	Guardrails or balustrades have a height of 0.90m from the step edge.	1 2 3 4 5	
39	Surfaces are slip-resistant and have low reflectivity.	1 2 3 4 5	
Handrails for external ramps and steps.			
40	Easy to grip, comfortable, and preferably provide forearm support.	1 2 3 4 5	
41	Spaced away from the wall and securely supported and allow a full finger grip without obstruction.	1 2 3 4 5	
42	Extend beyond the top and bottom of a flight of steps or ramps.	1 2 3 4 5	
43	A clearance of 5cm to 7.5cm is maintained between the handrail and the wall surface and a minimum clearance of 5cm is maintained between a cranked support and the underside of the handrail.	1 2 3 4 5	

Area 1 – Core: Level A			
44	The inner face of the handrail does not extend more than 5cm beyond the width of the surface of ramps or steps.	1 2 3 4 5	
Accessible **corridors and passageways**.			
45	The unobstructed width along the corridor is at least 120cm.	1 2 3 4 5	
46	In corridors narrower than 180cm, there are passing places at least 180cm long and 180cm wide, particularly at junctions.	1 2 3 4 5	
47	Sloped parts extend across the entire corridor width.	1 2 3 4 5	
48	Exposed edges are marked with visual contrast.	1 2 3 4 5	
49	Glazed screens along corridors are marked with visual manifestations that comply with safety standards.	1 2 3 4 5	
Elevators in buildings for all users.			
50	The door closing speed does not exceed 0.30 m/sec, with a wait time of at least 6 seconds before closing. The sliding door reopens automatically when obstructed by an object or person.	1 2 3 4 5	
51	Audible and visual cues are provided to inform users about the lift's arrival, its current floor and its position within a group of lifts.	1 2 3 4 5	
52	The lift car dimensions support a wheelchair user and an accompanying person, minimum 110cm by 140cm.	1 2 3 4 5	
53	Call button symbols and control symbols are suitable for tactile reading and have a visual contrast with their surrounding surface.	1 2 3 4 5	
54	Power-operated horizontal sliding doors provide an effective clear width of at least 80cm.	1 2 3 4 5	

Area 1 – Core: Level A			
55	Emergency call systems, such as phones, contrast in color with the wall and feature simple, clear instructions in both raised characters and Braille.	1 2 3 4 5	
56	At least one elevator in public buildings is equipped with an emergency power supply, ideally from a backup generator, to prioritize use for individuals with disabilities during emergencies.	1 2 3 4 5	
Accessible **LULA** (limited use, limited application) **elevators**, often used in alterations.			
57	Interior dimensions: at least 129.5cm deep and 129.5cm wide, with a 91.5cm door opening or at least 137cm deep and 91.5cm wide, with at least 1.39 square m of clear floor area and an 81cm door opening.	1 2 3 4 5	
Accessible **lifting platforms** for existing buildings or exceptional circumstances (e.g., historic sites) where a passenger lift cannot be installed (exclusively for individuals with mobility impairments and their companions).			
58	Controls are accessible to all users, including those in wheelchairs, allowing them to reach and operate the lifting platform.	1 2 3 4 5	
59	Usable without assistance from others.	1 2 3 4 5	
60	Audible and visual notifications indicating the platform's arrival and its current floor.	1 2 3 4 5	
61	Doors are easily distinguishable from adjacent walls.	1 2 3 4 5	
62	Glass parts within the platform are easily identifiable for individuals with visual impairments.	1 2 3 4 5	
63	Clear floor space at least 77cm wide by at least 122cm long for allowing a person using a wheelchair to approach and reach the controls.	1 2 3 4 5	
Wheelchair platform stairlifts installed in environments where conventional lifts cannot be accommodated.			

Area 1 – Core: Level A			
64	In single-stairway buildings, the parked wheelchair platform does not obstruct the required clear width of the escape route.	1 2 3 4 5	
65	Stairlifts do not obstruct the safe use of the stairs by other individuals.	1 2 3 4 5	
66	Minimum platform dimensions: 80cm wide and 125cm deep.	1 2 3 4 5	
Accessible and inclusive **audience and spectator facilities**.			
67	If there is a single wheelchair space, it is at least 92cm wide. If there are two, each space should be at least 84cm wide.	1 2 3 4 5	
68	All users are able to locate suitable seating and navigate safely to and from their seats and other facilities.	1 2 3 4 5	
69	At least part of the serving counter at bars is at a height no greater than 85cm. Worktops for shared facilities should also be at 85cm high, with sufficient clearance beneath, and a 150x150cm turning space.	1 2 3 4 5	
70	A wheelchair-accessible threshold is available at transitions between external seating and the interior.	1 2 3 4 5	
71	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.	1 2 3 4 5	
72	Hearing enhancement systems are installed and the presence of induction loops or infrared hearing enhancement systems are clearly marked with standard symbols.	1 2 3 4 5	
Accessible and inclusive **check-out aisles** (supermarkets etc.).			
73	At least 92cm wide.	1 2 3 4 5	

Area 1 – Core: Level A			
74	The counter surface of at least one aisle is no higher than 97cm above the floor.	1 2 3 4 5	
75	If there is more than one check-out aisle, the International Symbol of Accessibility is posted at the accessible aisle.	1 2 3 4 5	
Accessible and inclusive **food service lines**.			
76	A portion of at least one of each type of counter is no higher than 92cm above the floor and at least 92cm long.	1 2 3 4 5	
77	There is a clear floor space of at least 77cm wide by 122cm long for a forward or parallel approach.	1 2 3 4 5	
Accessible and inclusive **dining areas**.			
78	The top of the accessible dining surface is no less than 72cm and no greater than 86cm above the floor.	1 2 3 4 5	
79	At least 5% of seating and standing spaces, but no fewer than one, are accessible for people using wheelchairs	1 2 3 4 5	
80	There is a route at least 92cm wide to accessible seating.	1 2 3 4 5	
Accessible **sleeping accommodations** in hotels, motels, and student housing.			
81	Full access to all facilities of the building for wheelchair users.	1 2 3 4 5	
82	Bedrooms are spacious enough for wheelchair users to transfer to the side of a bed, maneuver around the room and use the facilities comfortably.	1 2 3 4 5	
83	Other bedrooms' doors are wide enough for visiting.	1 2 3 4 5	
84	Door handles are easy to grip and visually contrast with the door surface.	1 2 3 4 5	
85	Room numbers are displayed in tactile characters.	1 2 3 4 5	

Area 1 – Core: Level A			
86	All bedrooms have visual fire alarm signals.	1 2 3 4 5	
87	At least one wheelchair-accessible room for every 20 bedrooms, or part thereof.	1 2 3 4 5	
88	An emergency assistance alarm, with a pull cord for activation, is operable from both the bed and the floor. Emergency call signals outside bedrooms are clearly visible and audible.	1 2 3 4 5	
Accessible **switches, outlets, and controls**.			
89	All users are able to locate controls, understand their settings and operate them without unintentionally altering their settings.	1 2 3 4 5	
90	Controls contrast visually with their surroundings.	1 2 3 4 5	
91	Socket outlets, telephone points and TV sockets are installed between 40cm and 100cm above the floor, preferably closer to the lower end.	1 2 3 4 5	
92	Switches for permanently wired appliances are positioned between 40cm and 120cm, unless a higher point is necessary.	1 2 3 4 5	
Effective **artificial lighting**.			
93	Focus on illuminating the face of speakers to facilitate lip reading.	1 2 3 4 5	
94	Consistent lighting without dark zones.	1 2 3 4 5	
95	Located at or beside steps/stairs to clearly define treads, risers and nosings.	1 2 3 4 5	
96	Emergency Lighting: Over stairs and ramps, in an exit or path of travel:	1 2 3 4 5	

Area 1 – Core: Level A			
	Minimum: 100 lux at the walking surface. Lighting less than 50 lux at no place.		
Accessible **sanitary accommodations**.			
97	Doors of WC cubicles and wheelchair-accessible unisex toilets swing outward but if they open inward, they do not intrude into the wheelchair turning space.	1 2 3 4 5	
98	Doors of cubicles should allow opening even if someone collapses against them by an emergency release mechanism.	1 2 3 4 5	
99	Fire alarms provide both visual and audible signals.	1 2 3 4 5	
100	Emergency assistance alarms 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.	1 2 3 4 5	
101	Free corridor width: 120cm - 130cm.	1 2 3 4 5	
Toilet facilities with cubicles in separate-sex washrooms or self-contained unisex toilets.			
102	An enlarged cubicle available for various types of users	1 2 3 4 5	
103	If only one toilet is available, it is a wheelchair-accessible unisex type, with sufficient width to accommodate a standing-height wash basin.	1 2 3 4 5	
104	A WC cubicle for disabled individuals is included in separate-sex toilet facilities.	1 2 3 4 5	
105	Four or more WC cubicles: at least one enlarged cubicle for those needing extra space, in addition to the ambulant disabled cubicle.	1 2 3 4 5	
106	At least one sink should has a clear floor space for a forward approach measuring at least 77cm wide and 122cm	1 2 3 4 5	

Area 1 – Core: Level A			
	long and also a minimum of 44cm and a maximum of 64cm of the clear floor space should extend under the sink.		
Wheelchair-accessible unisex toilets.			
107	The layout of the WC, finger rinse basin and other fittings allow users to wash and dry their hands while seated.	1 2 3 4 5	
108	If the unisex toilet is the only toilet, the room width is increased from 1.5m to 2m and include a standing-height washbasin in addition to the WC-associated rinse basin.	1 2 3 4 5	
109	Doors open outward and are fitted with a horizontal closing bar on the inside.	1 2 3 4 5	
110	Wheelchair users do not have to travel more than 40m on the same floor to reach a toilet, unless an unobstructed route justifies a longer distance	1 2 3 4 5	
111	An emergency assistance alarm system is installed, and the call signal is visible and audible outside the toilet compartment.	1 2 3 4 5	
112	Emergency pull cords are easily identifiable and reachable from both the WC and the floor nearby.	1 2 3 4 5	
Inclusive **separate-sex washrooms**.			
113	Every separate-sex washroom includes a WC compartment fitted with support rails and sufficient activity space.	1 2 3 4 5	
114	Inward-opening doors allow for 45cm diameter maneuvering space between the door swing, the WC pan and the side wall.	1 2 3 4 5	
115	Door opens outward and is equipped with a horizontal closing bar on the inside.	1 2 3 4 5	

Area 1 – Core: Level A			
116	There is at least one washbasin with the rim set between 72cm and 74cm above the floor available and at least one urinal at 38cm with grab bars on both sides for support	1 2 3 4 5	
Wheelchair-accessible **changing and shower facilities**.			
117	Changing and shower areas are separated into distinct 'wet' and 'dry' sections	1 2 3 4 5	
118	An emergency assistance pull cord, easily identifiable and reachable from the tip-up seat or floor is installed.	1 2 3 4 5	
119	If there is a shower, changing area floor is level and slip-resistant, whether wet or dry.	1 2 3 4 5	
120	A clear 150cm deep maneuvering space is provided in front of lockers.	1 2 3 4 5	
121	In commercial developments with showers for staff, at least one wheelchair-accessible shower compartment is provided.	1 2 3 4 5	
Wheelchair-accessible **bathrooms**.			
122	The bathroom floor is slip-resistant, whether dry or wet.	1 2 3 4 5	
123	An easily identifiable emergency assistance pull-cord, reachable from the bath or floor, is available.	1 2 3 4 5	
Inclusive **adaptable dwellings**.			
124	Elimination of unnecessary obstacles inside and outside the residence.	1 2 3 4 5	
125	Designing for wheelchair users as the primary consideration rather than the average person.	1 2 3 4 5	
Approach **routes** to dwellings.			

Area 1 – Core: Level A			
126	Features the shallowest gradient possible and step-free wherever feasible.	1 2 3 4 5	
External **ramped approach** to a dwelling.			
127	Each flight has a minimum clear width of 90cm.	1 2 3 4 5	
128	Each flight includes top and bottom landings.	1 2 3 4 5	
129	Intermediate landings are provided between flights and at any direction changes.	1 2 3 4 5	
Accessible **stepped approach to a dwelling**.			
130	Each flight has a clear width of at least 90cm.	1 2 3 4 5	
131	Landings are provided at the top, bottom, and where necessary with a minimum length of 90cm.	1 2 3 4 5	
132	Handrails are installed on one side of flights with three or more risers, extending at least 30cm beyond the top and bottom nosings.	1 2 3 4 5	
Accessible communal **entrance door of dwellings**.			
133	Minimum clear opening width: 78cm.	1 2 3 4 5	
134	Accessible threshold.	1 2 3 4 5	
135	The ground surface does not hinder wheelchair movement.	1 2 3 4 5	
Accessible **communal lifts of dwellings**.			
136	Clear landing of 150cm x 150cm in front of the lift at each floor.	1 2 3 4 5	
137	A signaling system that provides visual and audible information and tactile indicators is required.	1 2 3 4 5	

Area 1 – Core: Level A			
Accessible principal **private entrance of dwellings**.			
138	The door has a minimum clear opening width of 78cm.	1 2 3 4 5	
139	The threshold is accessible.	1 2 3 4 5	
Free **circulation within a dwelling**.			
140	Corridors with a minimum width of 120cm, ensuring a clear path width of at least 90cm.	1 2 3 4 5	
Accessible **sanitary rooms in dwellings**.			
141	The basin is positioned so that it does not obstruct access to the WC.	1 2 3 4 5	
142	Doors open outwards.	1 2 3 4 5	
143	A 150cm diameter free space is provided.	1 2 3 4 5	
144	Non-slip flooring.	1 2 3 4 5	
Accessible **switches and sockets** of habitable rooms throughout the dwelling including doorbells, entry phones, light switches, power outlets, TV aerials, and telephone jacks.			
145	All their center lines are between 45cm and 120cm above the floor.	1 2 3 4 5	
146	Consumer units are installed so that the height of the switches is between 135cm and 145cm above the floor.	1 2 3 4 5	
Accessible **windows and balconies** in dwellings.			
147	Windows are large, 75cm from the floor and the opening mechanisms between 90cm and 120cm.	1 2 3 4 5	
Accessible and/or adaptable **kitchen** in dwellings.			

Area 1 – Core: Level A			
148	Free space is provided in front of all cabinets and appliances.	1 2 3 4 5	
149	Knee space under counters at 65cm to 80cm height.	1 2 3 4 5	
Accessible **living rooms and dining areas in dwellings**.			
150	Absence of cross links between legs.	1 2 3 4 5	
Accessible **bedrooms** in dwellings.			
151	The bed height matches the wheelchair seat height, with 20cm clearance underneath for wheelchair footrests.	1 2 3 4 5	
152	Emergency buttons and telephone outlets near the bed are available.	1 2 3 4 5	
Accessible **parking spaces and drop-off points near dwellings**.			
153	If the parking is in the private area of the dwelling but not inside a garage, at least one space for standard parking bay that can be expanded to 330cm in width is available.	1 2 3 4 5	
154	Step-free route.	1 2 3 4 5	
155	The parking space should be level or with gentle slope.	1 2 3 4 5	
156	The drop-off point is close to the main communal entrance.	1 2 3 4 5	
Accessible sidewalks.			
157	Minimum pedestrian walking zone width: 150cm	1 2 3 4 5	
158	The sidewalk surface is slip-resistant, stable and durable.	1 2 3 4 5	
159	Urban equipment is installed outside the pedestrian walking zone, adding 130cm to the sidewalk width.	1 2 3 4 5	

Area 1 – Core: Level A			
160	Items such as trash bins, mailboxes, and public seating are detectable by visually impaired.	1 2 3 4 5	
161	Audio and visual signals, such as at pedestrian crossings, are consistent and distinguishable.	1 2 3 4 5	
162	No 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.	1 2 3 4 5	
163	No widths below 70cm.	1 2 3 4 5	
164	Guidance paths are placed at least 50cm away from the building line or any protruding elements.	1 2 3 4 5	
Safe **pedestrian pathways in construction sites.**			
165	The pathway accommodates existing pedestrian traffic volumes and have a minimum clear width of 1.20 meters, free from any obstacles.	1 2 3 4 5	
166	If a clear width of 1.20 meters is technically unfeasible, a minimum width of 0.90 meters must be ensured, free from obstacles, to allow for wheelchair passage.	1 2 3 4 5	
167	In areas where the wheelchair changes direction, a clear space of 1.50 meters by 1.50 meters is required for maneuverability.	1 2 3 4 5	
168	The pedestrian pathway is on the sidewalk if is wide enough or in a lane of the roadway dedicated for this purpose.	1 2 3 4 5	
169	A pedestrian bridge is installed in case of a narrow cross-section of the sidewalk or other public spaces.	1 2 3 4 5	
170	Minimum clear height of 2.20 meters from any obstacles.	1 2 3 4 5	
171	All metal elements are painted in bright fluorescent colors contrasting with the environment.	1 2 3 4 5	

Area 1 – Core: Level A			
Accessible **crossings and traffic islands**.			
172	Crossings are established at intervals of at least 100 meters and preferably perpendicular to the flow of traffic.	1 2 3 4 5	
173	The minimum width of a crossing is 2.50 meters.	1 2 3 4 5	
174	Crossing is marked with road surface signage to indicate pedestrian priority and a STOP marking placed at least 1 meter before the crossing.	1 2 3 4 5	
175	Where traffic lights control pedestrian crossings, both visual and audible signals included, with the control mechanisms positioned between 90cm and 120cm above ground for easy accessibility.	1 2 3 4 5	
176	Crosswalks have a ramp at least 150cm wide, connecting the sidewalk to the street level, with a warning strip for visually impaired pedestrians.	1 2 3 4 5	
177	Ramps are constructed opposite each other across a pedestrian crossing.	1 2 3 4 5	
178	Traffic lights provide manual activation (e.g., pressing a button) and automatic activation features.	1 2 3 4 5	
Safe **pedestrian zones**.			
179	Minimum width of 3.0 meters.	1 2 3 4 5	
180	The surface material is non-slip, stable, and durable.	1 2 3 4 5	
181	A tactile guidance strip is installed within the pedestrian zone, made of a material that contrasts in both color and texture from the surrounding surface	1 2 3 4 5	
182	Changes in the level, such as ramps or stairs, are clearly marked with a warning strip that contrasts in texture and color from the surrounding surface.	1 2 3 4 5	

Area 1 – Core: Level A			
Accessible **signage**.			
183	The International Symbol of Access (ISA) accompanies any signage indicating facilities for persons with disabilities.	1 2 3 4 5	
184	Surfaces of signs are non-reflective.	1 2 3 4 5	
184	Signage is standardized, simple, and clear, offers a strong contrast with the background and placed where it's accessible to all, especially for those with visual impairments. It includes Braille and tactile symbols where necessary.	1 2 3 4 5	
185	Color contrasts are maintained to ensure readability. For example, dark letters on a light background or the opposite.	1 2 3 4 5	
186	The surfaces are matte and signs are not behind glass or similar reflective surfaces.	1 2 3 4 5	
187	Signage is placed at accessible heights, between 1.40 m and 1.60 m. When suspended or mounted overhead, the bottom edge of the sign is at least 2.20m above the floor.	1 2 3 4 5	
188	Signs do not obstruct circulation or cause accidents.	1 2 3 4 5	
Safe **materials and finishes** for individuals using various mobility aids.			
189	Finishes enable easy travel without causing undue energy expenditure, are slip-resistant and non-reflective, avoid tripping hazards and ensure firm, stable surfaces.	1 2 3 4 5	
Accessible **drinking fountains**.			
190	Located on an accessible route.	1 2 3 4 5	
191	Controls are located on the front of the unit or on both sides.	1 2 3 4 5	
Accessible common-use **dressing rooms**.			

Area 1 – Core: Level A			
192	A 10% of dressing rooms (but no fewer than one) for each type of use in each cluster.	1 2 3 4 5	
Accessible **storage and shelves.**			
193	Various heights available.	1 2 3 4 5	
194	Shelves or display units for self-service by customers are located on an accessible route.	1 2 3 4 5	
Accessible **storage units (lockers and baggage storage**) in locations such as schools, recreational facilities, transit facilities, etc.			
195	The operating mechanisms are designed for individuals with limited hand dexterity (e.g., operable with a closed fist).	1 2 3 4 5	
196	Accessible lockers and baggage storage units are located on an accessible route.	1 2 3 4 5	
197	Accessible lockers are clearly marked	1 2 3 4 5	
198	Numbers or names on lockers are clear, raised or recessed and in a highly contrasting color or tone.	1 2 3 4 5	
Inclusive and safe **landscaping**.			
199	Raised plant beds are elevated between 46cm and 61cm above the ground.	1 2 3 4 5	
200	Hazardous edges of walkways include cane-detectable curbs that are at least 7.5cm high.	1 2 3 4 5	
201	Permanent guy wires are not used in areas intended for public use. Temporary guy wires (e.g., for newly planted trees) are clearly marked with high-contrast colors.	1 2 3 4 5	
Accessible **benches**.			
202	Located adjacent to an accessible route.	1 2 3 4 5	

Area 1 – Core: Level A			
203	Benches are of a contrasting color to their background.	1 2 3 4 5	
Accessible and safe **public space elements** (waste receptacles, mailboxes and other outdoor amenities).			
204	They do not reduce the required width of the accessible route.	1 2 3 4 5	
205	Cane-detectable.	1 2 3 4 5	
206	Lids or openings of bins are mounted no higher than 106cm above ground surface.	1 2 3 4 5	
Accessible **emergency exits and areas of rescue assistance**.			
207	All emergency warning systems include audible alarms and visible alarms.	1 2 3 4 5	
208	Areas of rescue assistance are located on an accessible route.	1 2 3 4 5	
Accessible **vending and ticketing machines**.			
209	Located on accessible routes.	1 2 3 4 5	
210	Clear floor space in front of them allows sufficient maneuvering space for a forward or parallel approach by a person using a wheelchair.	1 2 3 4 5	
211	Signage includes highly contrasting lettering that is at least 1.3cm high.	1 2 3 4 5	
Visual alarms for individuals with hearing impairments.			
212	Visual alarms are installed in the following areas (at a minimum): Restrooms. General usage areas (e.g., meeting rooms).	1 2 3 4 5	

Area 1 – Core: Level A			
	Hallways and lobbies. Any common-use areas.		
213	No place in any room or space requiring a visual signal should is more than 15 meters from the visual signal (horizontally).	1 2 3 4 5	
Acoustics beneficial to all users, creating environments that support effective communication.			
214	The materials of floor finishes, wall surfaces, and ceilings avoid the amplification of occasional noise.	1 2 3 4 5	
Inclusive **swimming pools.**			
215	In indoor pools there is a direct accessible route from the entrance to the change rooms and from the change rooms to the pool deck. Outdoor pools have an accessible route throughout the normally occupied portions of the pool area.	1 2 3 4 5	
216	Surface finishes are slip-resistant, sanitary, and easy to clean.	1 2 3 4 5	
217	Pool boundaries are clearly defined by a textural change and color contrast to distinguish the water surface from the surrounding area.	1 2 3 4 5	
Accessible **library** facilities.			
218	Accessible fixed seating, tables, and study carrels are placed on an accessible route.	1 2 3 4 5	
219	Clear spaces between fixed seating, tables, and study carrels ensure maneuverability and easy access for individuals using wheelchairs.	1 2 3 4 5	
220	Assistive technology workstations should be equipped with large displays, screen readers and accessible software.	1 2 3 4 5	
221	The acoustics are free from unnecessary background.	1 2 3 4 5	

Area 1 – Core: Level A			
Accessible **transportation** facilities.			
222	Bus shelter is located on firm, level pads approximately at the same elevation as the sidewalk or walkway.	1 2 3 4 5	
223	All glazed panels surrounding bus shelters have decals or other safety features.	1 2 3 4 5	
224	The bus stop is not obstructed by adjacent street furniture such as vending machines, waste bins etc.	1 2 3 4 5	
225	Boarding locations incorporate visible and audible warning signals to alert passengers of approaching vehicles.	1 2 3 4 5	
226	Where special lifting devices (e.g., ramps, lifts) are used, appropriate maneuvering space around the boarding point is provided.	1 2 3 4 5	
227	Information system for people with visual impairments: 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	1 2 3 4 5	
Inclusive laboratories.			
228	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 is accessible.	1 2 3 4 5	
229	Laboratory spaces with a capacity over 60 people include a power door operator to facilitate entry and exit.	1 2 3 4 5	
230	Floor surfaces are non-slip, firm, and stable.	1 2 3 4 5	
231	Space allows for a personal assistant, service animal, or extra equipment at each accessible seating location.	1 2 3 4 5	

Area 1 – Core: Level A			
232	At least one fume hood comply with the following specifications: Base surface height: no higher than 87cm of the floor. Knee space: 69cm high, 48cm deep, and 81cm wide.	1 2 3 4 5	
233	Fire extinguishers, eye-wash stations, and deluge showers are mounted within accessible reach ranges and clearly visible.	1 2 3 4 5	
Accessible **information** for products.			
234	Information is presented via multiple sensory channels, considering visual, auditory and tactile formats.	1 2 3 4 5	
235	Content is formatted with adequate size, spacing, and contrast for readability.	1 2 3 4 5	
236	Product labeling and instructions must be perceivable and understandable.	1 2 3 4 5	
237	Non-text elements (e.g., images, graphs) have text equivalents or descriptions.	1 2 3 4 5	
Features of a **product** that allow persons with disabilities to operate it.			
238	The product supports communication through multiple sensory channels, including alternatives to visual, auditory, speech and tactile elements.	1 2 3 4 5	
239	Audible signals come with alternative indicators, such as visual or tactile cues.	1 2 3 4 5	
240	The product does not trigger photosensitive seizures by managing visual display settings.	1 2 3 4 5	
241	E-Readers must offer text-to-speech features.	1 2 3 4 5	
Accessible **packaging and product instructions**.			

Area 1 – Core: Level A			
242	Instructions related to installation, maintenance, storage and disposal are accessible through more than one sensory channel.	1 2 3 4 5	
Inclusive **services**.			
243	Passenger Transport Services: Information about accessibility of vehicles, infrastructure, and assistance. Provision of real-time travel information (schedules, disruptions, connecting services) Information on ticketing and assistance services.	1 2 3 4 5	
244	Banking services: Accessibility of identification methods, electronic signatures, and payment services	1 2 3 4 5	
Accessible **pedestrian touch devices** for activating pedestrian phases in traffic signal systems.			
245	Devices are installed in pairs, with one on each pole at pedestrian crossings, at a height of 0.90 to 1.20 meters from the pavement.	1 2 3 4 5	
246	The surrounding area is clear of obstacles, allowing easy detection and safe usage	1 2 3 4 5	
247	The outer casing of the device is yellow.	1 2 3 4 5	
248	The touch sensor area displays a hand symbol to indicate its function.	1 2 3 4 5	
Pedestrian touch devices for activating pedestrian phases in **traffic signal systems** for individuals with visual impairments.			
249	The device has bottom button equipped with a tactile vibration feature to indicate when the pedestrian phase is active.	1 2 3 4 5	
250	Devices provide constant information through vibration for indicating the phase of the traffic signal (e.g., fast vibration	1 2 3 4 5	

Area 1 – Core: Level A			
	for green and slow or no vibration for red) and auditory sound signals to indicate when it is safe to cross		
251	Each device has a tactile arrow to indicate the direction of the crosswalk, which can be adjusted during installation to accurately reflect the pedestrian path.	1 2 3 4 5	
Accessible **written Information** for people with intellectual disabilities			
252	Easy-to-understand words and not complex terms.	1 2 3 4 5	
253	Consistent terminology throughout the text.	1 2 3 4 5	
254	Large spacing between lines and paragraphs.	1 2 3 4 5	
Accessible **electronic information** for people with intellectual disabilities.			
255	Easy navigation with a consistent layout and clear menu.	1 2 3 4 5	
256	No complex links, but descriptive, easy-to-understand link text.	1 2 3 4 5	
257	High contrast for readability.	1 2 3 4 5	
Accessible **formats** with clear and large **print**.			
258	No overlapping text on images (except in exceptional cases).	1 2 3 4 5	
259	Non-glossy paper of sufficient weight to prevent show-through.	1 2 3 4 5	
260	Appropriate use of page numbers, print page references, table of contents, headers, and footers.	1 2 3 4 5	
261	Accurate representation of the original.	1 2 3 4 5	
Inclusive **participatory design processes** for participants with intellectual disabilities.			

Area 1 – Core: Level A			
262	Easy-read formats and visual aids, such as pictograms and simple illustrations.	1 2 3 4 5	
263	Use of trained intermediaries, such as educators and psychologists.	1 2 3 4 5	
Co-**Design** with individuals with deafblindness.			
264	Tools that provide environmental and contextual information, such as the number of people in a room.	1 2 3 4 5	
Accessibility of **statistical charts**.			
265	Color schemes and contrast ratios that are accessible, contrast ratio of at least 4.5:1 for text and graphical element.	1 2 3 4 5	
266	Safe magnification, ensuring that text and graphical elements remain legible and do not overlap when zoomed in.	1 2 3 4 5	
267	Clear text labels and distinguishable symbols.	1 2 3 4 5	
Usable **door fittings**.			
268	Simple and clear to use	1 2 3 4 5	
269	Operable by hand, or fingers at low forces/torques	1 2 3 4 5	
270	Operable without the need for audio or visual feedback.	1 2 3 4 5	
271	Operable from a wheelchair.	1 2 3 4 5	
Accessibility of **home healthcare products**.			
272	Zoning or partitioning of a space or a room for environments for use of home healthcare products.	1 2 3 4 5	
273	Placement of controls in an adjacent area which are functionally related to each other.	1 2 3 4 5	

Area 1 – Core: Level A			
274	Designing products so that mis-operation can never happen during use.	1 2 3 4 5	
275	Labelling to show that are used, cleaned, disinfected, or sterilized.	1 2 3 4 5	
276	Ease of opening without any specific tools.	1 2 3 4 5	
277	Continuous working without any intermission even in case of disaster or power service failure.	1 2 3 4 5	
Cognitive accessibility for **systems**.			
278	The system supports autonomous use.	1 2 3 4 5	
279	Optimize usefulness and relevance.	1 2 3 4 5	
280	Simplify the language and the symbolism.	1 2 3 4 5	
281	Activate or supply background knowledge.	1 2 3 4 5	
282	Minimize complexity.	1 2 3 4 5	
Assistive products, considered to be **medical devices**, intended for use to alleviate or compensate for a disability.			
283	Persons with sensory and/or cognitive impairments shall always be considered potential users of all assistive products. The result of such considerations is described in the manufacturer's technical documentation.	1 2 3 4 5	
284	User information is provided by the manufacturer with each assistive product. Information contains all pre-sale warnings and information.	1 2 3 4 5	
285	It reduces the physical and psychological burden of assistants.	1 2 3 4 5	

Area 1 – Core: Level A			
286	Safety of the users and the assistants shall be prioritized.	1 2 3 4 5	
Cognitive assistive products supporting daily time management.			
287	Compensate for a lack of time-processing ability and/or modify one's activities or environment to facilitate daily time management.	1 2 3 4 5	
Accessibility for **controls of consumer products**.			
288	The intended use of a control is obviously available for all users. Location, physical form, colour, texture, and size of the control is considered during the design process.	1 2 3 4 5	
289	The use is predictable.	1 2 3 4 5	
290	The use is consistent.	1 2 3 4 5	
Accessible **interpreters' consoles**.			
291	Visually impaired are able to use the console without help. The core functionalities are available as physical buttons.	1 2 3 4 5	
292	A minimum of 10% booths should are accessible.	1 2 3 4 5	
Reducing the risk of photosensitive seizures triggered by **viewing images on electronic displays**.			
293	No harmfull flashes.	1 2 3 4 5	
294	No rapid changes of image sequences.	1 2 3 4 5	
295	No red flashes.	1 2 3 4 5	
Consumer products used by people with visual disabilities.			
296	Tactile dots and/or tactile bars shall are placed on the controls of the device for identification of a function of controls and location information of arrayed controls.	1 2 3 4 5	

Area 1 – Core: Level A			
297	Tactile dots do not interfere with each other.	1 2 3 4 5	
298	The dimensions of tactile dots and bars are adjusted according to the size of the associated control, not to the size of a product.	1 2 3 4 5	

1.1.3 Assessment Tool – Level AA

Table 2. Assessment tool for Area 1 - Core, Level AA.

Area 1 – Core: Level AA			
Accessible building **entrances** with accessible **thresholds**.			
1	Clearly sign-posted.	1 2 3 4 5	
2	Lobby accommodates wheelchairs etc. with minimum dimensions based on the door type.	1 2 3 4 5	
3	Parking spots for individuals with disabilities are located near the entrance, no further than 50m away.	1 2 3 4 5	
4	Connection between sidewalk and building is level. If it is not, a ramp (5% slope) or a lift is available.	1 2 3 4 5	
5	Minimum clear width of a route: 92cm. If it is less than 152cm wide, passing spaces of at least 152cm by 152cm are provided every 60 meters.	1 2 3 4 5	
Accessible building **entrance doors.**			
6	Handles, locks, doorbells, and switches are placed 90cm to 122cm above the floor and positioned on the same side of the door.	1 2 3 4 5	
7	Manually operated doors do not require more than 30N of force to open.	1 2 3 4 5	
8	For doors with closers, at least 5 seconds are required to close from 90° to 12°.	1 2 3 4 5	
9	Doors and frames have a strong color contrast with adjacent walls. Door handles contrast with the door panel.	1 2 3 4 5	
Accessible and convenient **entrance halls** and **reception areas.**			
10	Glazed screens or reflective surfaces do not obstruct lip reading.	1 2 3 4 5	

Area 1 – Core: Level AA			
11	Clear space in front of the reception: 120cm deep and 180cm wide if there is a knee recess of at least 50cm, and 140cm deep and 220cm wide if there is no knee recess.	1 2 3 4 5	
Accessible and safe **circulation** in public buildings.			
12	Protected accessible waiting areas 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.	1 2 3 4 5	
Accessible **internal doors** with focus on **self-closing devices**.			
13	Doors wider than 45cm include vision panels between 50cm and 150cm above the floor.	1 2 3 4 5	
14	Fire doors to individual rooms are equipped with swing-free devices that close upon activation of smoke detectors or there is a power failure.	1 2 3 4 5	
15	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.	1 2 3 4 5	
16	Door handles or latches should be operable with one hand using a closed fist	1 2 3 4 5	
Accessible **approach** to a building.			
17	Any part of the approach with a slope of 1:20 or steeper is constructed as a ramp.	1 2 3 4 5	
18	Joints between paving stones do not exceed 0.5cm in height, and gaps are filled flush or recessed to a depth of no more than 0.5cm.	1 2 3 4 5	
19	The gradient is no steeper than 1:60 along its entire length or 1:20 with level landings for every 500mm rise.	1 2 3 4 5	

Area 1 – Core: Level AA			
20	Passing places: at least 180cm wide and 200cm long, with a maximum distance of 50 meters between them.	1 2 3 4 5	
21	The cross-fall gradient does not exceed 1:40.	1 2 3 4 5	
22	For the cross slope of an accessible route the maximum slope is 1:48.	1 2 3 4 5	
Level on-site **car parking**.			
23	Pay and display ticket machines allow close access. Controls are positioned between 75cm and 120cm above ground, with no obstruction from the machine's plinth.	1 2 3 4 5	
24	Parallel parking is avoided, but where necessary, spaces are at least 6.00 meters long.	1 2 3 4 5	
25	A dropped kerb included if there is a pedestrian route on the other side of the bay.	1 2 3 4 5	
26	Parking spaces for sites like cultural landmarks or recreational areas are situated as close as possible to the entrance (300m). Where not possible, transportation provided.	1 2 3 4 5	
27	Signage is placed 152cm above the ground.	1 2 3 4 5	
Accessible **ramps** for approaches steeper than 1:20.			
28	Ramp gradients are as shallow as possible and have a maximum flight going of 10m and a maximum rise of 50cm.	1 2 3 4 5	
29	Handrails on both sides of the ramp set at two heights: 90cm and 70cm and extend at least 30cm horizontally beyond the start and end of the ramp and continue onto any landings.	1 2 3 4 5	
30	The width between walls or kerbs is at least 150cm.	1 2 3 4 5	

Area 1 – Core: Level AA			
31	In new buildings or outdoor spaces maximum slope of 5%. In existing spaces, slopes between 5% and 8%. Or maximum running slope is 1:12	1 2 3 4 5	
32	The cross slope (excluding flares) of curb ramps is no steeper than 1:48.	1 2 3 4 5	
33	Curb ramps (excluding flares) are at least 92cm wide.	1 2 3 4 5	
Accessible **steps and stairs**.			
34	Step rises are between 15cm and 17cm and consistent throughout the flight.	1 2 3 4 5	
35	The tread depth is between 28cm and 43cm.	1 2 3 4 5	
36	Warnings are placed far enough ahead of the steps and not so narrow that they could be missed in one stride. A 'corduroy' hazard warning surface is installed at the top and bottom landings.	1 2 3 4 5	
37	Handrail heights are positioned at 0.90m and 0.70m from the step edge and extend at least 30cm horizontally at both the start and end of the staircase and continue onto any landing areas.	1 2 3 4 5	
38	Every staircase has a baseboard with height between 5 and 10cm. If there is no baseboard on both sides of the staircase, and a guardrail is used instead of a wall, a horizontal bar is installed 10cm away from the step edges.	1 2 3 4 5	
Handrails for external ramps and steps.			
39	Second handrail in certain types of buildings like schools.	1 2 3 4 5	
40	The height of the top handrail is between 90cm and 100cm from the surface of a ramp or flight of steps, and between 90cm and 110cm from the surface of the landing. The lower handrail is at a height of 60cm.	1 2 3 4 5	

Area 1 – Core: Level AA			
41	Handrails are uninterrupted across flights and landings, extending at least 30cm horizontally beyond the top and bottom of ramps and steps, without obstructing the access route. If there are obstructions, the bottom of the gripping surface is not obstructed more than 20% of its diameter.	1 2 3 4 5	
Accessible **corridors and passageways**.			
42	The floor is 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.	1 2 3 4 5	
43	Visual contrast between the walls, the ceiling and floor and effective natural and artificial lighting.	1 2 3 4 5	
44	In major access routes, the wider leaf of double doors is on the same side of the corridor throughout its length.	1 2 3 4 5	
45	No elements like columns and radiators. If these are present, there is also a means to guide people around them, such as a visually contrasting guardrail.	1 2 3 4 5	
46	Acoustic environment: neither overly echoing nor too absorbent.	1 2 3 4 5	
47	Slip-resistant flooring and no floor finishes with patterns.	1 2 3 4 5	
Elevators in buildings for all users.			
48	Unobstructed maneuvering space of 150cm x 150cm, or a straight access route that is at least 90cm wide.	1 2 3 4 5	
49	Call buttons are between 90cm and 110cm from the floor and at least 50cm from any wall.	1 2 3 4 5	
50	A handrail is available on at least one wall at 90cm above the floor without obstructing controls or mirrors.	1 2 3 4 5	
51	Inside the cabin, controls are on the side wall, at least 40cm from the door, no less than 38cm and no greater than	1 2 3 4 5	

Area 1 – Core: Level AA			
	122cm above the floor. For parallel approach, they are mounted up to 137cm above the floor.		
Accessible **LULA** (limited use, limited application) **elevators**, often used in alterations.			
52	Swinging doors: The door is power-operated and remains open for at least 20 seconds when activated.	1 2 3 4 5	
Accessible **lifting platforms** for existing buildings or exceptional circumstances (e.g., historic sites) where a passenger lift cannot be installed (exclusively for individuals with mobility impairments and their companions).			
53	The vertical travel distance is no more than 2m without a lift way enclosure, or more than 2m if there is a lift way enclosure.	1 2 3 4 5	
54	The maximum rated speed does not exceed 0.15m/s.	1 2 3 4 5	
55	Controls are installed no less than 38.1cm and no greater than 121.9cm above the floor and at least 40cm from any adjacent wall.	1 2 3 4 5	
56	Landing call buttons should be placed between 90cm and 110cm from the floor, with at least 50cm clearance from any return wall.	1 2 3 4 5	
57	Minimum platform dimensions: 80cm wide and 125cm deep for non-enclosed platforms serving unaccompanied wheelchair users, 90cm wide and 140cm deep (with a load capacity of 350 kg) for enclosed platforms serving unaccompanied wheelchair users and 110cm wide and 140cm deep for platforms with opposing doors that accommodate either an accompanied wheelchair user or for enclosed design.	1 2 3 4 5	
58	Doors provide an effective clear width of at least 90cm for the larger platform dimensions and 80cm in other situations. If there is an end door, the clear opening width is at least 82cm and if there is a side door, the clear opening width is at least 106cm.	1 2 3 4 5	
Wheelchair platform stairlifts installed in environments where conventional lifts cannot be accommodated.			

Area 1 – Core: Level AA			
59	The rated speed does not exceed 0.15m/s.	1 2 3 4 5	
Accessible and inclusive **audience and spectator facilities**.			
60	Presentation setups avoid patterned walls and poor lighting ensuring clear visibility for sign language and lip reading.	1 2 3 4 5	
61	Where people are expected to remain seated, wheelchair spaces 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 have a clear line of sight over and between the heads of others in front.	1 2 3 4 5	
62	Wheelchair space that can be entered from the front or rear: at least 122cm deep. Wheelchair space that can only be entered from the side: at least 153cm deep.	1 2 3 4 5	
63	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 2 3 4 5	
64	There are options for wheelchair users to sit beside conventionally seated individuals (140cmx90cm nominal space) and space available for assistance dogs to rest beside their owners.	1 2 3 4 5	
Accessible and inclusive **check-out aisles** (supermarkets etc.).			
65	The top of the counter edge protection is no higher than 5cm above the counter surface.	1 2 3 4 5	
Accessible and inclusive **food service lines**.			
66	For a forward approach, the clear floor space extends no less than 44cm and no more than 64cm under the accessible length of the counter.	1 2 3 4 5	
67	There is at least 69cm clearance from the floor to the bottom of the counter.	1 2 3 4 5	

Area 1 – Core: Level AA			
Accessible and inclusive **dining areas**.			
68	There is a clear floor space at least 77cm wide by at least 122cm long for a forward approach.	1 2 3 4 5	
69	The knee space depth under the dining surface is no less than 44cm and no greater than 64cm.	1 2 3 4 5	
70	There is a knee space of at least 69cm high and at least 77cm wide. For children: 61cm high.	1 2 3 4 5	
Accessible **sleeping accommodations** in hotels, motels, and student housing.			
71	Accessible bedrooms are positioned no less favorably than other rooms.	1 2 3 4 5	
72	Automatic or remotely controlled curtains and blinds, accessible wardrobes and shelves, electronic card-activated locks and lever taps in sanitary facilities.	1 2 3 4 5	
73	Swing doors for built-in wardrobes open 180°.	1 2 3 4 5	
74	Windows are at a height of 80cm to 100cm.	1 2 3 4 5	
75	Controls are accessible without requiring two-handed operation.	1 2 3 4 5	
76	Wide-angle viewers in the entrance door to wheelchair-accessible bedrooms are at 105cm and 150cm above the floor.	1 2 3 4 5	
77	Balcony doors feature level thresholds and avoid horizontal transoms between 90cm and 120cm.	1 2 3 4 5	
78	No permanent obstructions within 150cm back from any balcony doors.	1 2 3 4 5	
Accessible **switches, outlets, and controls**.			

Area 1 – Core: Level AA			
79	Consistent relationship with doorways and corners (at least 350mm away from corners).	1 2 3 4 5	
80	Not red and green for "on" and "off". Text or pictograms indicate the purpose and status of controls. Switched socket outlets indicate whether they are "on". Circuit isolator switches visibly indicate their status.	1 2 3 4 5	
81	Individual switches on panels and multiple socket outlets are well spaced or designed as large touch plates.	1 2 3 4 5	
82	Light switches have large push pads aligned horizontally with door handles at a height of 90cm to 110cm or pull cords between 90cm and 110cm high, with a 5cm diameter bangle that contrasts visually with the background.	1 2 3 4 5	
83	The use of switches, outlets, and controls does not require use of both hands, except for safety reasons.	1 2 3 4 5	
Effective **artificial lighting**.			
84	Lighting enhances the color rendering of surfaces without causing glare or harsh shadows.	1 2 3 4 5	
85	Compatible with other electronic and radio frequency installations.	1 2 3 4 5	
86	Lighting Levels at Pedestrian Entrances: Minimum: 100 lux, consistently over the entrance area, measured at the ground.	1 2 3 4 5	
87	Lighting Levels for Frequently Used Pedestrian Routes: Over walkways, paths of travel, stairs, and ramps: Minimum: 50 lux. extended average, 40 lux. average/min, 20 lux min measured at the ground.	1 2 3 4 5	
88	Lighting Levels for mixed pedestrian/cycling routes: 20 lux extended average, 40 lux average/min, 10 lux minimum, consistently maintained.	1 2 3 4 5	

Area 1 – Core: Level AA			
89	Lighting levels for parking spaces: minimum 30 lux, measured at the ground.	1 2 3 4 5	
90	Supplementary provided for highlighting key signage and orientation landmarks.	1 2 3 4 5	
91	Washrooms and dressing rooms: Lighting levels evenly distributed and no less than 200 lux. Dressing rooms have even illumination throughout, with a lighting level of at least 100 lux.	1 2 3 4 5	
92	Office Areas: lighting levels evenly distributed and no less than 300 lux.	1 2 3 4 5	
93	Lighting over signage, orientation features, and working surfaces: Minimum 200 lux, measured at the working surface.	1 2 3 4 5	
Accessible **sanitary accommodations**.			
94	All taps are automatically controlled or operable with a closed fist (e.g., using a lever mechanism).	1 2 3 4 5	
95	The door's hardware is operable with one hand and does not require tight grasping, pinching, or twisting of the wrist.	1 2 3 4 5	
96	The operable parts of the door hardware are placed no less than 87cm and no greater than 122cm above the floor.	1 2 3 4 5	
97	Toilet paper holders are easily reachable and have a leaf-by-leaf dispensing mechanism.	1 2 3 4 5	
Toilet facilities with cubicles in separate-sex washrooms or self-contained unisex toilets.			
98	At least one changing places toilet is 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 m² or more, retail establishments of 2500 m² or more, sport and leisure facilities larger than 5000 m²,	1 2 3 4 5	

Area 1 – Core: Level AA			
	hospitals and primary care centers, crematoria and cemetery buildings.		
99	If the threshold is vertical: no more than 0.64cm high. If the threshold is beveled: No more than 1.27cm high with the top 0.64cm beveled and no steeper than 1:2.	1 2 3 4 5	
Wheelchair-accessible unisex toilets.			
100	Transfer space next to the WC is kept clear and horizontal support rails are provided. The rail on the open side is a drop-down rail and the wall side includes a wall-mounted or drop-down rail for support.	1 2 3 4 5	
101	At least one wheelchair-accessible unisex toilet is located as close as possible to the building's entrance or waiting area.	1 2 3 4 5	
102	In multi storey buildings unisex toilets are located in consistent places on each floor and allow alternate right-hand and left-hand transfer on different floors.	1 2 3 4 5	
103	Where the toilet is on another floor but accessible by a lift, the maximum combined horizontal distance is not more than 40m.	1 2 3 4 5	
104	The layout meets the minimum dimensions specified in Diagram 18 (see D2.2), and horizontal support rails on the wall adjacent to the WC allow for proper support.	1 2 3 4 5	
105	The arrangement and height of fittings comply with the guidelines outlined in Diagrams 19 and 20 (see D2.2).	1 2 3 4 5	
Inclusive **separate-sex washrooms**.			
106	Larger WC compartments are 120cm wide and include horizontal and vertical grab bars.	1 2 3 4 5	
107	Washrooms feature a lower-height washbasin and, if applicable, an accessible urinal. There is at least an equal	1 2 3 4 5	

Area 1 – Core: Level AA			
	number of WCs for women as urinals for men, with some building types requiring twice as many WCs.		
108	WC pans in ambulant disabled compartments 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.	1 2 3 4 5	
109	The washbasin is 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 is between 10cm to 25cm.	1 2 3 4 5	
Wheelchair-accessible **changing and shower facilities**.			
110	The shower layout allows independent use or with assistance if needed. Self-contained compartments that offer privacy and space for a helper are preferred.	1 2 3 4 5	
111	Wall-mounted drop-down support rails and slip-resistant tip-up seats are provided, ensuring that the tip-up seats are not spring-loaded.	1 2 3 4 5	
112	The overall dimensions and arrangement of fittings: Diagram 22 (see D2.2).	1 2 3 4 5	
113	Individual self-contained shower facilities: Diagram 23 (see D2.2).	1 2 3 4 5	
114	The layout and fittings in individual self-contained shower areas with a corner WC: Diagram 24 (see D2.2). If more than one is available, layouts for both left-hand and right-hand transfers must be provided.	1 2 3 4 5	
115	The shower faucet allows height adjustment from 1.10 m to 2.20 m.	1 2 3 4 5	
116	Soap holders are placed between 0.90 m and 1.10 m from the floor.	1 2 3 4 5	

Area 1 – Core: Level AA			
Wheelchair-accessible **bathrooms**.			
117	Dimensions and fitting arrangement in individual-use bathrooms with a corner WC: diagrams 25 and 26 (see D2.2).	1 2 3 4 5	
118	It is equipped with a 40cm deep transfer seat, which is the same width as the bath.	1 2 3 4 5	
Inclusive **adaptable dwellings**.			
119	Avoidance of horizontal and vertical barriers (e.g., no narrow passages, adequate maneuvering space).	1 2 3 4 5	
Approach **routes** to dwellings.			
120	It is either level, gently sloping, or ramped. In steep areas, a stepped approach may be used.	1 2 3 4 5	
121	The route leads to the principal private entrance. Access to an alternative entrance is acceptable if necessary.	1 2 3 4 5	
122	The route has a minimum width of 90cm with a maximum cross-fall of 1:40. If the route includes a driveway, an additional 90cm wide is provided for a wheelchair user to pass a parked car.	1 2 3 4 5	
External **ramped approach** to a dwelling.			
123	For slopes up to 1:15, the maximum length of the flight is 10 meters and for slopes up to 1:12, does not exceed 5 meters.	1 2 3 4 5	
124	Each landing is a minimum of 120cm long, clear of any door swings.	1 2 3 4 5	
Accessible **stepped approach to a dwelling**.			
125	Steps should have uniform risers between 8cm and 15cm, with a minimum going of 28cm.	1 2 3 4 5	

Area 1 – Core: Level AA			
126	The flight of stairs do not rise more than 180cm between the landings.	1 2 3 4 5	
Accessible **communal lifts of dwellings**.			
127	The lift has a minimum load capacity of 400kg and an internal car size of at least 90cm x 12.5cm.	1 2 3 4 5	
Accessible principal **private entrance of dwellings**.			
128	Where a step into the dwelling is necessary, the maximum rise is 15cm, aligned with the external face of the door threshold.	1 2 3 4 5	
Free **circulation within a dwelling**.			
129	Interior doors with a clear width of 90cm, either sliding or swinging, with handles placed at 90cm to 120cm from the floor. There should be adequate maneuvering space (150cm diameter) on both sides of the door for wheelchair users.	1 2 3 4 5	
130	Switches, outlets, and control buttons should be placed in a 90cm to 120cm zone, always positioned consistently (e.g., light switches near door frames).	1 2 3 4 5	
Accessible **sanitary rooms in dwellings**.			
131	The space around the WC allows clear and easy access (75cm) Diagram 1.3.(see D2.2).	1 2 3 4 5	
132	Walls and ceilings are able to support a load of 100 kg.	1 2 3 4 5	
133	The bathtub is equipped with special handles and a bench, positioned at the same height as the wheelchair seat (about 50cm.	1 2 3 4 5	
Accessible **switches and sockets** of habitable rooms throughout the dwelling including doorbells, entry phones, light switches, power outlets, TV aerials, and telephone jacks.			

Area 1 – Core: Level AA			
134	Switches, outlets, and controls are placed within a 90 cm to 120 cm zone and positioned consistently, e.g., light switches near door frames	1 2 3 4 5	
Accessible and/or adaptable **kitchen** in dwellings.			
135	Feet recesses at 20cm high and 15cm deep.	1 2 3 4 5	
136	All work surfaces are at the same height as the cooking elements to allow safe transfer of items.	1 2 3 4 5	
137	Shelves no higher than 140cm. Sliding shelves near the kitchen and the oven would be convenience instead.	1 2 3 4 5	
138	Appliances have raised indicators and high-contrast color schemes.	1 2 3 4 5	
Accessible living rooms and dining areas in dwellings.			
139	Furniture are positioned to ensure free movement, and edges are rounded to prevent injuries.	1 2 3 4 5	
140	Seating should be at 40-55cm height and tables should be at least 70cm high for wheelchair users.	1 2 3 4 5	
Accessible **bedrooms** in dwellings.			
141	Bedrooms have a 150cm diameter free space for maneuvering, complemented by a 110cm 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 120cm to allow the movement of the wheelchair.	1 2 3 4 5	
Accessible **parking spaces and drop-off points near dwellings**.			
142	For communal parking in apartment blocks, at least one standard parking space is situated close to the main communal entrances (or to the lift if parking is indoors), with a clear access zone of at least 90cm on one side.	1 2 3 4 5	

Area 1 – Core: Level AA			
143	The gradient of the parking space is as shallow as possible.	1 2 3 4 5	
144	The surface of the drop-off point is level or gently sloping	1 2 3 4 5	
Accessible **sidewalks**.			
145	The sidewalk width is 205cm minimum, accommodating architectural protrusions, a 150 cm pedestrian walking zone, and space for signs, barriers, and curbs .	1 2 3 4 5	
146	Additional space for urban equipment, signage, vegetation, and commercial activities is available and added to the minimum width.	1 2 3 4 5	
147	Smooth surfaces to avoid tripping hazards.	1 2 3 4 5	
148	No obstructions within or outside the pedestrian zone and their presence must be clearly marked with visible and tactile warnings.	1 2 3 4 5	
149	Signage includes tactile features and is placed between 140-160cm from the ground.	1 2 3 4 5	
Safe pedestrian **pathways in construction sites**.			
150	In cases of narrow sidewalks pedestrian movement is directed to the opposite sidewalk, provided it has a minimum width of 0.90 meters.	1 2 3 4 5	
151	Firm, stable and non-slippery flooring. The joint between the old and new sidewalks does not have a vertical difference of more than 1cm.	1 2 3 4 5	
Accessible **crossings and traffic islands**.			
152	For streets wider than 12 meters, or where traffic conditions demand, islands with a minimum width of 1.50 meters are constructed.	1 2 3 4 5	

Area 1 – Core: Level AA			
153	The start and end of the island is marked with tactile markings and where islands exceed 3 meters, ramps are installed.	1 2 3 4 5	
154	Traffic lights are installed within 150cm of the edge of the curb.	1 2 3 4 5	
155	Traffic lights include tactile arrows that align with the direction of crossing.	1 2 3 4 5	
156	The walk indicators 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.	1 2 3 4 5	
157	When two accessible pedestrian signal assemblies are installed on the same corner, they are placed a minimum of 300cm apart to avoid confusion. If this is not possible, two signal assemblies are installed on a single post.	1 2 3 4 5	
Safe **pedestrian zones**.			
158	In pedestrian zones with a slope of up to 20%, a minimum width of 3.5 meters is provided for emergency vehicle access, with a clear height along the entire length and width	1 2 3 4 5	
159	The height differences along the pedestrian zone are addressed with ramps, where the slope does not exceed 5% (1:20 gradient). In cases of larger height differences, ramps and stairways are combined and indicated with tactile markers.	1 2 3 4 5	
160	If the pedestrian zone includes ramps or stairs, handrails with a height between 75 to 90cm are installed on both sides.	1 2 3 4 5	
161	Lighting is sufficient and glare avoid is avoided, while ensuring pathways remain well-lit and safe during evening hours. It is installed outside the free movement zone and easily detectable by individuals using white canes.	1 2 3 4 5	
Accessible **signage**.			

Area 1 – Core: Level AA			
162	Symbols and pictograms are easily recognizable. For signs placed at lower heights (140 to 160cm), the text and symbols are tactile and in Braille.	1 2 3 4 5	
163	Signage is repetitive at locations where directional changes occur and designed with easy evacuation in mind for emergency situations.	1 2 3 4 5	
164	The minimum dimensions of ISA are no smaller than 7.5x7.5cm. When it is displayed low (140cm – 160cm),10x10cm.	1 2 3 4 5	
165	Tactile flooring is achieved through variations in texture and strong color contrast.	1 2 3 4 5	
166	At pedestrian crossings, visual and audible signals provide sufficient time for individuals with limited mobility to cross safely. Audible signals are distinct from traffic noise and follow a standardized system of three frequencies (stop, go, and warning).	1 2 3 4 5	
Safe **materials and finishes** for individuals using various mobility aids.			
167	Wooden planks should are laid perpendicular to the path, with joints no greater than 0.6cm wide and level variations no more than 0.3cm.	1 2 3 4 5	
168	Joints of floor tiles, bricks and pavers are no wider than 0.6cm and flush with the adjacent flooring.	1 2 3 4 5	
Accessible **drinking fountains**.			
169	Detectable by a cane at a height of 68cm or lower from the finished floor.	1 2 3 4 5	
170	Operable from a wheelchair or scooter using one hand or, they can be automatic.	1 2 3 4 5	
171	The spout is mounted between 76cm and 90cm above the finished floor.	1 2 3 4 5	

Area 1 – Core: Level AA			
Accessible common-use **dressing rooms**.			
172	Enough space is provided to accommodate two people and a wheelchair and benches and necessary accessories.	1 2 3 4 5	
173	Private accessible dressing rooms include a clear floor space for a 180-degree turn.	1 2 3 4 5	
174	A bench is available with dimensions of 81cm wide by 19cm long. The bench is between 45cm and 50cm above the floor. Clear floor space alongside the bench: At least 76cm wide to allow a parallel transfer.	1 2 3 4 5	
175	The mirrors are 46cm wide by 137cm high and afford a view for a seated person on the bench.	1 2 3 4 5	
Accessible **storage and shelving**.			
176	Appropriate lighting and color contrast.	1 2 3 4 5	
177	If fixed or built-in storage facilities are provided (e.g., cabinets, closets, shelves, drawers), at least one of each type is accessible.	1 2 3 4 5	
178	Clear floor space at storages: at least 81cm wide by 137cm long.	1 2 3 4 5	
Accessible **storage units (lockers and baggage storage**) in locations such as schools, recreational facilities, transit facilities, etc.			
179	Aisle spaces must be 137cm deep, 810cm wide.	1 2 3 4 5	
Inclusive and safe **landscaping.**			
180	Shrubs with thorns and sharp edges are planted at least 92cm away from accessible paths and seating areas.	1 2 3 4 5	
181	Overhanging branches of trees have a minimum headroom clearance of 210cm.	1 2 3 4 5	

Area 1 – Core: Level AA			
Accessible **benches**.			
182	The seat height is 45cm - 50cm from the ground.	1 2 3 4 5	
183	Benches are equipped with armrests and backrests to provide additional support for sitting and rising	1 2 3 4 5	
184	There is an adjacent level and firm ground surface of at least 92cm wide by 137cm long.	1 2 3 4 5	
185	Depending on location i.e. a drop off, there should be 7.5cm min high curb next to the bench for protection.	1 2 3 4 5	
Accessible and safe **public space elements** (waste receptacles, mailboxes and other outdoor amenities).			
186	Consistently located on one side of the accessible route, entirely within a designated amenity strip.	1 2 3 4 5	
187	At least 10% of mailboxes, but not less than one is designed for use from a seated position.	1 2 3 4 5	
Accessible **emergency exits and areas of rescue assistance**.			
188	The signage states “AREA OF RESCUE ASSISTANCE” and includes the International Symbol of Accessibility.	1 2 3 4 5	
Accessible **vending and ticketing machines.**			
189	The controls and operating mechanisms are operable with one hand and require minimal strength to activate.	1 2 3 4 5	
190	All controls are positioned to within reach for both standing and seated users, including children.	1 2 3 4 5	
Visual alarms for individuals with hearing impairments.			
191	They are part of the facility's integrated alarm system. If single-station audible alarms are provided, single-station visual alarms are present.	1 2 3 4 5	

Area 1 – Core: Level AA			
192	Visual alarm appliances are mounted at 21cm above floor level or 1.5cm below the ceiling, whichever is lower.	1 2 3 4 5	
Acoustics beneficial to all users, creating environments that support effective communication.			
193	Ceiling shapes prevent echoes unless an alternate acoustical treatment is used to compensate.	1 2 3 4 5	
194	No sound blanketing in areas where quiet environments are crucial, such as study areas or quiet lounges.	1 2 3 4 5	
Inclusive **swimming pools.**			
195	Steps into the pool are marked with a color-contrasting strip of at least 5cm wide on both the riser and the tread.	1 2 3 4 5	
196	Handrails on both sides extend at least 30cm beyond the pool edge.	1 2 3 4 5	
Accessible **library** facilities.			
197	Maximum counter height: 87cm for a parallel or forward approach.	1 2 3 4 5	
198	At least 50% of all computer catalogues and workstations are accessible.	1 2 3 4 5	
199	A movable chair is available at each accessible computer workstation or information service counter.	1 2 3 4 5	
200	Book drop slots are operable using one hand and between 86cm and 122cm above the floor.	1 2 3 4 5	
Accessible **transportation** facilities.			
201	Bus shelters have clear spaces around at least two sides of the shelter, including the landing pad side, of at least 122cm.	1 2 3 4 5	

Area 1 – Core: Level AA			
202	At least one seat must have armrests and height between 45cm and 50cm.	1 2 3 4 5	
Inclusive **laboratories**.			
203	Work surfaces: maximum height 87cm, minimum knee space 69cmhigh, 48cm deep and 810cm wide.	1 2 3 4 5	
204	Electrical outlets and data ports are within easy reach of accessible seating locations.	1 2 3 4 5	
205	Sink height: maximum height of 87cm above the floor. Knee space: minimum of 69cm high, 48cm deep, and 81cm wide below the sink.	1 2 3 4 5	
206	At least 50% of shelf space is accessible.	1 2 3 4 5	
Accessible **information** for products.			
207	Information is presented in a text format that can be converted into alternative formats.	1 2 3 4 5	
208	Content provided in text formats compatible with assistive technologies.	1 2 3 4 5	
209	Information on how the product interfaces with assistive devices is included.	1 2 3 4 5	
Features of a **product** that allow persons with disabilities to operate it.			
210	When the product relies on speech input, it offers alternatives for control, orientation and communication.	1 2 3 4 5	
211	Adjustable settings for magnification, brightness, and contrast are provided when visual elements are used.	1 2 3 4 5	
212	Users are able to control audio volume and speed, with features to reduce interference from surrounding audio signals.	1 2 3 4 5	

Area 1 – Core: Level AA			
213	Alternatives to fine motor control.	1 2 3 4 5	
214	Accessibility features are designed in a way that protects user's privacy.	1 2 3 4 5	
215	Self-Service Terminals: provide text-to-speech, headset compatibility, and their controls are tactilely discernible and contrasted.	1 2 3 4 5	
Accessible **packaging and product instructions**.			
216	Packaging provides accessible information about opening, closing, usage, and disposal. If possible, information about the product's accessibility characteristics is also included.	1 2 3 4 5	
217	Instructions must be available in text formats that are compatible with assistive technologies.	1 2 3 4 5	
Inclusive **services**.			
218	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).	1 2 3 4 5	
219	Audiovisual Media Services: electronic program guides (EPGs) are accessible. Transmission of accessibility components (subtitles, audio descriptions, sign language) with adequate quality and synchronization.	1 2 3 4 5	
220	Urban and Suburban Transport Services: accessible self-service terminals.	1 2 3 4 5	
221	E-Books: Synchronization of audio and text content. Interoperability with assistive technology. Accessible layout and navigation.	1 2 3 4 5	

Area 1 – Core: Level AA			
Accessible **pedestrian touch devices** for activating pedestrian phases in traffic signal systems.			
222	The positioning of multiple devices on a single pole is carefully aligned to facilitate correct orientation for the visually impaired.	1 2 3 4 5	
223	No movable components and include a touch-sensitive interface on the front panel for ease of use.	1 2 3 4 5	
Pedestrian touch devices for activating pedestrian phases in **traffic signal systems** for individuals with visual impairments.			
224	Devices allow precise alignment to the pedestrian crossing during installation.	1 2 3 4 5	
Accessible **written Information** for people with intellectual disabilities.			
225	Sans-serif fonts.	1 2 3 4 5	
226	Entire words, not initials.	1 2 3 4 5	
227	Clear images that directly relate to the text that they are not overcrowded and do not distract from the content.	1 2 3 4 5	
228	Information is grouped by topic and headings. Bullet points are useful.	1 2 3 4 5	
Accessible **electronic information** for people with intellectual disabilities.			
229	Text-to-speech or screen readers for websites are provided.	1 2 3 4 5	
230	Minimum font size of 14 for standard text.	1 2 3 4 5	
231	Left-aligned text for easy readability.	1 2 3 4 5	
Accessible **formats** with clear and large **print**.			
232	Minimum text size: 12 points for clear print (14 points ideal), 16 points for large print (18 points ideal).	1 2 3 4 5	

Area 1 – Core: Level AA			
233	Legible typeface such as Arial.	1 2 3 4 5	
234	Title and originator of the document at the beginning.	1 2 3 4 5	
235	Clear differentiation of headings from text.	1 2 3 4 5	
236	Appropriately bound, packaged and clearly labelled.	1 2 3 4 5	
Inclusive **participatory design processes** for participants with intellectual disabilities.			
237	Ease of constructive expression and production of prototypes in a stimulating and playful environment.	1 2 3 4 5	
Co-**Design** with individuals with deafblindness.			
238	Visual and tactile supports, such as diagrams.	1 2 3 4 5	
239	Flexibility in the structure of workshops, allowing time for discussions.	1 2 3 4 5	
Accessibility of **statistical charts**.			
240	Text alternatives and long descriptions, haptic alternatives and sonification.	1 2 3 4 5	
Usable **door fittings**.			
241	Operating elements and controls within easy reach.	1 2 3 4 5	
242	Operable one-handed.	1 2 3 4 5	
243	Operable in total or partly darkness.	1 2 3 4 5	
244	The turn of the key, thumb turn or snib to operate deadbolts and latches are minor.	1 2 3 4 5	
Accessibility of **home healthcare products**.			

Area 1 – Core: Level AA			
245	No multiple uses of the products among different care recipients and caregivers.	1 2 3 4 5	
246	Avoidance of simultaneous two or more different actions to keep safety.	1 2 3 4 5	
247	An illustration that indicates the identical physical layout of controls is provided.	1 2 3 4 5	
248	Compact shape and size that is easy to operate and with a light mass that is easy to carry.	1 2 3 4 5	
249	Avoidance of a sharp point, a sharp edge or a rough surface.	1 2 3 4 5	
250	Notification of timing to users for disposal.	1 2 3 4 5	
251	Used by a single hand, left-handed or right-handed.	1 2 3 4 5	
Cognitive accessibility for **systems**.			
252	Provide options for the level of abstraction.	1 2 3 4 5	
253	Provide options for self-regulation, self-assessment and coping.	1 2 3 4 5	
254	No unintentional triggers of inappropriate reactions.	1 2 3 4 5	
255	Not enhanced accessibility compromising safety.	1 2 3 4 5	
256	Provide and optimize options for finding information.	1 2 3 4 5	
257	Logical and consistent design.	1 2 3 4 5	
258	Provide options to understand underlying concepts and ideas.	1 2 3 4 5	
Assistive products, considered to be **medical devices**, intended for use to alleviate or compensate for a disability.			

Area 1 – Core: Level AA			
259	All user commands have feedback, e.g. audible, visible or haptic.	1 2 3 4 5	
260	Grips, handles and pedals suit the functional anatomy of the user, according to the intended use.	1 2 3 4 5	
261	Enhances the quality of life of the users and the assistants	1 2 3 4 5	
Cognitive assistive products supporting daily time management.			
262	Compensate time awareness, orientation to time, time management and adapting to time demands.	1 2 3 4 5	
Accessibility for **controls of consumer products**.			
263	A control allows diverse users to accomplish tasks in an identical manner in the end.	1 2 3 4 5	
264	The design of a control gives 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.	1 2 3 4 5	
265	The design of a control enables the user to quickly and easily access the control during intended use without adversely affecting performance due to user's physical or cognitive limitations.	1 2 3 4 5	
266	Operable without excessive force for a wider range of user populations.	1 2 3 4 5	
Accessible **interpreters' consoles**.			
267	Feedback on the status is multisensory. For example, through audible beeps in the interpreter headphones.	1 2 3 4 5	
268	In choosing the colours, colour temperatures and luminance of indicator lights, the needs of persons with low vision, anomalous colour vision, as well as age-related degeneration of vision is taken into consideration. When	1 2 3 4 5	

Area 1 – Core: Level AA			
	using colour to provide information, information is provided using non-colour methods.		

1.1.4 Assessment Tool – Level AAA

Table 3. Assessment tool for Area 1 - Core, Level AAA.

Area 1 – Core: Level AAA			
Accessible building **entrances** with accessible **thresholds**.			
1	Recognizable through structural elements like canopy supports.	1 2 3 4 5	
2	No thresholds or any other elements that protrude more than 2cm from the floor.	1 2 3 4 5	
3	Information signs (room numbers, labels, etc.) are placed at a height of 150cm from the floor and include information in Braille.	1 2 3 4 5	
4	Entrances that are not accessible have signs indicating the location of the nearest accessible entrance.	1 2 3 4 5	
5	The height of carpets and mats do not exceed 1.3cm and their edges are securely attached.	1 2 3 4 5	
Accessible building **entrance doors.**			
6	If there is a windbreak, a free space with a 150cm diameter for wheelchair turning exists.	1 2 3 4 5	
7	The distance between two doors in a series is at least 120cm plus the width of the doors when swinging	1 2 3 4 5	
Accessible and convenient **entrance halls** and **reception areas.**			
8	The reception desk includes a lower height part accessible from both sides (150cm wide, with a surface height no greater than 76cm, and a knee recess no less than 70cm from the floor).	1 2 3 4 5	
9	Hearing enhancement system (e.g. induction loop) available.	1 2 3 4 5	
Accessible and safe **circulation** in public buildings.			

Area 1 – Core: Level AAA			
10	Objects located along circulation paths (e.g., fire extinguishers, drinking fountains, signs) protrude no more than 10cm.	1 2 3 4 5	
11	If an object protrudes more than 10cm, the bottom edge is at least 200cm above the floor.	1 2 3 4 5	
Accessible **internal doors** with focus on **self-closing devices**.			
12	Handles and the leading edge of any door that is not self-closing contrast visually the surface of the door. Door frames contrast visually with the wall.	1 2 3 4 5	
Level on-site **car parking**.			
13	Drop-off area near the main entrance or accessible alternative (within 50 meters of the main entrance).	1 2 3 4 5	
14	A 120cm safety zone on the vehicle side is included.	1 2 3 4 5	
15	A 120cm accessibility zone between bays is included.	1 2 3 4 5	
16	Direct connection to pedestrian walkways via ramps or curbs with a minimum width of 150cm.	1 2 3 4 5	
Accessible **ramps** for approaches steeper than 1:20.			
17	Open sides of ramps or landings require a visually contrasting kerb, at least 10cm high.	1 2 3 4 5	
18	The friction characteristics of the ramp and landing surfaces are consistent.	1 2 3 4 5	
19	In residential settings the width is at least 90cm.	1 2 3 4 5	
20	Level landing, with a slope no steeper than 1:48 in all directions at the top of the curb ramp. The landing is at least 92cm long and at least as wide as the curb ramp. If the landing is less than 92cm long, the flare slopes are no steeper than 1:12.	1 2 3 4 5	

Area 1 – Core: Level AAA			
21	The slope of the flares is no steeper than 1:10.	1 2 3 4 5	
22	Clearly marked steps, alongside ramps that rise more than 300mm, equivalent to two 150mm steps, are available as an alternative.	1 2 3 4 5	
Accessible **steps and stairs**.			
23	Flights have a width of at least 120cm and contain no more than 12 risers for steps with a going of less than 35cm, or 18 risers for steps with a going of 35cm or greater. If the steps are toward the upper range of acceptable dimensions, the flight may be longer without an intermediate landing.	1 2 3 4 5	
24	No step projections over the tread. If necessary, they do not exceed 25mm	1 2 3 4 5	
25	Handrails on both sides. If the overall width of a flight exceeds 180cm, additional handrails are installed to divide the flight into channels between 100cm and 180cm wide.	1 2 3 4 5	
Handrails for **external ramps and steps**.			
26	The profile of the handrail is circular, with a diameter between 3.2cm and 5cm, or non-circular with a width of 5cm and a depth of 4cm and rounded edges.	1 2 3 4 5	
27	Handrails do not protrude more than 10cm into the surface width of the ramp or stairs.	1 2 3 4 5	
28	Handrails contrast visually with their background but they are not being overly reflective.	1 2 3 4 5	
29	Slip-resistant and not cold to the touch.	1 2 3 4 5	
30	Handrails end in a way that minimizes the risk of clothes being caught.	1 2 3 4 5	
Accessible **corridors and passageways**.			

Area 1 – Core: Level AAA			
31	A floor gradient steeper than 1:60 but less than 1:20, does not rise more than 50cm without a level rest area at least 150cm long, with a gradient no steeper than 1:60.	1 2 3 4 5	
32	Doors opening into major access or escape routes are recessed to avoid projecting into the corridor space when fully open. Exceptions apply for doors to minor utility areas.	1 2 3 4 5	
33	Doors from unisex wheelchair-accessible toilets may project into corridors that are not major access or escape routes, provided the corridor is at least 180cm wide at that point.	1 2 3 4 5	
Elevators in buildings for all users.			
34	Lighting minimize glare, eliminate shadows and provide consistent illumination 50-70 lux.	1 2 3 4 5	
35	For lifts that do not allow wheelchair users to turn around, mirrors are installed.	1 2 3 4 5	
36	The flooring is not dark in color and has similar or better frictional qualities than the landing.	1 2 3 4 5	
37	Lift cars require opposing doors to allow wheelchair users to exit without needing to reverse.	1 2 3 4 5	
38	Buttons 25mm in diameter and spaced at least 10mm apart.	1 2 3 4 5	
39	For buildings with four or more floors, a larger cabin of 110cm by 220cm is preferable to accommodate a stretcher.	1 2 3 4 5	
40	Buttons are angled toward the user for ease of access.	1 2 3 4 5	
41	Smooth movement without sudden acceleration or deceleration. The height difference between the cabin floor and building is no greater than 2cm, with the same gap between the cabin and floor edge. In case of a power outage, the elevator descends to the next lower floor.	1 2 3 4 5	
Accessible **LULA** (limited use, limited application) **elevators**, often used in alterations.			

Area 1 – Core: Level AAA			
42	The in-car controls are centered on a side wall.	1 2 3 4 5	
Accessible **lifting platforms** for existing buildings or exceptional circumstances (e.g., historic sites) where a passenger lift cannot be installed (exclusively for individuals with mobility impairments and their companions).			
43	Alternative control methods for users with varying levels of manual dexterity.	1 2 3 4 5	
44	Opposing doors to enable wheelchair users to exit without reverse. In larger platforms, a second door at a 90° angle.	1 2 3 4 5	
45	No reflective walls.	1 2 3 4 5	
Wheelchair platform stairlifts installed in environments where conventional lifts cannot be accommodated.			
46	Various control methods, other than joysticks, for individuals with different levels of manual dexterity	1 2 3 4 5	
47	Control design prevents unauthorized use.	1 2 3 4 5	
Accessible and inclusive **audience and spectator facilities**.			
48	Presentation setups avoid patterned walls and poor lighting ensuring clear visibility for sign language and lip reading.	1 2 3 4 5	
49	Removable seating available at the front and back and additional legroom at the back of seating rows. Folding or removable seats create a minimum space of 80cm x 130cm.	1 2 3 4 5	
50	Stepped access routes to audience seating include fixed handrails.	1 2 3 4 5	
51	Wheelchair spaces are dispersed providing location choices and viewing angles equivalent to other seating options.	1 2 3 4 5	
52	When using an induction loop system at least half of the seating is encompassed by the loop. Placement of dimmer switches and other controls containing transformer coils do not interfere with the audio induction loop signal.	1 2 3 4 5	

Area 1 – Core: Level AAA			
53	When using infrared systems, overhead incandescent lights are placed to avoid canceling out the infrared signal at the receiver.	1 2 3 4 5	
54	When the assistive listening system serves individual fixed seats, the seats are within a 15-meter viewing distance from the stage.	1 2 3 4 5	
Accessible and inclusive **check-out aisles** (supermarkets etc.).			
55	If there is a check-writing surface, the top is no less than 72cm and no greater than 86 above the floor.	1 2 3 4 5	
Accessible and inclusive **food service lines**.			
56	The accessible portion of the counter extends the same depth as the overall counter top.	1 2 3 4 5	
Accessible and inclusive **dining areas**.			
57	Dining surfaces for children: The top is no less than 66cm and no greater than 76cm.	1 2 3 4 5	
Accessible **sleeping accommodations** in hotels, motels, and student housing.			
58	Powered entrance doors.	1 2 3 4 5	
59	En-suite sanitary facilities, with a balance of shower and bath options	1 2 3 4 5	
60	A finger rinse basin near the WC included.	1 2 3 4 5	
61	Some wheelchair-accessible rooms include connecting doors to adjacent rooms for companions.	1 2 3 4 5	
Accessible **switches, outlets, and controls**.			
62	Controls requiring precise hand movements are placed between 75cm and 120cm.	1 2 3 4 5	

Area 1 – Core: Level AAA			
63	Simple push button controls requiring limited dexterity are no higher than 120cm.	1 2 3 4 5	
64	Pull cords for emergency alarms are red, close to a wall, with two red 5cm diameter bangles: one at 10cm and another between 80cm and 100cm above the floor.	1 2 3 4 5	
Effective **artificial lighting**.			
65	No low-mounted uplighters. They can disorient visually impaired users.	1 2 3 4 5	
Accessible **sanitary accommodations**.			
66	WC compartment doors and those for wheelchair-accessible unisex toilets have light-action privacy bolts.	1 2 3 4 5	
67	Heat emitters are screened or maintained at a surface temperature below 43°C.	1 2 3 4 5	
68	The surfaces of sanitary fittings and grab bars contrast visually with the surrounding wall and floor finishes.	1 2 3 4 5	
69	If there is a closer: the door takes at least 5 seconds to close from a 90-degree open position to 12 degrees from the latch.	1 2 3 4 5	
Toilet facilities with cubicles in separate-sex washrooms or self-contained unisex toilets.			
70	The operable parts of soap dispensers and hand dryers are within the following reach ranges: Above lavatories less than 51cm deep: No higher than 122cm.	1 2 3 4 5	
Wheelchair-accessible unisex toilets.			
71	The space accommodates various transfer techniques, supporting independent and assisted use.	1 2 3 4 5	
72	The WC pan supports variable height toilet seat risers.	1 2 3 4 5	

Area 1 – Core: Level AAA			
73	In one-storey buildings with multiple unisex toilets, a choice of layouts for left- and right-hand transfers is provided.	1 2 3 4 5	
74	Where the horizontal rail is spaced the minimum distance from the wall, an additional drop-down rail is provided and if the rail is spaced 40cm from the WC centerline, no additional drop-down rail is required.	1 2 3 4 5	
75	Flushing mechanisms are positioned on the open side of the WC.	1 2 3 4 5	
Inclusive **separate-sex washrooms**.			
76	The WC pan is able of carrying a variable height toilet seat.	1 2 3 4 5	
77	Room for a shelf and a fold-down changing table is provided.	1 2 3 4 5	
78	Low-level urinals for children.	1 2 3 4 5	
Wheelchair-accessible **changing and shower facilities**.			
79	In larger complexes, at least one unisex toilet is equipped with one adult changing table.	1 2 3 4 5	
80	In facilities with multiple individual compartments, layouts accommodate both left- and right-hand transfers.	1 2 3 4 5	
81	Facilities include appropriate storage for prosthetics.	1 2 3 4 5	
82	A shelf is available within reach from both the shower seat and wheelchair.	1 2 3 4 5	
83	A wall-mounted, foldable seat is provided at 50cm from the floor.	1 2 3 4 5	
Wheelchair-accessible **bathrooms**.			

Area 1 – Core: Level AAA			
84	In facilities with more than one individual-use bathroom, a choice of left-hand and right-hand transfer layouts is provided.	1 2 3 4 5	
Accessible **communal lifts of dwellings**.			
85	Controls must be positioned 90cm-120cm above the floor and at least 40cm horizontally from the front wall.	1 2 3 4 5	
Free **circulation within a dwelling**.			
86	Corridor and passageway widths align with the corresponding doorway clear opening widths: For a 75cm or wider doorway, the corridor width should be at least 90cm when approached head-on. For a 75cm wide doorway: 120cm if not approached head-on. For a 78cm wide doorway: 105cm when not approached head-on. For an 80cm wide doorway: 90cm if not approached head-on.	1 2 3 4 5	
87	No level changes and thresholds higher than 2 cm.	1 2 3 4 5	
Accessible **sanitary rooms** in dwellings.			
88	No thresholds or floor recesses greater than 2 cm.	1 2 3 4 5	
Accessible **windows and balconies** in dwellings.			
89	Balcony doors do not have thresholds higher than 2cm.	1 2 3 4 5	
90	Balconies are at least 150cm wide with a railing that allows visibility but prevents climbing.	1 2 3 4 5	
91	Balconies have a minimum depth of 244cm. Where this is not technically possible, the minimum depth is reduced to 153cm and where an outswinging door is used, the minimum depth of 110cm between the door and any adjacent guard or railing.	1 2 3 4 5	
Accessible and/or adaptable **kitchen** in dwellings.			

Area 1 – Core: Level AAA			
92	All installations (plumbing, drainage, etc.) are designed for easy future modifications.	1 2 3 4 5	
93	The sink and stove are placed next to each other, separated by a preparation counter of 70-80cm.	1 2 3 4 5	
94	Provisions are made for adding modular storage or a trolley.	1 2 3 4 5	
95	The sink has a lever-operated faucet and a safety bar.	1 2 3 4 5	
96	Sliding cabinet doors at the bottom sections to avoid obstructing movement.	1 2 3 4 5	
97	Sliding shelves with round holes (14-20 cm diameter) or elliptical openings for secure placement of items, and rotating or sliding basket-shelves for easy access.	1 2 3 4 5	
Accessible **parking spaces and drop-off points near dwellings**.			
98	Any dropped kerb is at least 100cm wide, reasonably flush with the surrounding ground, and have a gradient no steeper than 1:12.	1 2 3 4 5	
Accessible **sidewalks**.			
99	The curb height does not exceed 7-10 cm. In cases where slopes affect water drainage, the curb height may increase but no more than15 cm.	1 2 3 4 5	
100	The longitudinal or axial slope of the sidewalk does not exceed 12% along the pedestrian walking zone. The cross-slope of the sidewalk does not exceed 4%, with a preferred slope of 1-1.5%.	1 2 3 4 5	
101	Vegetation zones along sidewalks are 50-70cm wide minimum. Trees are planted at least 50cm from the curb to avoid damage to nearby buildings. If trees are outside the clear pedestrian zone, they are demarcated with a curb of at least 10cm in height.	1 2 3 4 5	

Area 1 – Core: Level AAA			
102	All gratings are placed outside the designated pathways for the visually impaired, leveled with the adjacent pavement, and have a bar spacing of less than 1 cm, forming a dense grid.	1 2 3 4 5	
103	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.	1 2 3 4 5	
Safe **pedestrian pathways in construction sites**.			
104	If the existing sidewalk width is less than 0.90 meters, the pathway must match the existing width.	1 2 3 4 5	
105	The bridge has side guardrails with a circular handrail of 45 to 5cm in diameter at a height of 90cm, a base protective strip of 10–15cm, and an additional continuous horizontal bar at a height of 70cm for a second handrail.	1 2 3 4 5	
Accessible **crossings and traffic islands**.			
106	Overpasses or underpasses with parallel ramps or lifting devices in cases of very wide streets.	1 2 3 4 5	
107	For islands narrower than 3 meters at crossings, there is a gap equal to the width of the crossing, no less than 2.50 meters .	1 2 3 4 5	
108	Drainage grates do not create surface protrusions exceeding 2cm, and are placed outside the pedestrian zone.	1 2 3 4 5	
Safe **pedestrian zones**.			
109	In commercial areas, an additional 120cm of free passage width in front of shop windows is available (visual interaction zone).	1 2 3 4 5	
110	A "Free Pedestrian Zone" is established, which is free from obstacles.	1 2 3 4 5	

Area 1 – Core: Level AAA			
Accessible **signage**.			
111	No color-coded information without text.	1 2 3 4 5	
112	Text is short and clear, using Helvetica Sans Serif. The height of the text is no less than 1.5cm. Text for outdoor signage is at least 10cm for reading from a distance.	1 2 3 4 5	
113	Well-lit, and the lighting enhances color rendering to ensure visibility and readability.	1 2 3 4 5	
114	Urban elements (e.g., mailboxes, trash cans, benches) have standardized shapes, colors, and placement. High-contrast color markings at eye level help individuals with visual impairments navigate the built environment.	1 2 3 4 5	
115	The following contrasts should be maintained: Dark-colored walls: white or another light color for the sign's surface and black or dark colors for the text. Light-colored walls: white surfaces for the sign and dark colors for the text. White or very light-colored walls: black or dark colors for both the sign surface and text.	1 2 3 4 5	
116	For facility entrances, signs and room numbers are positioned beside the door handle.	1 2 3 4 5	
Safe **materials and finishes** for individuals using various mobility aids.			
117	Carpets are of low-level loop construction, 10 or 12-gauge non- static fiber, directly glued to the subfloor.	1 2 3 4 5	
Accessible **drinking fountains**.			
118	Along main circulation paths, they are recessed to prevent creating obstacles. Where recessing is not possible, they are positioned in alcoves or marked with contrasting textures on the floor.	1 2 3 4 5	
Accessible **common-use dressing rooms**.			

Area 1 – Core: Level AAA			
119	A separate unisex dressing room is available.	1 2 3 4 5	
120	The curtain is at least 95cm wide.	1 2 3 4 5	
121	Coat hooks are collapsible-style, projecting no more than 0.50cm from the wall. At least two hooks should be mounted no higher than 120cm of the floor.	1 2 3 4 5	
Accessible **storage and shelving.**			
122	Touch latches and U-shaped pulls.	1 2 3 4 5	
Accessible **storage units (lockers and baggage storage**) in locations such as schools, recreational facilities, transit facilities, etc.			
123	An accessible bench in close proximity to accessible lockers is available.	1 2 3 4 5	
124	Bottom Shelf: No lower than 23cm above the ground. Top Shelf: No higher than 120cm above the ground.	1 2 3 4 5	
125	Locks are mounted at a height of 106cm from the ground (max).	1 2 3 4 5	
Inclusive and safe **landscaping**.			
127	Fragrant plants serving as orientation cues.	1 2 3 4 5	
128	Contrasting flowers act as a visual guide along walkways. No thorns and large seed pods that can create hazards.	1 2 3 4 5	
129	No plants that drop large seed pods near accessible paths.	1 2 3 4 5	
Accessible and safe **public space elements** (waste receptacles, mailboxes and other outdoor amenities).			
130	Waste and recycling bins are large enough to contain the expected amount of waste to prevent overflow, which is a tripping hazard.	1 2 3 4 5	
Accessible **emergency exits** and **areas of rescue assistance.**			

Area 1 – Core: Level AAA			
131	Evacuation chairs are placed in strategic locations.	1 2 3 4 5	
Acoustics beneficial to all users, creating environments that support effective communication.			
132	In large facilities where wayfinding is problematic, sound transmission and reflection characteristics differentiate major and secondary paths of travel.	1 2 3 4 5	
Inclusive **swimming pools.**			
133	Minimum width of pool deck: 180cm around the entire perimeter of the pool.	1 2 3 4 5	
Accessible **library facilities.**			
134	Study carrels include electrical outlets for assistive devices.	1 2 3 4 5	
135	Workstations include a maximum work surface of 87cm high and a maximum table depth of 92cm.	1 2 3 4 5	
136	Shelving provided at fixed seating, tables, or study carrels is no higher than 112cm of the floor.	1 2 3 4 5	
137	Height-adjustable furnishings.	1 2 3 4 5	
Accessible **transportation facilities.**			
138	Bus shelters provide a clear view of oncoming traffic for seated and standing passengers.	1 2 3 4 5	
Inclusive laboratories.			
139	Primary circulation routes link all functional areas and elements and secondary circulation routes are no less than 92cm wide.	1 2 3 4 5	
140	Non-glare finishes on work surfaces.	1 2 3 4 5	

Area 1 – Core: Level AAA			
141	Mirrors over demonstration areas for viewing from various eye levels.	1 2 3 4 5	
Accessible **information** for products.			
142	Description of the user interface's input and output elements, control mechanisms, and feedback systems.	1 2 3 4 5	
143	A detailed description of functions catering to disability-related needs is included.	1 2 3 4 5	
Features of a **product** that allow persons with disabilities to operate it.			
144	Flexible ways to improve clarity of vision for visual elements are provided.	1 2 3 4 5	
145	No modes of operation that require extensive reach.	1 2 3 4 5	
146	Alternatives to biometric identification and control systems.	1 2 3 4 5	
Accessible **pedestrian touch devices** for activating pedestrian phases in traffic signal systems.			
147	Optional LED lighting or display screens for better detection and user interaction.	1 2 3 4 5	
Pedestrian touch devices for activating pedestrian phases in **traffic signal systems** for individuals with visual impairments.			
148	The device is equipped with an integrated speaker or external speakers for sound clarity (especially for noisy areas).	1 2 3 4 5	
149	It has a noise compensation mechanism to automatically adjust the volume based on the surrounding noise levels.	1 2 3 4 5	
150	Raised symbols or diagrams on the side of the device, providing details like the number of lanes, vehicle directions etc are included.	1 2 3 4 5	
151	A LED ring or display is included.	1 2 3 4 5	

Area 1 – Core: Level AAA			
152	Bluetooth connectivity or a mobile app for activating the device included.	1 2 3 4 5	
Accessible **written Information** for people with intellectual disabilities.			
153	No metaphors and phrases that could be misunderstood.	1 2 3 4 5	
154	No italics, underlining, or special fonts.	1 2 3 4 5	
Accessible **electronic information** for people with intellectual disabilities.			
155	Search functionality and site maps are included.	1 2 3 4 5	
Accessible **formats** with clear and large **print**.			
156	No italics, underlining, or large blocks of capital letters.	1 2 3 4 5	
157	Text is left-aligned, with adequate line spacing and spacing between paragraphs	1 2 3 4 5	
Inclusive **participatory design processes** for participants with intellectual disabilities.			
158	Employment of elicitation logs to enable participants to record their thoughts visually and textually.	1 2 3 4 5	
Co-**Design** with individuals with deafblindness.			
159	Inclusion of voice recognition features.	1 2 3 4 5	
160	Role-playing activities in workshops.	1 2 3 4 5	
Accessibility of **statistical charts**.			
161	Customization options for visual elements such as font size, color schemes and spacing.	1 2 3 4 5	
Usable **door fittings**.			
162	Operable without any hands.	1 2 3 4 5	

Area 1 – Core: Level AAA			
163	Appropriate lever handle to optimize operating forces.	1 2 3 4 5	
Accessibility of **home healthcare products**.			
164	Providing alternative means of operation at least for major operations.	1 2 3 4 5	
165	Automatic processing of a series of complex and sequential operations.	1 2 3 4 5	
166	Designing of products which require stepping or pushing by foot.	1 2 3 4 5	
167	Avoidance of fine dexterity.	1 2 3 4 5	
Cognitive accessibility for **systems**.			
168	Promote understanding across language barriers.	1 2 3 4 5	
169	Support translation processes.	1 2 3 4 5	
170	Provide means for comparing entities and sizes.	1 2 3 4 5	
171	Provide means for understanding scales and relative values.	1 2 3 4 5	
Assistive products, considered to be **medical devices**, intended for use to alleviate or compensate for a disability.			
172	It does not increase the stigma or impair the dignity of the users and the assistants.	1 2 3 4 5	
Accessibility for **controls of consumer products**.			
173	A starting point or a reference point (e.g. the first function or the last function of the array) is marked.	1 2 3 4 5	
174	Operable without undue deviation from a neutral hand posture.	1 2 3 4 5	

Area 1 – Core: Level AAA			
175	Operable without undue dexterity required in movement for fine control.	1 2 3 4 5	

1.2 Area 2 – Digital Transformation: Specific Guidelines and Assessment Tools

1.2.1 Specific Guidelines

The ISO/IEC standards mentioned in Area 2 - Digital Transformation, pertain to various aspects of accessibility in information technology and user interfaces. Evaluation methods for these standards typically involve a combination of expert reviews, user testing, and automated tools to assess compliance and usability. Here are some common evaluation methods:

- **Expert Reviews (Heuristic Evaluations):** Accessibility specialists evaluate a product or system against the criteria outlined in the relevant standard. This approach uses their expertise to pinpoint potential accessibility challenges.

- **User Testing:** Including individuals with disabilities in the testing process provides direct insights into practical accessibility and usability concerns. Feedback from real users can highlight issues that might not be evident in expert reviews alone.

- **Automated Testing Tools:** Software solutions can identify specific accessibility issues, such as missing image descriptions or incorrect heading structures. While helpful for catching obvious problems, these tools might miss subtler issues requiring human insight.

- **Conformance Testing:** This method involves systematically verifying that a product or system complies with all the requirements specified in a standard. It typically combines manual assessments with automated checks.

- **Usability Testing with Assistive Technologies:** Evaluating compatibility with assistive devices, such as screen readers or magnifiers, ensures accessibility for users who depend on these tools.

- **Surveys and Questionnaires:** Gathering feedback from a wider user base through structured surveys can provide quantitative insights into accessibility and usability perceptions.

- **Field Observations:** Observing users in their typical environments can uncover contextual accessibility challenges that may not arise in controlled settings.

Although these evaluation methods are generally applicable, each standard may include specific guidelines or recommended practices. Reviewing the individual standards provides detailed, tailored information.

For example, **ISO/IEC 10779:2020** offers accessibility guidelines for office equipment to enhance usability for older individuals and those with disabilities. Similarly, **ISO/IEC TS 20071-15:2017** provides guidance on presenting visual information as text in multiple formats, improving accessibility for diverse users.

Most ISO/IEC standards, including WCAG, can be evaluated remotely using specialized tools. However, in-person evaluations are often essential for assessing usability, ergonomics, or physical accessibility features that require direct human interaction or specific contextual considerations. Evaluators should possess expertise in relevant fields such as accessibility, human-computer interaction, or internationalization. Combining technological tools with expert knowledge ensures thorough and reliable assessments.

1. Standards Related to Accessibility and Usability

- **ISO/IEC 10779:2020** (Accessibility for ICT)
- **ISO/IEC 29138-1:2018** (Accessibility requirements for ICT)
- **ISO/IEC 24786:2009** (Accessibility to ICT)
- **ISO/IEC 29136:2012** (Accessible ICT services)
- **ISO/IEC TS 20071-15:2017** (User interfaces for accessible ICT)
- **ISO/IEC TS 20071-25:2017** (Guidance on software accessibility)
- **ISO/IEC 20071-23:2018** (Interoperability in accessible ICT)
- **ISO/IEC 20071-11:2019** (Evaluation of user interfaces for accessibility)
- **ISO/IEC TR 18121:2015** (Accessibility in service systems and technology)
- **ISO/IEC 30071-1:2019** (Accessibility of digital content and services)

Evaluation Methods:

- **In Situ or Remote:** Evaluations are often performed remotely using digital tools, but in-person assessments are vital for usability testing or physical access evaluations.
- **Technological Tools:** Accessibility testing suites (e.g., WAVE, Axe) and tools for assessing user interfaces are crucial.
- **Prior Knowledge:** Evaluators need a solid understanding of accessibility standards, UX principles, and assistive technologies.

2. Standards Related to Human-Centered Design and Ergonomics

- **ISO 9241-920:2009** (Ergonomics of human-system interaction)

- **ISO 24552:2020** (Usability and ergonomics of interactive systems)

- **ISO 9241-971:2023** (Usability testing methods and techniques)

Evaluation Methods:

- **In Situ or Remote:** Usability testing often requires in-person observation, while design guideline reviews can be done remotely.

- **Technological Tools:** Software for usability testing (e.g., Lookback, Optimal Workshop) and ergonomic assessment tools.

- **Prior Knowledge:** Proficiency in human-centered design, ergonomics, and usability principles is essential.

3. Standards Related to Internationalization and Localization

- **ISO/IEC 23026:2023** (Internationalization of information systems)

- **ISO/IEC TR 29194:2015** (Requirements for localization in software systems)

- **ISO/IEC 13066-1:2011** (Internationalization of user interfaces)

Evaluation Methods:

- **In Situ or Remote:** Typically remote, though cultural appropriateness testing may require in-person assessments.

- **Technological Tools:** Localization platforms and internationalization software (e.g., GlobalLink).

- **Prior Knowledge:** Familiarity with internationalization, localization, and cultural considerations for user interfaces.

4. Standards Related to Document Accessibility

- **ISO 14289-1:2014** (PDF accessibility)

- **ISO/IEC 23761:2021** (Accessible PDF documents)

Evaluation Methods:

- **In Situ or Remote:** Generally conducted remotely using accessibility checkers; manual evaluations may be necessary for complex cases.

- **Technological Tools:** PDF accessibility tools like Adobe Acrobat and PAC 3.

- **Prior Knowledge:** Knowledge of document formatting and PDF accessibility guidelines.

5. Standards Related to Web Content Accessibility

- **ISO/IEC 20071-5:2022** (Web accessibility)

- **ISO/IEC 20071-21:2015** (Evaluation methods for web accessibility)

- **WCAG** (Web Content Accessibility Guidelines)

Evaluation Methods:

- **In Situ or Remote:** Often remote, with in-person testing for specific user experiences.

- **Technological Tools:** Web auditing tools like Axe, Lighthouse, and WAVE.

- **Prior Knowledge:** Expertise in web development, accessibility guidelines, and testing tools.

1.2.2 Assessment Tool – Level A

Table 4. Assessment tool for Area 2 - Digital Transformation, Level A.

Area 2 – Digital Transformation: Level A			
EPUB accessibility[1]			
1	Discoverability (6.2 - 6.3): Accessibility APIs (optional)	1 2 3 4 5	
2	Discoverability (6.2 - 6.3): Accessibility controls (optional)	1 2 3 4 5	
3	Conformance Reporting (7.5): Certifier Credential (optional)	1 2 3 4 5	
4	Conformance Reporting (7.5): Certifier Report (optional)	1 2 3 4 5	
Accessibility of information presented on **visual displays** of **small consumer products**[2]			
5	Colour (7.2): Saturated Colors	1 2 3 4 5	
User interface component accessibility - Part 15: Guidance on **scanning visual information** for presentation as **text** in **various modalities**[3]			
6	General Guidance on Scanning (Section 6.1): Provide orientation adjustment (6.1.7)	1 2 3 4 5	
Guidance on the **audio presentation** of **text** in **videos**[4]			
7	Developing the Audio Presentation of Text in Videos (Section 5.2): Reading/Delivering (5.2.2): Acted or Non-acted	1 2 3 4 5	
8	Developing the Audio Presentation of Text in Videos (Section 5.2): Reading/Delivering (5.2.2): Voice accents and tones	1 2 3 4 5	

1 See ISO/IEC 23761:2021 These accessibility indicators are designed to ensure that EPUB publications meet various levels of accessibility requirements, allowing for discoverability and usability across different platforms and reading modalities.

2 See ISO 24552:2020 These guidelines ensure that visual displays on small consumer products are accessible to a wide range of users, including those with visual impairments or cognitive challenges.

3 See ISO/IEC TS 20071-15:2017 These accessibility indicators are designed to enhance the usability of scanning applications for people with various needs and disabilities.

4 See ISO/IEC TS 20071-25:2017 These accessibility indicators ensure that video content, including captions, subtitles, and other on-screen text, can be made accessible through audio for users with various needs, such as those with visual impairments, cognitive disabilities, or language barriers.

Area 2 – Digital Transformation: Level A			
Guidance on **text alternatives** for **images**[5]			
9	Text Alternatives for Images (Section 4): Text Alternatives in Main Text (4.2.2)	1 2 3 4 5	
10	Types of Images (Section 6): Composite Images (6.7)	1 2 3 4 5	
11	Importance of Information (Section 10): Levels of Importance: Significant Information (10.2.3)	1 2 3 4 5	
Visual presentation of audio information, such as captions and subtitles[6]			
12	Synchronization (Section 7.4): Unpredictable content	1 2 3 4 5	
13	Identifying Speakers (Section 14): By colour or position	1 2 3 4 5	
Biometrics - Guide on designing accessible and inclusive **biometric systems**[7]			
14	Inability to Perform Motor Actions (Section 6): Inability to align for face or iris recognition: Users may have difficulty with maintaining a steady position	1 2 3 4 5	
15	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	1 2 3 4 5	
Perceivable - Information and **user interface components** must be presentable to users in ways they can perceive – Part 1			
16	Non-text Content: All non-text content that is presented to the user has a text alternative that serves the equivalent purpose,	1 2 3 4 5	

5 See ISO/IEC 20071-11:2019 This guidance ensures that images in electronic documents are accessible to users with different needs, focusing on providing comprehensive, accurate, and contextually relevant text alternatives.

6 See ISO/IEC 20071-23:2018 These accessibility indicators ensure that the visual presentation of audio content is accessible to users, including those with hearing impairments or those in environments where audio may not be available.

7 See ISO/IEC TR 29194:2015 These indicators are intended to ensure that biometric systems can be accessed and used effectively by individuals with diverse abilities and impairments, supporting inclusive design.

Area 2 – Digital Transformation: Level A			
	except for the situations listed: controls, input, time-based media, test, sensory, captcha, as well as decoration, formatting, and invisible.		
17	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.	1 2 3 4 5	
18	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.	1 2 3 4 5	
19	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.	1 2 3 4 5	
20	Info and Relationships: Information, structure, and relationships conveyed through presentation can be programmatically determined or are available in text.	1 2 3 4 5	
21	Meaningful Sequence: When the sequence in which content is presented affects its meaning, a correct reading sequence can be programmatically determined.	1 2 3 4 5	
22	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.	1 2 3 4 5	
23	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.	1 2 3 4 5	
24	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	1 2 3 4 5	

Area 2 – Digital Transformation: Level A			
	available to control audio volume independently from the overall system volume level.		
Perceivable - Information and **user interface components** must be presentable to users in ways they can perceive – Part 2.			
25	Render Alternative Content: The user can choose to render any type of recognized alternative content that is present for a content element.	1 2 3 4 5	
26	Indicate Unrendered Alternative Content: The user can specify that indicators be displayed along with rendered content when recognized unrendered alternative content is present.	1 2 3 4 5	
27	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.	1 2 3 4 5	
28	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.	1 2 3 4 5	
29	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.).	1 2 3 4 5	
30	Basic text formatting (Globally): The user can globally set all of the following characteristics of visually rendered text content. For example, text scale, text color, font family, line spacing, text style.	1 2 3 4 5	
31	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.	1 2 3 4 5	

Area 2 – Digital Transformation: Level A			
32	Speech Rate, Volume, and Voice: If synthesized speech is produced, the user can specify the following: speech rate, speech volume, and voice.	1 2 3 4 5	
33	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.	1 2 3 4 5	
34	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.	1 2 3 4 5	
35	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.	1 2 3 4 5	
36	Highlight Viewport: The user can have the viewport with the input focus be highlighted.	1 2 3 4 5	
37	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.	1 2 3 4 5	
38	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.	1 2 3 4 5	
39	Indicate Viewport Position: The user can determine the viewport's position relative to the full extent of the rendered content.	1 2 3 4 5	
40	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.	1 2 3 4 5	

Area 2 – Digital Transformation: Level A			
41	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.	1 2 3 4 5	
Operable - User interface components and **navigation** must be operable			
42	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.	1 2 3 4 5	
43	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.	1 2 3 4 5	
44	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.	1 2 3 4 5	
45	Follow Text Keyboard Conventions: The user agent follows keyboard conventions for the operating environment.	1 2 3 4 5	
46	Make Keyboard Access Efficient: The user agent user interface includes mechanisms to make keyboard access more efficient than sequential keyboard access.	1 2 3 4 5	
47	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.	1 2 3 4 5	
48	Pause, Stop, Hide: For moving, blinking, scrolling, or auto-updating information, all of the following are true: moving, blinking, scrolling, and auto-updating.	1 2 3 4 5	

Area 2 – Digital Transformation: Level A			
49	Stop/Pause/Resume Time-Based Media: The user can stop, pause, and resume rendered audio and animation content (e.g. video, animation, changing text) that lasts three or more seconds at the default playback rate.	1 2 3 4 5	
50	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.	1 2 3 4 5	
51	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	1 2 3 4 5	
52	Bypass Blocks: A mechanism is available to bypass blocks of content that are repeated on multiple Web pages.	1 2 3 4 5	
53	Page Titled: Web pages have titles that describe topic or purpose.	1 2 3 4 5	
54	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.	1 2 3 4 5	
55	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.	1 2 3 4 5	
56	Sequential Navigation Between Elements: The user can move the keyboard focus backwards and forwards through all recognized enabled elements in the rendered content of the current top-level viewports.	1 2 3 4 5	
57	Sequential Navigation Between Landmarks: The user can move the keyboard focus backwards and forwards between regions identified by document landmarks.	1 2 3 4 5	

Area 2 – Digital Transformation: Level A			
58	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.	1 2 3 4 5	
59	Search Direction: The user can search forward or backward in rendered content.	1 2 3 4 5	
60	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.	1 2 3 4 5	
61	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.	1 2 3 4 5	
62	Allow Persistent Accessibility Settings: User agent accessibility preference settings persist between sessions.	1 2 3 4 5	
63	Allow Restore All to Default: The user can restore all preference settings to default values.	1 2 3 4 5	
64	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.	1 2 3 4 5	
65	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.	1 2 3 4 5	
66	Execution Toggle: The user can turn on/off the execution of dynamic or executable content (e.g. Javascript, canvas, media).	1 2 3 4 5	
67	Understandable: Text Entry Undo: The user can reverse recognized text entry actions prior to submission.	1 2 3 4 5	

Area 2 – Digital Transformation: Level A			
68	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.	1 2 3 4 5	
69	Retrieval Progress: By default, the user agent shows the state of content retrieval activity.	1 2 3 4 5	
70	Accessible Documentation: Product documentation is available in a format that meets success criteria of WCAG 2.0 level "A" or greater.	1 2 3 4 5	
71	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.	1 2 3 4 5	
72	Avoid Unpredictable Focus: The user can prevent focus changes that are not a result of explicit user request.	1 2 3 4 5	
Understandable - Information and the **operation** of **user interface** must be understandable			
73	Language of Page: The default human language of each Web page can be programmatically determined.	1 2 3 4 5	
74	On Focus: When any component receives focus, it does not initiate a change of context.	1 2 3 4 5	
75	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.	1 2 3 4 5	
76	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.	1 2 3 4 5	

Area 2 – Digital Transformation: Level A			
77	Labels or Instructions: Labels or instructions are provided when content requires user input.	1 2 3 4 5	
Robust - Content must be robust enough that it can be interpreted reliably by a wide variety of **user agents**, including assistive technologies			
78	Parsing: In content implemented using markup languages, elements have complete start and end tags, elements are nested according to their specifications, elements do not contain duplicate attributes, and any IDs are unique, except where the specifications allow these features.	1 2 3 4 5	
79	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.	1 2 3 4 5	
80	Thematic Consistency: Ensure that content provided by accessing a URI yields a thematically coherent experience when accessed from different devices.	1 2 3 4 5	
81	Uris: Keep the URIs of site entry points short.	1 2 3 4 5	
82	Navbar: Provide only minimal navigation at the top of the page.	1 2 3 4 5	
83	Navigation: Provide consistent navigation mechanisms.	1 2 3 4 5	
84	Access Keys: Assign access keys to links in navigational menus and frequently accessed functionality.	1 2 3 4 5	
85	Link Target Id: Clearly identify the target of each link.	1 2 3 4 5	
86	Link Target Format: Note the target file's format unless you know the device supports it.	1 2 3 4 5	

Area 2 – Digital Transformation: Level A			
87	Image Maps: Do not use image maps unless you know the device supports them effectively.	1 2 3 4 5	
88	Pop Ups: Do not cause pop-ups or other windows to appear and do not change the current window without informing the user.	1 2 3 4 5	
89	Auto Refresh: Do not create periodically auto-refreshing pages, unless you have informed the user and provided a means of stopping it.	1 2 3 4 5	
90	Redirection: Do not use markup to redirect pages automatically. Instead, configure the server to perform redirects by means of HTTP 3xx codes.	1 2 3 4 5	
91	External Resources: Keep the number of externally linked resources to a minimum.	1 2 3 4 5	
92	Clarity: Use clear and simple language.	1 2 3 4 5	
93	Limited: Limit content to what the user has requested.	1 2 3 4 5	
94	Page Size Usable: Divide pages into usable but limited size portions.	1 2 3 4 5	
95	Scrolling: Limit scrolling to one direction, unless secondary scrolling cannot be avoided.	1 2 3 4 5	
96	Central Meaning: Ensure that material that is central to the meaning of the page precedes material that is not.	1 2 3 4 5	
97	Graphics For Spacing: Do not use graphics for spacing.	1 2 3 4 5	
98	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.	1 2 3 4 5	
99	Page Title: Provide a short but descriptive page title.	1 2 3 4 5	

Area 2 – Digital Transformation: Level A			
100	No Frames: Do not use frames.	1 2 3 4 5	
101	Structure: Use features of the markup language to indicate logical document structure.	1 2 3 4 5	
102	Tables Support: Do not use tables unless the device is known to support them.	1 2 3 4 5	
103	Tables Nested: Do not use nested tables.	1 2 3 4 5	
104	Tables Layout: Do not use tables for layout.	1 2 3 4 5	
105	Tables Alternatives: Where possible, use an alternative to tabular presentation.	1 2 3 4 5	
106	Images Specify Size: Specify the size of images in markup, if they have an intrinsic size.	1 2 3 4 5	
107	Images Resizing: Resize images at the server, if they have an intrinsic size.	1 2 3 4 5	
108	Valid Markup: Create documents that validate to published formal grammars.	1 2 3 4 5	
109	Measures: Do not use pixel measures and do not use absolute units in markup language attribute values and style sheet property values.	1 2 3 4 5	
110	Style Sheets Use: Use style sheets to control layout and presentation, unless the device is known not to support them.	1 2 3 4 5	
111	Style Sheets Support: Organize documents so that, if necessary, they may be read without style sheets.	1 2 3 4 5	
112	Style Sheets Size: Keep style sheets small.	1 2 3 4 5	
113	Minimize: Use terse, efficient markup.	1 2 3 4 5	

Area 2 – Digital Transformation: Level A			
114	Content Format Support: Send content in a format that is known to be supported by the device.	1 2 3 4 5	
115	Content Format Preferred: Where possible, send content in a preferred format.	1 2 3 4 5	
116	Character Encoding Support: Ensure that content is encoded using a character encoding that is known to be supported by the device.	1 2 3 4 5	
117	Character Encoding Use: Indicate in the response the character encoding being used.	1 2 3 4 5	
118	Cookies: Do not rely on cookies being available.	1 2 3 4 5	
119	Fonts: Do not rely on support of font related styling.	1 2 3 4 5	
120	Avoid free text: Avoid free text entry where possible.	1 2 3 4 5	
121	Provide defaults: Provide pre-selected default values where possible.	1 2 3 4 5	
122	Default input mode: Specify a default text entry mode, language and/or input format, if the device is known to support it.	1 2 3 4 5	
123	Tab order: Create a logical order through links, form controls and objects.	1 2 3 4 5	
124	Control labelling: Label all form controls appropriately and explicitly associate labels with form controls.	1 2 3 4 5	
125	Control position: Position labels so they lay out properly in relation to the form controls they refer to.	1 2 3 4 5	
Programmatic access			
126	Support Platform Accessibility Services: The user agent	1 2 3 4 5	

Area 2 – Digital Transformation: Level A			
	supports relevant platform accessibility services.		
127	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.	1 2 3 4 5	
128	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.	1 2 3 4 5	
129	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.	1 2 3 4 5	
130	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.	1 2 3 4 5	
Specifications and **conventions**			
131	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.	1 2 3 4 5	
132	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	1 2 3 4 5	

Area 2 – Digital Transformation: Level A			
	platform.		
Authoring tool user interfaces follow applicable accessibility guidelines			
133	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.	1 2 3 4 5	
134	Platform Accessibility Services: If the authoring tool contains non-web-based user interfaces, then those non-web-based user interfaces expose accessibility information through platform accessibility services.	1 2 3 4 5	
Editing-views are **perceivable**			
135	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.	1 2 3 4 5	
136	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.	1 2 3 4 5	
137	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.	1 2 3 4 5	
Editing-views are **operable**			
138	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.	1 2 3 4 5	
139	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	1 2 3 4 5	

Area 2 – Digital Transformation: Level A			
	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.		
140	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.	1 2 3 4 5	
141	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.	1 2 3 4 5	
142	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.	1 2 3 4 5	
143	Static View Option: If an editing-view can play visual time-based content, then playing is not necessarily automatic upon loading the content and playing can be paused.	1 2 3 4 5	
144	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.	1 2 3 4 5	
145	Preview (Minimum): If a preview is provided, then at least one of the following is true: in-market user agent or UAAG.	1 2 3 4 5	
Editing-views are **understandable**			
146	Content Changes Reversible (Minimum): All authoring actions are either reversible or the authoring tool requires author confirmation to proceed.	1 2 3 4 5	
147	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	1 2 3 4 5	

Area 2 – Digital Transformation: Level A			
	proceed.		
148	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.	1 2 3 4 5	
Fully automatic processes produce accessible content			
149	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.	1 2 3 4 5	
150	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 equivalent mechanisms exist in the web content technology of the output.	1 2 3 4 5	
Authors are supported in **producing accessible content**			
151	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 (if any) and authors have the opportunity to accept, modify, or reject the repair strings prior to insertion in the content.	1 2 3 4 5	
Authors are supported in **improving** the **accessibility** of **existing content**			

Area 2 – Digital Transformation: Level A			
152	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.	1 2 3 4 5	
153	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.	1 2 3 4 5	
Authoring tools promote and integrate their **accessibility features**			
154	Features Active by Default: All accessible content support features are turned on by default.	1 2 3 4 5	
155	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.	1 2 3 4 5	
156	Feature Instructions: Instructions for using any accessible content support features appear in the documentation.	1 2 3 4 5	
Digital resources design			
157	Text: Appropriate technical aspects are followed and perception is ensured by using appropriate contrasts, having zoomable text, and compatibility with assistive technologies. Additionally, emphasis is placed on readability and formatting (e.g. using standard fonts, non-justified alignment, appropriate formatting and structure, etc.).	1 2 3 4 5	
158	Text understanding: The text is used in conjunction with appropriate images and figures. Links are also provided in a meaningful and explainable manner.	1 2 3 4 5	
159	Images and illustrations: Meaningful images are used which are also described in an alternative text. When necessary, the	1 2 3 4 5	

Area 2 – Digital Transformation: Level A			
	images are marked as decorative. Designers do not rely on color alone but focus on providing detailed and relevant images.		
160	Audio/Video: Multimedia are used in conjunction when feasible. For example, videos are followed by captions.	1 2 3 4 5	
161	Understandable communication: The information is easily understood by all individuals.	1 2 3 4 5	
162	Simplify and explain: Plain language is used and specialized language is avoided. Adequate background knowledge is also provided while the main ideas are highlighted to help guide the audience.	1 2 3 4 5	

1.2.3 Assessment Tool – Level AA

Table 5. Assessment tool for Area 2 - Digital Transformation, Level AA.

Area 2 – Digital Transformation: Level AA			
Office equipment - Accessibility guidelines for older persons and persons with disabilities.[8]			
1	Closed Functionality (6.2): Does not require assistive technology	1 2 3 4 5	
2	Closed Functionality (6.2): Speech output enabled	1 2 3 4 5	
3	Closed Functionality (6.2): Volume control for private and non-private listening	1 2 3 4 5	
4	Volume Control (6.2.3): Private listening	1 2 3 4 5	
5	Volume Control (6.2.3): Non-private listening	1 2 3 4 5	
6	Characters on Display Screens (6.2.4)	1 2 3 4 5	
7	Biometrics (6.3): Biometrics are not the only method for identification	1 2 3 4 5	
8	Preservation of Accessibility Information (6.4)	1 2 3 4 5	
9	Privacy (6.5): Masked entry	1 2 3 4 5	
10	Privacy (6.5): Private access to data	1 2 3 4 5	
11	Standard Connections (6.6)	1 2 3 4 5	
12	Operable Parts (6.7): Contrast	1 2 3 4 5	
13	Operable Parts (6.7): Input controls	1 2 3 4 5	
14	Visibility of Display Screens (6.8)	1 2 3 4 5	

8 See ISO/IEC 10779:2020 Each requirement is meant to address specific disabilities, such as blindness, low vision, colour blindness, deafness, hearing impairment, speech impairment, and motor function limitations.

Area 2 – Digital Transformation: Level AA			
15	Flashing (6.9)	1 2 3 4 5	
16	Colour Coding (6.11)	1 2 3 4 5	
17	Audible Signals (6.12)	1 2 3 4 5	
18	Software Requirements for Closed Functionality (6.13): Sensory Characteristics	1 2 3 4 5	
19	Software Requirements for Closed Functionality (6.13): Text Contrast	1 2 3 4 5	
20	Software Requirements for Closed Functionality (6.13): WCAG 2.1 Software Guidelines	1 2 3 4 5	
Tactile and **haptic interactions**.[9]			
21	Optimizing Performance (3.1.1): Accuracy	1 2 3 4 5	
22	Optimizing Performance (3.1.1): Active Exploration	1 2 3 4 5	
23	Optimizing Performance (3.1.1): Multiple points of contact	1 2 3 4 5	
24	Providing Accessible Information (3.1.2)	1 2 3 4 5	
25	Providing Contextual Information (3.1.3)	1 2 3 4 5	
26	Minimizing Fatigue (3.1.6)	1 2 3 4 5	
27	Providing Alternative Input Methods (3.1.7)	1 2 3 4 5	
28	Maintaining Coherence Between Modalities (3.1.8)	1 2 3 4 5	

9 See ISO 9241-920:2009 This standard emphasizes user comfort, accessibility, and ergonomic interaction through the careful design of tactile/haptic systems.

Area 2 – Digital Transformation: Level AA			
29	Combining Modalities (3.1.9)	1 2 3 4 5	
30	Attributes for Tactile and Haptic Encoding (4.2): Dimensions for encoding	1 2 3 4 5	
31	Attributes for Tactile and Haptic Encoding (4.2): Limit the number of distinguishable values for encoding.	1 2 3 4 5	
32	Attributes for Tactile and Haptic Encoding (4.2): Vibration Frequency	1 2 3 4 5	
33	Content-Specific Encoding (5.1 - 5.3): Text	1 2 3 4 5	
34	Content-Specific Encoding (5.1 - 5.3): Graphics	1 2 3 4 5	
35	Content-Specific Encoding (5.1 - 5.3): Controls	1 2 3 4 5	
36	Interaction Techniques (7.3)	1 2 3 4 5	
EPUB accessibility.[10]			
37	Discoverability (6.2 - 6.3): Accessibility features	1 2 3 4 5	
38	Discoverability (6.2 - 6.3): Accessibility hazards	1 2 3 4 5	
39	Discoverability (6.2 - 6.3): Accessibility summary	1 2 3 4 5	
40	EPUB-Specific Accessibility (7.4): Page Navigation (7.4.1)	1 2 3 4 5	
41	EPUB-Specific Accessibility (7.4): Page markers	1 2 3 4 5	

10 See ISO/IEC 23761:2021 These accessibility indicators are designed to ensure that EPUB publications meet various levels of accessibility requirements, allowing for discoverability and usability across different platforms and reading modalities.

Area 2 – Digital Transformation: Level AA			
42	EPUB-Specific Accessibility (7.4): Page navigation in media overlays	1 2 3 4 5	
43	Media Overlays Playback (7.4.2): Skippable content	1 2 3 4 5	
44	Media Overlays Playback (7.4.2): Escapable structures	1 2 3 4 5	
45	Media Overlays Playback (7.4.2): Synchronized text and audio	1 2 3 4 5	
46	Conformance Reporting (7.5): Certified By	1 2 3 4 5	
47	Optimized Publications (8)	1 2 3 4 5	
48	Distribution (9): No digital rights restrictions	1 2 3 4 5	
49	Distribution (9): Accessibility metadata	1 2 3 4 5	
50	EPUB Accessibility Vocabulary (Annex A): Certified By	1 2 3 4 5	
51	EPUB Accessibility Vocabulary (Annex A): Certifier Credential	1 2 3 4 5	
52	EPUB Accessibility Vocabulary (Annex A): Certifier Report	1 2 3 4 5	
Accessibility of information presented on **visual displays** of **small consumer products**.[11]			
53	Basic Design Principles (Section 4): Information display	1 2 3 4 5	
54	Basic Design Principles (Section 4): Critical information	1 2 3 4 5	
55	Basic Design Principles (Section 4): Current status feedback	1 2 3 4 5	

11 See ISO 24552:2020 These guidelines ensure that visual displays on small consumer products are accessible to a wide range of users, including those with visual impairments or cognitive challenges.

Area 2 – Digital Transformation: Level AA			
56	Basic Design Principles (Section 4): Warnings and errors display	1 2 3 4 5	
57	Basic Design Principles (Section 4): Arrangement of display content	1 2 3 4 5	
58	Display Elements (Section 5): Alphanumeric Characters (5.1): Font Size	1 2 3 4 5	
59	Display Elements (Section 5): Alphanumeric Characters (5.1): Contrast	1 2 3 4 5	
60	Display Elements (Section 5): Alphanumeric Characters (5.1): Font Type	1 2 3 4 5	
61	Display Elements (Section 5): Alphanumeric Characters (5.1): Stroke Width	1 2 3 4 5	
62	Display Elements (Section 5): Alphanumeric Characters (5.1): Numeric Presentation	1 2 3 4 5	
63	Display Elements (Section 5): Alphanumeric Characters (5.1): Spacing	1 2 3 4 5	
64	Display Elements (Section 5): Symbols and Icons (5.2): Standard Symbols	1 2 3 4 5	
65	Display Elements (Section 5): Symbols and Icons (5.2): Single Meaning	1 2 3 4 5	
66	Display Elements (Section 5): Symbols and Icons (5.2): Labels	1 2 3 4 5	
67	Display Elements (Section 5): Symbols and Icons (5.2): High Contrast	1 2 3 4 5	

Area 2 – Digital Transformation: Level AA			
68	Presentation of Information (Section 6): Arrangement of Displayed Elements (6.1): Grouping	1 2 3 4 5	
69	Presentation of Information (Section 6): Arrangement of Displayed Elements (6.1): Order	1 2 3 4 5	
70	Displaying Status and Function (6.2): Changes in operational status	1 2 3 4 5	
71	Displaying Status and Function (6.2): Functions	1 2 3 4 5	
72	Displaying Status and Function (6.2): Sub-menus or expandable functions	1 2 3 4 5	
73	Coding of Visual Information (6.3): Minimize Codes	1 2 3 4 5	
74	Coding of Visual Information (6.3): Cultural Stereotypes	1 2 3 4 5	
75	Coding of Visual Information (6.3): Luminance Coding	1 2 3 4 5	
76	Coding of Visual Information (6.3): Redundancy	1 2 3 4 5	
77	Physical Characteristics of Digital Displays (Section 7): Luminance Contrast (7.1): Level of contrast	1 2 3 4 5	
78	Physical Characteristics of Digital Displays (Section 7): Luminance Contrast (7.1): Visibility of light-colored items	1 2 3 4 5	
79	Colour (7.2): Discrimination of information	1 2 3 4 5	
80	Colour (7.2): Color luminance	1 2 3 4 5	
81	Blinking (7.3): Frequency	1 2 3 4 5	
82	Blinking (7.3): Usage	1 2 3 4 5	

Area 2 – Digital Transformation: Level AA			
83	Time (7.4): Critical information display	1 2 3 4 5	
84	Time (7.4): Time-limited information display	1 2 3 4 5	
User interface accessibility - Part 1: **User accessibility needs**.[12]			
85	Accessibility Goals (Section 4): Suitability for the widest range of users	1 2 3 4 5	
86	Accessibility Goals (Section 4): Conformity with user expectations	1 2 3 4 5	
87	Accessibility Goals (Section 4): Support for individualization	1 2 3 4 5	
88	Accessibility Goals (Section 4): Approachability	1 2 3 4 5	
89	Accessibility Goals (Section 4): Perceivability	1 2 3 4 5	
90	Accessibility Goals (Section 4): Understandability	1 2 3 4 5	
91	Accessibility Goals (Section 4): Usability	1 2 3 4 5	
92	Accessibility Goals (Section 4): Error tolerance	1 2 3 4 5	
93	Accessibility Goals (Section 4): Equitable use	1 2 3 4 5	
94	Accessibility Goals (Section 4): Compatibility with other systems	1 2 3 4 5	
95	Details of User Accessibility Needs (Section 6): Suitability for the Widest Range of Users: Recognizing System Accessibility (6.1.1)	1 2 3 4 5	

12 See ISO/IEC 29138-1:2018 These are some of the key accessibility indicators. The document focuses on making systems accessible to users with diverse needs and outlines practical considerations for accommodating various sensory, cognitive, and physical limitations.

Area 2 – Digital Transformation: Level AA			
96	Details of User Accessibility Needs (Section 6): Suitability for the Widest Range of Users: Accessible Support (6.1.2)	1 2 3 4 5	
97	Details of User Accessibility Needs (Section 6): Suitability for the Widest Range of Users: Combination of Needs (6.1.3)	1 2 3 4 5	
98	Conformity with User Expectations: Predictability (6.2.1)	1 2 3 4 5	
99	Conformity with User Expectations: Application of Personal Knowledge (6.2.2)	1 2 3 4 5	
100	Conformity with User Expectations: Instructions and Help (6.2.3 - 6.2.4)	1 2 3 4 5	
101	Support for Individualization: Interaction Preferences (6.3.1)	1 2 3 4 5	
102	Support for Individualization: Configuration Without Restart (6.3.2)	1 2 3 4 5	
103	Support for Individualization: Simultaneous Modalities (6.3.3)	1 2 3 4 5	
104	Support for Individualization: Persistence of Preferences (6.3.6)	1 2 3 4 5	
105	Approachability: Physical Barriers (6.4.1)	1 2 3 4 5	
106	Approachability: Psychological Barriers (6.4.2)	1 2 3 4 5	
107	Approachability: Attention Maintenance (6.4.3)	1 2 3 4 5	
108	Approachability: Clear Interaction Options (6.4.4)	1 2 3 4 5	
109	Perceivability: Use of Specific Modalities (6.5.1 - 6.5.6)	1 2 3 4 5	
110	Understandability: Information Clarity (6.6.7 - 6.6.8)	1 2 3 4 5	

Area 2 – Digital Transformation: Level AA			
111	Understandability: Supporting Different Reasoning Styles (6.6.16)	1 2 3 4 5	
112	Understandability: Task Guidance (6.6.18)	1 2 3 4 5	
113	Controllability: Use of Different Sensory Modalities for Input (6.7.1 - 6.7.6)	1 2 3 4 5	
114	Controllability: Accessibility of Controls (6.7.10)	1 2 3 4 5	
115	Usability: Minimizing Errors (6.8.2)	1 2 3 4 5	
116	Error Tolerance: Recovery from Errors (6.9.5)	1 2 3 4 5	
User interfaces - Accessibility of **personal computer hardware**.[13]			
117	General Requirements (Clause 5): Avoidance of Erroneous Operations: Stability of Computer Cases	1 2 3 4 5	
118	General Requirements (Clause 5): Avoidance of Erroneous Operations: On/Off Controls	1 2 3 4 5	
119	General Requirements (Clause 5): Readable Labels: Font Size	1 2 3 4 5	
120	General Requirements (Clause 5): Readable Labels: Font Type	1 2 3 4 5	
121	General Requirements (Clause 5): Readable Labels: Tactile Labels	1 2 3 4 5	
122	Requirements for Input (Clause 6): Controls: Perceivability	1 2 3 4 5	

13 See ISO/IEC 29136:2012

Area 2 – Digital Transformation: Level AA			
123	Requirements for Input (Clause 6): Controls: Operability	1 2 3 4 5	
124	Requirements for Input (Clause 6): Controls: Feedback	1 2 3 4 5	
125	Requirements for Input (Clause 6): Keyboard: Operability	1 2 3 4 5	
126	Requirements for Output (Clause 7): Visual Information: Display adjustment	1 2 3 4 5	
127	Requirements for Output (Clause 7): Visual Information: Screen resolution	1 2 3 4 5	
128	Requirements for Output (Clause 7): Auditory Information: Minimum sound level	1 2 3 4 5	
129	Data Storage Devices and Removable Drives (Clause 8): Operation	1 2 3 4 5	
130	Data Storage Devices and Removable Drives (Clause 8): Media Insertion	1 2 3 4 5	
131	User Support (Clause 9): Customer Support	1 2 3 4 5	
User interface component accessibility - Part 15: Guidance on **scanning visual information** for presentation as **text** in **various modalities**.[14]			
132	General Guidance on Scanning (Section 6.1): Provide scanning results according to the purpose (6.1.1)	1 2 3 4 5	
133	General Guidance on Scanning (Section 6.1): Provide scanning results equivalent to the object being scanned (6.1.2)	1 2 3 4 5	

14 See ISO/IEC TS 20071-15:2017 These accessibility indicators are designed to enhance the usability of scanning applications for people with various needs and disabilities.

Area 2 – Digital Transformation: Level AA			
134	General Guidance on Scanning (Section 6.1): Provide focus adjustment (6.1.3)	1 2 3 4 5	
135	General Guidance on Scanning (Section 6.1): Provide exposure adjustment (6.1.4)	1 2 3 4 5	
136	General Guidance on Scanning (Section 6.1): Provide position adjustment (6.1.5)	1 2 3 4 5	
137	General Guidance on Scanning (Section 6.1): Providing distance adjustment (6.1.6)	1 2 3 4 5	
138	General Guidance on Scanning (Section 6.1): Provide accessible initiation of scanning (6.1.8)	1 2 3 4 5	
139	General Guidance on Scanning (Section 6.1): Provide notification during scanning progress (6.1.9)	1 2 3 4 5	
140	General Guidance on Scanning (Section 6.1): Provide scanning results in a textual representation (6.1.10)	1 2 3 4 5	
141	User Preference Settings (Section 6.2): Enabling user preference settings (6.2.1)	1 2 3 4 5	
142	User Preference Settings (Section 6.2): Selecting scanning modes (6.2.2)	1 2 3 4 5	
143	User Preference Settings (Section 6.2): Selecting purpose of use (6.2.3)	1 2 3 4 5	
144	User Preference Settings (Section 6.2): Selecting image resolution (6.2.4)	1 2 3 4 5	
145	User Preference Settings (Section 6.2): Selecting image enhancement (6.2.5)	1 2 3 4 5	

Area 2 – Digital Transformation: Level AA			
146	User Preference Settings (Section 6.2): Controlling presentation of visual guidance (6.2.6)	1 2 3 4 5	
147	User Preference Settings (Section 6.2): Selecting post-processing components (6.2.7)	1 2 3 4 5	
148	User Preference Settings (Section 6.2): Selecting modalities for textual representation (6.2.8)	1 2 3 4 5	
149	User Preference Settings (Section 6.2): Selecting other applications to invoke (6.2.9)	1 2 3 4 5	
150	User Preference Settings (Section 6.2): Storing and retrieving user preferences (6.2.10)	1 2 3 4 5	
151	Scanning Input (Section 6.3): Scanning/capturing appropriate images (6.3.2)	1 2 3 4 5	
152	Scanning Input (Section 6.3): Enhancing image quality (6.3.3)	1 2 3 4 5	
153	Scanning Input (Section 6.3): Recording scanned images (6.3.4)	1 2 3 4 5	
154	Scanning Input (Section 6.3): Naming scanned images (6.3.5)	1 2 3 4 5	
155	Scanning Input (Section 6.3): Retrieving scanned images for processing (6.3.6)	1 2 3 4 5	
156	Processing (Section 6.4): Pre-processing: Selecting visual objects of interest (6.4.3)	1 2 3 4 5	
157	Processing (Section 6.4): Post-processing: Respecting the context (6.4.4)	1 2 3 4 5	

Area 2 – Digital Transformation: Level AA			
158	Output (Section 6.5): Presenting accessible scanning results (6.5.2)	1 2 3 4 5	
159	Output (Section 6.5): Invoking other applications (6.5.3)	1 2 3 4 5	
160	Output (Section 6.5): Privacy protection and security (6.5.4)	1 2 3 4 5	
Guidance on the **audio presentation** of **text** in **videos**.[15]			
161	Types of Text in Videos (Section 4.2): Captions/Subtitles	1 2 3 4 5	
162	Types of Text in Videos (Section 4.2): Other On-Screen Text: Logos, credits, etc.	1 2 3 4 5	
163	Types of Text in Videos (Section 4.2): Other On-Screen Text: Audio presentation for crucial information	1 2 3 4 5	
164	Audio Presentation Process (Section 4.3 - 4.4): Live and Recorded Presentations (4.3.1)	1 2 3 4 5	
165	Audio Presentation Process (Section 4.3 - 4.4): Pre-mixed Productions (4.3.2)	1 2 3 4 5	
166	Audio Presentation Process (Section 4.3 - 4.4): Receiver-mixed Productions (4.3.2)	1 2 3 4 5	
167	Audio Presentation Process (Section 4.3 - 4.4): Narrator Preparation (4.4.1)	1 2 3 4 5	
168	Audio Presentation Process (Section 4.3 - 4.4): Volume and Audio Quality (4.4.2 - 4.4.3): Volume adjustment	1 2 3 4 5	

15 See ISO/IEC TS 20071-25:2017 These accessibility indicators ensure that video content, including captions, subtitles, and other on-screen text, can be made accessible through audio for users with various needs, such as those with visual impairments, cognitive disabilities, or language barriers.

Area 2 – Digital Transformation: Level AA			
169	Audio Presentation Process (Section 4.3 - 4.4): Volume and Audio Quality (4.4.2 - 4.4.3): Audio quality	1 2 3 4 5	
170	User Inclusion in the Process (Sections 4.4.4 - 4.4.5): User Involvement	1 2 3 4 5	
171	General Considerations for Audio Presentation of Text in Videos (Section 5.1): Different Strategies (5.1.1): Separate tracks	1 2 3 4 5	
172	General Considerations for Audio Presentation of Text in Videos (Section 5.1): Different Strategies (5.1.1): Integration	1 2 3 4 5	
173	General Considerations for Audio Presentation of Text in Videos (Section 5.1): User Considerations (5.1.2): Notifications	1 2 3 4 5	
174	General Considerations for Audio Presentation of Text in Videos (Section 5.1): User Considerations (5.1.2): Availability	1 2 3 4 5	
175	General Considerations for Audio Presentation of Text in Videos (Section 5.1): User Considerations (5.1.2): Access	1 2 3 4 5	
176	General Considerations for Audio Presentation of Text in Videos (Section 5.1): Availability Across Technologies (5.1.3)	1 2 3 4 5	
177	General Considerations for Audio Presentation of Text in Videos (Section 5.1): Consistency (5.1.4)	1 2 3 4 5	
178	Guidance on Identifying the Audio Presentation of Text in Videos (Section 5.4): Differentiation of Audio Content	1 2 3 4 5	
179	Guidance on Identifying Characters (Section 5.5): Character Identification: Distinguishing characters	1 2 3 4 5	
180	Guidance on Identifying Characters (Section 5.5): Character	1 2 3 4 5	

Area 2 – Digital Transformation: Level AA			
	Identification: Name announcing		
181	Text and Speech Adjustments (Section 5.6): Synchronization	1 2 3 4 5	
182	Text and Speech Adjustments (Section 5.6): Strategies for Synchronization: Reading speed adjustment or text content altering	1 2 3 4 5	
183	Text and Speech Adjustments (Section 5.6): Strategies for Synchronization: Omit text	1 2 3 4 5	
Guidance for **audio descriptions** in **audiovisual content**.[16]			
184	General Considerations for Audio Description (Section 3): Types of Audio Description (3.2): Live Audio Description (3.2.1)	1 2 3 4 5	
185	General Considerations for Audio Description (Section 3): Types of Audio Description (3.2): Pre-mixed Audio Description (3.2.2)	1 2 3 4 5	
186	General Considerations for Audio Description (Section 3): Types of Audio Description (3.2): Harmonious Commentary (3.2.3)	1 2 3 4 5	
187	General Considerations for Audio Description (Section 3): Types of Audio Description (3.2): Extended Audio Description (3.2.4)	1 2 3 4 5	
188	Creating Audio Descriptions (Section 3.3): Narrator Preparation (3.3.1)	1 2 3 4 5	
189	Creating Audio Descriptions (Section 3.3): Content Genre and Program Category (3.3.2)	1 2 3 4 5	

16 See ISO/IEC TS 20071-21:2015 This document emphasizes creating accessible, clear, and informative audio descriptions that align with the original content while keeping the audience's experience in mind.

Area 2 – Digital Transformation: Level AA			
190	Creating Audio Descriptions (Section 3.3): Scripting (3.3.3)	1 2 3 4 5	
191	Creating Audio Descriptions (Section 3.3): Volume Control (3.3.6)	1 2 3 4 5	
192	User Considerations (Section 4.1): User Notification (4.1.1)	1 2 3 4 5	
193	User Considerations (Section 4.1): Consistency Across Technologies (4.1.2)	1 2 3 4 5	
194	User Considerations (Section 4.1): Consistency Within Programs and Series (4.1.3)	1 2 3 4 5	
195	Developing Audio Description (Section 4.2): Clarity (4.2.1)	1 2 3 4 5	
196	Developing Audio Description (Section 4.2): Creativity (4.2.2)	1 2 3 4 5	
197	Levels of Importance (Section 4.4): Irrelevant Information (4.4.5)	1 2 3 4 5	
198	Description of Visual Elements (Section 4.5 - 4.6): Description of Sounds (4.5.1)	1 2 3 4 5	
199	Description of Visual Elements (Section 4.5 - 4.6): Logos, Credits, and Titles (4.5.2)	1 2 3 4 5	
200	Description of Visual Elements (Section 4.5 - 4.6): On-Screen Text (4.5.3)	1 2 3 4 5	
201	Identification of Persons and Objects (Section 4.7): Identifying Characters and Places (4.7.1)	1 2 3 4 5	
202	Identification of Persons and Objects (Section 4.7): Physical Appearance (4.7.2)	1 2 3 4 5	

Area 2 – Digital Transformation: Level AA			
203	Identification of Persons and Objects (Section 4.7): Race, Ethnic Origin, and Gender (4.7.3 - 4.7.4)	1 2 3 4 5	
204	Identification of Persons and Objects (Section 4.7): Disabilities (4.7.5)	1 2 3 4 5	
205	Other Content Considerations (Section 4.8 - 4.9): Explicit Content (4.8.1)	1 2 3 4 5	
206	Other Content Considerations (Section 4.8 - 4.9): Parts of Speech (4.9.1)	1 2 3 4 5	
Guidance on **text alternatives** for **images**.[17]			
207	Text Alternatives for Images (Section 4): Primary Alternative Text (4.2.3)	1 2 3 4 5	
208	Text Alternatives for Images (Section 4): Secondary Alternative Text (4.2.4)	1 2 3 4 5	
209	Types of Images (Section 6): Drawings (6.2)	1 2 3 4 5	
210	Types of Images (Section 6): Photographs (6.3)	1 2 3 4 5	
211	Types of Images (Section 6): Diagrams (6.4)	1 2 3 4 5	
212	Identifying the Purpose of Images (Section 7): Informative Purposes (7.2)	1 2 3 4 5	
213	Identifying the Purpose of Images (Section 7): Control Purposes (7.3)	1 2 3 4 5	

17 See ISO/IEC 20071-11:2019 This guidance ensures that images in electronic documents are accessible to users with different needs, focusing on providing comprehensive, accurate, and contextually relevant text alternatives.

Area 2 – Digital Transformation: Level AA			
214	Identifying the Purpose of Images (Section 7): Decorative Purposes (7.4)	1 2 3 4 5	
215	Identifying the Purpose of Images (Section 7): Formatting Purposes (7.5)	1 2 3 4 5	
216	Importance of Information (Section 10): Levels of Importance: Helpful Information (10.2.4)	1 2 3 4 5	
217	Importance of Information (Section 10): Levels of Importance: Not Important Information (10.2.5)	1 2 3 4 5	
218	Evaluating and Structuring Text Alternatives (Section 11): Eliminate Duplications (11.2.1)	1 2 3 4 5	
219	Evaluating and Structuring Text Alternatives (Section 11): Conciseness and Readability (11.3.3)	1 2 3 4 5	
Visual presentation of audio information, such as captions and subtitles.[18]			
220	Types of Audio Information (Section 4.4): Text presentations	1 2 3 4 5	
221	Types of Audio Information (Section 4.4): Figure/graphic presentations	1 2 3 4 5	
222	Modes of Access (Section 4.5): Prepared separately	1 2 3 4 5	
223	Modes of Access (Section 4.5): Included with the content	1 2 3 4 5	
224	Display Modes (Section 4.6): Pop-on (block)	1 2 3 4 5	
225	Display Modes (Section 4.6): Scrolling (roll-up)	1 2 3 4 5	

18 See ISO/IEC 20071-23:2018 These accessibility indicators ensure that the visual presentation of audio content is accessible to users, including those with hearing impairments or those in environments where audio may not be available.

Area 2 – Digital Transformation: Level AA			
226	Display Modes (Section 4.6): Word-by-word	1 2 3 4 5	
227	Display Modes (Section 4.6): Line-by-line	1 2 3 4 5	
228	Levels of Importance (Section 4.7): Helpful information (4.7.4)	1 2 3 4 5	
229	Levels of Importance (Section 4.7): Unhelpful information (4.7.5)	1 2 3 4 5	
230	Synchronization (Section 7.4): Predictable content	1 2 3 4 5	
231	Font Considerations (Section 7.6 - 7.9): Font type (7.7)	1 2 3 4 5	
232	Font Considerations (Section 7.6 - 7.9): Font face (7.8)	1 2 3 4 5	
233	Font Considerations (Section 7.6 - 7.9): Use of case (7.9)	1 2 3 4 5	
234	Colour and Contrast (Section 7.10): Luminance contrast	1 2 3 4 5	
235	Colour and Contrast (Section 7.10): Colour usage	1 2 3 4 5	
236	Colour and Contrast (Section 7.10): VAC (Visual Alternative Container)	1 2 3 4 5	
237	Speed and Line Limitations (Section 7.11 - 7.12): Minimum display time	1 2 3 4 5	
238	Speed and Line Limitations (Section 7.11 - 7.12): Line limits	1 2 3 4 5	
239	Punctuation and Spacing (Section 7.14 - 7.15): Word and line spacing	1 2 3 4 5	
240	Identifying Speakers (Section 14): By name or description	1 2 3 4 5	

Area 2 – Digital Transformation: Level AA			
Accessible **user interfaces** for accessibility settings **on information devices**.[19]			
241	Input Accessibility Settings (Section 4.2.1): Touch or Movement Input: StickyKeys™ (4.2.1.3.1)	1 2 3 4 5	
242	Input Accessibility Settings (Section 4.2.1): Touch or Movement Input: MouseKeys™ (4.2.1.3.5)	1 2 3 4 5	
243	Output Accessibility Settings (Section 4.2.2): Visual Output: SoundSentry™ (4.2.2.1.1)	1 2 3 4 5	
244	Output Accessibility Settings (Section 4.2.2): Visual Output: ShowSounds™ (4.2.2.1.2)	1 2 3 4 5	
245	Output Accessibility Settings (Section 4.2.2): Visual Output: Screen magnifier (4.2.2.1.4)	1 2 3 4 5	
246	Output Accessibility Settings (Section 4.2.2): Audio Output: Text-to-speech screen reader (4.2.2.2)	1 2 3 4 5	
247	Output Accessibility Settings (Section 4.2.2): Tactile Output: Braille (4.2.2.3)	1 2 3 4 5	
248	Shortcuts to Access Accessibility Features (Section 4.3): Visual, auditory, or tactile shortcuts (4.3.2)	1 2 3 4 5	
249	Saving settings (4.4)	1 2 3 4 5	
Guidance on developing accessible **ICT products** and **services**.[20]			
250	Accessibility Setting and Policy (Section 6): Organizational ICT Accessibility Policy (6.2)	1 2 3 4 5	

19 See ISO/IEC 20071-5:2022 These indicators ensure that a variety of input/output methods and accessibility settings are adjustable and easy to use for people with diverse disabilities.

20 See ISO/IEC 30071-1:2019 These indicators guide the development of ICT systems that accommodate a broad range of users, ensuring accessibility is embedded in policies, design, and system life cycles.

Area 2 – Digital Transformation: Level AA			
251	Accessibility Setting and Policy (Section 6): Accessibility Goals (6.3)	1 2 3 4 5	
252	Accessibility Setting and Policy (Section 6): Embedding Accessibility in ICT Policies (6.4)	1 2 3 4 5	
253	Accessibility throughout ICT System Development (Section 7): System Development Life Cycle (7.1)	1 2 3 4 5	
254	User Involvement and Accessibility (Section 8): Testing for Accessibility (8.2.6)	1 2 3 4 5	
255	User-Related Accessibility Considerations (Annex A): Suitability for the Widest Range of Users (A.1)	1 2 3 4 5	
256	User-Related Accessibility Considerations (Annex A): Support for Individualization (A.3)	1 2 3 4 5	
257	User-Related Accessibility Considerations (Annex A): Understandability (A.6)	1 2 3 4 5	
258	User-Related Accessibility Considerations (Annex A): Controllability (A.7)	1 2 3 4 5	
259	Error Tolerance and Usability (Annex A): Usability (A.8)	1 2 3 4 5	
260	Error Tolerance and Usability (Annex A): Error Tolerance (A.9)	1 2 3 4 5	
Accessibility of **tactile** and **haptic interactive systems**.[21]			
261	Physical Accessibility (Section 5): Reachability	1 2 3 4 5	

21 See ISO 9241-971:2023 These accessibility indicators and values aim to ensure that tactile and haptic interactive systems are usable by a wide range of users, including those with physical, sensory, or cognitive disabilities.

Area 2 – Digital Transformation: Level AA			
262	Physical Accessibility (Section 5): Stability	1 2 3 4 5	
263	Tactile and Haptic Information Presentation (Section 6.3): Multiple Formats	1 2 3 4 5	
264	Tactile and Haptic Information Presentation (Section 6.3): Encoding of Information	1 2 3 4 5	
265	Perceivability of Tactile/Haptic Information (Section 6.4): Discoverability of Controls	1 2 3 4 5	
266	Perceivability of Tactile/Haptic Information (Section 6.4): Distinction Between Components	1 2 3 4 5	
267	Perceivability of Tactile/Haptic Information (Section 6.4): Controlling Information Speed	1 2 3 4 5	
268	Controllability of Tactile/Haptic Interactions (Section 6.5): Force for Activating Controls	1 2 3 4 5	
269	Controllability of Tactile/Haptic Interactions (Section 6.5): Activating Controls without Hands	1 2 3 4 5	
270	Controllability of Tactile/Haptic Interactions (Section 6.5): Timing of Controls	1 2 3 4 5	
271	Individualization of Tactile/Haptic Interactions (Section 6.6): Individualizing Parameters	1 2 3 4 5	
272	Error Tolerance in Tactile/Haptic Systems (Section 6.7): Error Detection	1 2 3 4 5	
273	Error Tolerance in Tactile/Haptic Systems (Section 6.7): Avoiding Unintentional Activation	1 2 3 4 5	
274	Tactile/Haptic Safety (Section 6.8): Avoiding Sensory	1 2 3 4 5	

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	Overload		
275	Tactile/Haptic Safety (Section 6.8): Fatigue and Stress Injuries	1 2 3 4 5	
276	Accessible Authentication (Section 6.9): Alternatives to Biometrics	1 2 3 4 5	
277	Gesture Controls (Section 7.4): Gesture Complexity	1 2 3 4 5	
278	Gesture Controls (Section 7.4): Error Prevention	1 2 3 4 5	
Guidance on accessible **user interfaces** for **accessibility settings**.[22]			
279	Accessibility Setting Mode (Section 5.1): Access procedure (5.1.3)	1 2 3 4 5	
280	Accessibility Setting Items (Section 5.2): StickyKeys™ (5.2.1)	1 2 3 4 5	
281	Accessibility Setting Items (Section 5.2): SlowKeys™ (5.2.2)	1 2 3 4 5	
282	Accessibility Setting Items (Section 5.2): BounceKeys™ (5.2.3)	1 2 3 4 5	
283	Accessibility Setting Items (Section 5.2): FilterKeys™ (5.2.4)	1 2 3 4 5	
284	Accessibility Setting Items (Section 5.2): MouseKeys™ (5.2.5)	1 2 3 4 5	
285	Accessibility Setting Items (Section 5.2): RepeatKeys™ (5.2.6)	1 2 3 4 5	

22 See ISO/IEC 24786:2009 These accessibility indicators ensure that systems provide comprehensive support for users with disabilities, enabling them to adjust settings to suit their needs before and during system use.

Area 2 – Digital Transformation: Level AA			
286	Accessibility Setting Items (Section 5.2): ToggleKeys™ (5.2.7)	1 2 3 4 5	
287	Accessibility Setting Items (Section 5.2): SoundSentry™ (5.2.8)	1 2 3 4 5	
288	Accessibility Setting Items (Section 5.2): ShowSounds™ (5.2.9)	1 2 3 4 5	
289	Accessibility Setting Items (Section 5.2): Time Out (5.2.10)	1 2 3 4 5	
290	Accessibility Setting Items (Section 5.2): On-screen keyboard (5.2.11)	1 2 3 4 5	
291	Accessibility Setting Items (Section 5.2): Voice operation (5.2.12)	1 2 3 4 5	
292	Accessibility Setting Items (Section 5.2): Visual emphasis (5.2.13)	1 2 3 4 5	
293	Accessibility Setting Items (Section 5.2): Screen reader (5.2.14)	1 2 3 4 5	
294	Accessibility Setting Items (Section 5.2): Auditory feedback (5.2.15)	1 2 3 4 5	
295	Accessibility Setting Items (Section 5.2): Visual feedback (5.2.16)	1 2 3 4 5	
Guidelines for creating accessible **PDF documents** (PDF/UA).[23]			
296	File Format Requirements (Section 7): Tagged content (7.1)	1 2 3 4 5	

23 See ISO 14289-1:2014 These accessibility indicators ensure that PDF documents are accessible to users with disabilities by providing a structured, tagged format that works with assistive technologies.

Area 2 – Digital Transformation: Level AA			
297	File Format Requirements (Section 7): Graphics (7.3)	1 2 3 4 5	
298	File Format Requirements (Section 7): Page headers and footers (7.8)	1 2 3 4 5	
299	Navigation (Section 7.17)	1 2 3 4 5	
300	Conforming Reader Requirements (Section 8): Optional content (8.4)	1 2 3 4 5	
Engineering and **management** of **websites** for systems, software and services information.[24]			
301	Flashing or Blinking Objects	1 2 3 4 5	
302	WCAG 2.1 Principles (Section 9.1)	1 2 3 4 5	
303	Cross-Platform Accessibility	1 2 3 4 5	
Biometrics - Guide on designing accessible and inclusive **biometric systems**.[25]			
304	Inability to Perceive Visual Information (Section 4): Complete visual impairment: Cannot access visual-only information (e.g., graphics, LEDs)	1 2 3 4 5	
305	Inability to Perceive Visual Information (Section 4): Difficulty perceiving visual information: Issues with contrast, glare, or reading temporary information	1 2 3 4 5	
306	Inability to Perceive Auditory Information (Section 5): Complete auditory impairment: Cannot hear information presented through speech or tones	1 2 3 4 5	

24 See ISO/IEC/IEEE 23026:2023 This document outlines essential practices and standards for ensuring web content is accessible to all users, including those with disabilities.

25 See ISO/IEC TR 29194:2015 These indicators are intended to ensure that biometric systems can be accessed and used effectively by individuals with diverse abilities and impairments, supporting inclusive design.

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307	Inability to Perceive Auditory Information (Section 5): Difficulty perceiving auditory information: Problems with background noise, fast speech, or hearing certain frequencies	1 2 3 4 5	
308	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	1 2 3 4 5	
309	Inability to Present Physiological Attributes (Section 7): Impaired ability to present fingers, hands, or eyes: Difficulty with biometric systems that require these attributes	1 2 3 4 5	
310	Inability to Understand or Apply Instructions (Section 8): Cognitive or learning difficulties: Difficulty understanding instructions or completing processes in time	1 2 3 4 5	
Interoperability with **assistive technology** (AT).[26]			
311	Assistive Technology (AT) Interoperability Requirements (Section 4.1): Connection to IT Components	1 2 3 4 5	
312	Hardware-to-Hardware Interoperability (Section 4.2.3): Types of Connections	1 2 3 4 5	
313	Hardware-to-Hardware Interoperability (Section 4.2.3): Interoperability Goal	1 2 3 4 5	
Learning, education and training – **Virtual experiment framework**.[27]			
314	Virtual Laboratory Accessibility (Section 5.1.4): Virtual Experiment Platforms	1 2 3 4 5	

26 See ISO/IEC 13066-1:2011 These indicators highlight the essential considerations for enabling AT to effectively interact with IT systems through standardized connections, APIs, and device drivers. They ensure that AT can modify, replace, or augment traditional user interfaces to make systems accessible.

27 See ISO/IEC TR 18121:2015 These indicators ensure that virtual experiment systems are inclusive and adaptable to users with varying abilities, supporting both educational effectiveness and accessibility.

Area 2 – Digital Transformation: Level AA			
315	Assistive Tools and Adaptive Interfaces (Section 5.4): Adaptive Data Processing	1 2 3 4 5	
316	Accessibility in Virtual Experiment Systems (Section 5.7): General Considerations for Virtual Experiment Systems	1 2 3 4 5	
317	User Roles and Accessibility (Annex C): Tutors and Learners	1 2 3 4 5	
Perceivable - Information and **user interface components** must be presentable to users in ways they can perceive – Part 1.			
318	Captions (Live): Captions are provided for all live How to Meet 1.2.4 audio content in synchronized, media.	1 2 3 4 5	
319	Audio Description (Prerecorded): Audio description is provided for all prerecorded video content in synchronized media.	1 2 3 4 5	
320	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.	1 2 3 4 5	
321	Resize text: Except for captions and images of text, text can be resized without assistive technology up to 200 percent without loss of content or functionality.	1 2 3 4 5	
322	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.	1 2 3 4 5	
323	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.	1 2 3 4 5	
Perceivable - Information and **user interface components** must be presentable to users in ways they can perceive – Part 2.			

Area 2 – Digital Transformation: Level AA			
324	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.	1 2 3 4 5	
325	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.	1 2 3 4 5	
326	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).	1 2 3 4 5	
327	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.	1 2 3 4 5	
328	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.	1 2 3 4 5	
329	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.	1 2 3 4 5	
330	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.	1 2 3 4 5	
331	Basic text formatting (by Element): The user can set all of the following characteristics of visually rendered text content	1 2 3 4 5	

Area 2 – Digital Transformation: Level AA			
	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.		
332	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.	1 2 3 4 5	
333	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.	1 2 3 4 5	
334	Default to platform text settings: The user can specify that platform text settings be used as the default values for text configuration.	1 2 3 4 5	
335	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.	1 2 3 4 5	
336	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.	1 2 3 4 5	
337	Synthesized Speech Language: If synthesized speech is produced and more than one language is available, the user can change the language	1 2 3 4 5	
338	Save Copies of Stylesheets: The user can save copies of the stylesheets referenced by the current page. This allows the user to edit and load the copies as user stylesheets.	1 2 3 4 5	

Area 2 – Digital Transformation: Level AA			
339	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).	1 2 3 4 5	
340	Allow Viewport Resize: The user can resize viewports within restrictions imposed by the platform, overriding any values specified by the author.	1 2 3 4 5	
341	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.	1 2 3 4 5	
342	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).	1 2 3 4 5	
343	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.	1 2 3 4 5	
344	Allow Same User Interface: The user can specify that all top-level viewports (e.g. windows or tabs) follow the defined user interface configuration.	1 2 3 4 5	
345	Multi-Column Text Reflow: The user can specify that recognized multi-column text blocks each be reflowed into a single column.	1 2 3 4 5	
346	Ignore Fixed Unit Dimensions: The user can have the user agent override author- specified unit dimensions.	1 2 3 4 5	
347	Linearize Content: The user can have recognized content rendered as a single column, overriding author-specified	1 2 3 4 5	

Area 2 – Digital Transformation: Level AA			
	formatting of columns, tables, and positioning.		
348	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.	1 2 3 4 5	
349	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.	1 2 3 4 5	
Operable - User interface components and **navigation** must be operable.			
350	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).	1 2 3 4 5	
351	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.	1 2 3 4 5	
352	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.	1 2 3 4 5	
353	Headings and Labels: Headings and labels describe topic or purpose.	1 2 3 4 5	
354	Focus Visible: Any keyboard operable user interface has a mode of operation where the keyboard focus indicator is visible.	1 2 3 4 5	
355	Default Navigation Order: If the author has not specified a navigation order, the user can have the default sequential	1 2 3 4 5	

Area 2 – Digital Transformation: Level AA			
	navigation order be the source order.		
356	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.	1 2 3 4 5	
357	Allow Direct Navigation to Enabled Elements: The user can move keyboard focus directly to any enabled element in the rendered content.	1 2 3 4 5	
358	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.	1 2 3 4 5	
359	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).	1 2 3 4 5	
360	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).	1 2 3 4 5	
361	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.	1 2 3 4 5	
362	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.	1 2 3 4 5	

Area 2 – Digital Transformation: Level AA			
363	Allow Multiple Sets of Preference Settings: The user can save and retrieve multiple sets of user agent preference settings.	1 2 3 4 5	
364	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.	1 2 3 4 5	
365	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.	1 2 3 4 5	
366	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.	1 2 3 4 5	
367	Spell Check: The user can have spelling assistance for editable text in rendered content.	1 2 3 4 5	
368	Back Button: The user can reverse recognized navigation between web addresses (e.g. standard "back button" functionality).	1 2 3 4 5	
369	Form Submission Confirm: The user can specify whether or not recognized form submissions must be confirmed.	1 2 3 4 5	
370	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.	1 2 3 4 5	
371	Save Form Entries: If the user agent provides a feature to save local versions of web content, then any form fields the user has filled retain any entries in the saved version.	1 2 3 4 5	

Area 2 – Digital Transformation: Level AA			
372	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.	1 2 3 4 5	
373	Changes Between Versions: Changes to features that meet UAAG 2.0 success criteria since the previous user agent release are documented.	1 2 3 4 5	
Understandable - Information and the **operation** of **user interface** must be understandable.			
374	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.	1 2 3 4 5	
375	Consistent Navigation: Navigational mechanisms that are repeated on multiple Web pages within a set of Web pages occur in the same relative order each time they are repeated, unless a change is initiated by the user.	1 2 3 4 5	
376	Consistent Identification: Components that have the same functionality within a set of Web pages are identified consistently.	1 2 3 4 5	
377	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.	1 2 3 4 5	
378	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.	1 2 3 4 5	
Robust - Content must be robust enough that it can be interpreted reliably by a wide variety of **user agents**,			

Area 2 – Digital Transformation: Level AA			
including assistive technologies.			
379	Capabilities: Exploit device capabilities to provide an enhanced user experience.	1 2 3 4 5	
380	Deficiencies: Take reasonable steps to work around deficient implementations.	1 2 3 4 5	
381	Balance: Take into account the trade-off between having too many links on a page and asking the user to follow too.	1 2 3 4 5	
382	Suitable: Ensure that content is suitable for use in a mobile context.	1 2 3 4 5	
383	Page Size Limit: Ensure that the overall size of page is appropriate to the memory limitations of the device.	1 2 3 4 5	
384	Use Of Color: Ensure that information conveyed with color is also available without color.	1 2 3 4 5	
385	Color Contrast: Ensure that foreground and background color combinations provide sufficient contrast.	1 2 3 4 5	
386	Background Image Readability: When using background images make sure that content remains readable on the device.	1 2 3 4 5	
387	Non-Text Alternatives: Provide a text equivalent for every non-text element.	1 2 3 4 5	
388	Objects Or Script: Do not rely on embedded objects or script.	1 2 3 4 5	
389	Error Messages: Provide informative error messages and a means of navigating away from an error message back to useful information.	1 2 3 4 5	

Area 2 – Digital Transformation: Level AA			
390	Caching: Provide caching information in HTTP responses.	1 2 3 4 5	
391	Minimize Keystrokes: Keep the number of keystrokes to a minimum.	1 2 3 4 5	
Specifications and **conventions**.			
392	Allow Content Elements to be Rendered in Alternative Viewers: The user can select content elements and have them rendered in alternative viewers.	1 2 3 4 5	
Editing-views are **perceivable**.			
393	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.	1 2 3 4 5	
Editing-views are **operable**.			
394	Efficient Keyboard Access: The authoring tool user interface includes mechanisms to make keyboard access more efficient than sequential keyboard access.	1 2 3 4 5	
395	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.	1 2 3 4 5	
396	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.	1 2 3 4 5	
397	Save Settings: If the authoring tool includes display and/or control settings, then these settings can be saved between	1 2 3 4 5	

Area 2 – Digital Transformation: Level AA			
	authoring sessions.		
398	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.	1 2 3 4 5	
Editing-views are **understandable**.			
399	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.	1 2 3 4 5	
Authors are supported in **producing accessible content**.			
400	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.	1 2 3 4 5	
401	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.	1 2 3 4 5	
402	Accessible Pre-Authored Content Options: If the authoring tool provides pre-authored content, then a range of accessible pre-authored content (to WCAG Level AA) options are provided.	1 2 3 4 5	
403	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-	1 2 3 4 5	

Area 2 – Digital Transformation: Level AA			
	accessible options.		
Authors are supported in **improving** the **accessibility** of **existing content**.			
404	Status Report: If the authoring tool provides checks, then authors can receive an accessibility status report based on the results of the accessibility checks.	1 2 3 4 5	
405	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.	1 2 3 4 5	
Authoring tools promote and integrate their **accessibility features**.			
406	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).	1 2 3 4 5	
407	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.	1 2 3 4 5	
Digital resources design.			
408	Media and formats: The information is provided in different media and the appropriate guidelines for each case are followed.	1 2 3 4 5	
409	Social media: Common words and plain language are prioritized. Alternative text and text-in-images are used to convey messages. Videos are followed by captions. When using hashtags, each word is capitalized. Emojis are only sparingly be used.	1 2 3 4 5	

Area 2 – Digital Transformation: Level AA			
410	Always test with users: The developed documents and content are easily readable by screen readers. To verify accessibility for blind users, appropriate tests take place in different screen readers to parse the content.	1 2 3 4 5	
411	Options for understanding: To ensure that the message is conveyed, texts and images are used in conjunction and appropriate options for audio and video is provided. The language is plain and easy to read summaries are offered.	1 2 3 4 5	

1.2.4 Assessment Tool – Level AAA

Table 6. Assessment tool for Area 2 - Digital Transformation, Level AAA.

Area 2 – Digital Transformation: Level AAA			
Office equipment - Accessibility guidelines for older persons and persons with disabilities.[28]			
1	Operable Parts (6.7): Reach of input controls	1 2 3 4 5	
2	Status Indicators (6.10)	1 2 3 4 5	
Tactile and **haptic interactions**.[29]			
3	Consistency in Labels (3.1.4)	1 2 3 4 5	
EPUB accessibility.[30]			
4	Discoverability (6.2 - 6.3): Package Metadata	1 2 3 4 5	
5	Discoverability (6.2 - 6.3): Access modes	1 2 3 4 5	
6	Discoverability (6.2 - 6.3): Sufficient access modes	1 2 3 4 5	
7	WCAG Conformance (7.3): Level A Conformance (required)	1 2 3 4 5	
8	WCAG Conformance (7.3): Level AA Conformance (recommended)	1 2 3 4 5	
9	WCAG Conformance (7.3): Level AAA Conformance (optional)	1 2 3 4 5	

28 See ISO/IEC 10779:2020 Each requirement is meant to address specific disabilities, such as blindness, low vision, colour blindness, deafness, hearing impairment, speech impairment, and motor function limitations.

29 See ISO 9241-920:2009 This standard emphasizes user comfort, accessibility, and ergonomic interaction through the careful design of tactile/haptic systems.

30 See ISO/IEC 23761:2021 These accessibility indicators are designed to ensure that EPUB publications meet various levels of accessibility requirements, allowing for discoverability and usability across different platforms and reading modalities.

Area 2 – Digital Transformation: Level AAA			
10	Conformance Reporting (7.5): Conforms To	1 2 3 4 5	
User interface accessibility - Part 1: **User accessibility needs**.[31]			
11	Accessibility Goals (Section 4): Controllability	1 2 3 4 5	
User interfaces - Accessibility of **personal computer hardware**.[32]			
12	General Requirements (Clause 5): Interoperability with Assistive Technologies	1 2 3 4 5	
13	Requirements for Input (Clause 6): Keyboard: Layout	1 2 3 4 5	
14	Requirements for Output (Clause 7): Auditory Information: Speech output adjustments	1 2 3 4 5	
15	User Support (Clause 9): Product Information	1 2 3 4 5	
User interface component accessibility - Part 15: Guidance on **scanning visual information** for presentation as **text** in **various modalities**.[33]			
16	Processing (Section 6.4): Presenting results of processing (6.4.2)	1 2 3 4 5	
Guidance on the **audio presentation** of **text** in **videos**.[34]			
17	Developing the Audio Presentation of Text in Videos (Section 5.2): Clarity (5.2.1)	1 2 3 4 5	

31 See ISO/IEC 29138-1:2018 These are some of the key accessibility indicators. The document focuses on making systems accessible to users with diverse needs and outlines practical considerations for accommodating various sensory, cognitive, and physical limitations.

32 See ISO/IEC 29136:2012

33 See ISO/IEC TS 20071-15:2017 These accessibility indicators are designed to enhance the usability of scanning applications for people with various needs and disabilities.

34 See ISO/IEC TS 20071-25:2017 These accessibility indicators ensure that video content, including captions, subtitles, and other on-screen text, can be made accessible through audio for users with various needs, such as those with visual impairments, cognitive disabilities, or language barriers.

Area 2 – Digital Transformation: Level AAA			
18	Levels of Importance (Section 5.3): Essential, Significant, Helpful, and Unhelpful Information	1 2 3 4 5	
Guidance for **audio descriptions** in **audiovisual content**.[35]			
19	Developing Audio Description (Section 4.2): Narrating Style (4.2.3)	1 2 3 4 5	
20	Levels of Importance (Section 4.4): Essential Information (4.4.2)	1 2 3 4 5	
21	Levels of Importance (Section 4.4): Significant Information (4.4.3)	1 2 3 4 5	
22	Levels of Importance (Section 4.4): Helpful Information (4.4.4)	1 2 3 4 5	
Guidance on **text alternatives** for **images**.[36]			
23	Importance of Information (Section 10): Levels of Importance: Essential Information (10.2.2)	1 2 3 4 5	
Visual presentation of audio information, such as captions and subtitles.[37]			
24	Levels of Importance (Section 4.7): Essential information (4.7.2)	1 2 3 4 5	
25	Levels of Importance (Section 4.7): Significant information (4.7.3)	1 2 3 4 5	

35 See ISO/IEC TS 20071-21:2015 This document emphasizes creating accessible, clear, and informative audio descriptions that align with the original content while keeping the audience's experience in mind.

36 See ISO/IEC 20071-11:2019 This guidance ensures that images in electronic documents are accessible to users with different needs, focusing on providing comprehensive, accurate, and contextually relevant text alternatives.

37 See ISO/IEC 20071-23:2018 These accessibility indicators ensure that the visual presentation of audio content is accessible to users, including those with hearing impairments or those in environments where audio may not be available.

Area 2 – Digital Transformation: Level AAA			
26	Font Considerations (Section 7.6 - 7.9): Font size (7.6)	1 2 3 4 5	
27	Punctuation and Spacing (Section 7.14 - 7.15): Correct punctuation	1 2 3 4 5	
Accessible **user interfaces** for accessibility settings **on information devices**.[38]			
28	Accessibility Setting Mode (Section 4.1): Accessibility setting mode content and interface (4.1.1.1)	1 2 3 4 5	
29	Accessibility Setting Mode (Section 4.1): Predefined accessibility profiles (4.1.1.1)	1 2 3 4 5	
30	Input Accessibility Settings (Section 4.2.1): Visual Input: On-screen keyboard (4.2.1.1.1)	1 2 3 4 5	
31	Input Accessibility Settings (Section 4.2.1): Audio Input: Voice operation (4.2.1.2)	1 2 3 4 5	
32	Input Accessibility Settings (Section 4.2.1): Touch or Movement Input: SlowKeys™ (4.2.1.3.2)	1 2 3 4 5	
Guidance on developing accessible **ICT products** and **services**.[39]			
33	Accessibility throughout ICT System Development (Section 7): Documenting Accessibility Decisions (7.2)	1 2 3 4 5	
34	Accessibility throughout ICT System Development (Section 7): Accessibility Logs and Statements (7.4)	1 2 3 4 5	
35	User Involvement and Accessibility (Section 8): User Accessibility Needs (8.2.3)	1 2 3 4 5	

38 See ISO/IEC 20071-5:2022 These indicators ensure that a variety of input/output methods and accessibility settings are adjustable and easy to use for people with diverse disabilities.

39 See ISO/IEC 30071-1:2019 These indicators guide the development of ICT systems that accommodate a broad range of users, ensuring accessibility is embedded in policies, design, and system life cycles.

Area 2 – Digital Transformation: Level AAA			
36	User Involvement and Accessibility (Section 8): Accessibility Requirements (8.2.4)	1 2 3 4 5	
37	User-Related Accessibility Considerations (Annex A): Perceivability (A.5)	1 2 3 4 5	
Accessibility of **tactile** and **haptic interactive systems**.[40]			
38	Tactile and Haptic Information Presentation (Section 6.3): Contextual Interference	1 2 3 4 5	
Guidance on accessible **user interfaces** for **accessibility settings**.[41]			
39	Accessibility Setting Mode (Section 5.1): Before login (5.1.1)	1 2 3 4 5	
40	Accessibility Setting Mode (Section 5.1): Contents and interface (5.1.2)	1 2 3 4 5	
41	Shortcuts to Access Accessibility Features (Section 5.3)	1 2 3 4 5	
Guidelines for creating accessible **PDF documents** (PDF/UA).[42]			
42	Conformance Requirements (Section 6): Conforming files (6.2)	1 2 3 4 5	
43	Conformance Requirements (Section 6): Conforming reader (6.3)	1 2 3 4 5	
44	Conformance Requirements (Section 6): Conforming	1 2 3 4 5	

40 See ISO 9241-971:2023 These accessibility indicators and values aim to ensure that tactile and haptic interactive systems are usable by a wide range of users, including those with physical, sensory, or cognitive disabilities.

41 See ISO/IEC 24786:2009 These accessibility indicators ensure that systems provide comprehensive support for users with disabilities, enabling them to adjust settings to suit their needs before and during system use.

42 See ISO 14289-1:2014 These accessibility indicators ensure that PDF documents are accessible to users with disabilities by providing a structured, tagged format that works with assistive technologies.

Area 2 – Digital Transformation: Level AAA			
	assistive technology (6.4)		
45	File Format Requirements (Section 7): Text (7.2)	1 2 3 4 5	
46	File Format Requirements (Section 7): Headings (7.4)	1 2 3 4 5	
47	File Format Requirements (Section 7): Tables (7.5)	1 2 3 4 5	
48	File Format Requirements (Section 7): Lists (7.6)	1 2 3 4 5	
49	File Format Requirements (Section 7): Mathematical expressions (7.7)	1 2 3 4 5	
50	File Format Requirements (Section 7): Annotations (7.18)	1 2 3 4 5	
51	Conforming Reader Requirements (Section 8): Text (8.2)	1 2 3 4 5	
52	Conforming Reader Requirements (Section 8): Tables (8.3)	1 2 3 4 5	
53	Conforming Reader Requirements (Section 8): File attachments (8.5)	1 2 3 4 5	
54	Conforming Reader Requirements (Section 8): Annotations (8.10)	1 2 3 4 5	
55	Assistive Technology (AT) Requirements (Section 9): General (9.1)	1 2 3 4 5	
56	Assistive Technology (AT) Requirements (Section 9): Navigation (9.3)	1 2 3 4 5	
Engineering and **management** of **websites** for systems, software and services information.[43]			

43 See ISO/IEC/IEEE 23026:2023 This document outlines essential practices and standards for ensuring web content is accessible to all users, including those with disabilities.

Area 2 – Digital Transformation: Level AAA			
57	Text Alternatives for Non-Text Media	1 2 3 4 5	
58	Luminance Contrast for Text and Background	1 2 3 4 5	
59	Timeouts and Refreshes	1 2 3 4 5	
Interoperability with **assistive technology** (AT).[44]			
60	AT Interoperability Requirements (Section 4.1)	1 2 3 4 5	
61	Software-to-Software Interoperability (Section 4.2.5): Standard APIs	1 2 3 4 5	
62	Device Driver Responsibilities (Section 6.2): Provision of Device Drivers	1 2 3 4 5	
63	Accessible Help and Documentation (Section 8.1): Accessible Documentation	1 2 3 4 5	
64	Ensuring Device Availability for AT (Section 8.3): Avoid Monopolizing Devices	1 2 3 4 5	
65	Utilizing Platform Accessibility Services (Section 9.2): Use of Platform Services	1 2 3 4 5	
Learning, education and training – **Virtual experiment framework**.[45]			
66	Accessibility in the Evaluation and Management Process (Section 5.5): Standardized Evaluation	1 2 3 4 5	
Perceivable - Information and **user interface components** must be presentable to users in ways they can			

44 See ISO/IEC 13066-1:2011 These indicators highlight the essential considerations for enabling AT to effectively interact with IT systems through standardized connections, APIs, and device drivers. They ensure that AT can modify, replace, or augment traditional user interfaces to make systems accessible.

45 See ISO/IEC TR 18121:2015 These indicators ensure that virtual experiment systems are inclusive and adaptable to users with varying abilities, supporting both educational effectiveness and accessibility.

Area 2 – Digital Transformation: Level AAA			
perceive – Part 1.			
67	Sign Language (Prerecorded): Sign language interpretation is provided for all prerecorded audio content in synchronized media.	1 2 3 4 5	
68	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.	1 2 3 4 5	
69	Media Alternative (Prerecorded): An alternative for time-based media is provided for all prerecorded synchronized media and for all prerecorded video-only media.	1 2 3 4 5	
70	Audio-only (Live): An alternative for time-based media that presents equivalent information for live audio-only content is provided.	1 2 3 4 5	
71	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.	1 2 3 4 5	
72	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.	1 2 3 4 5	

Area 2 – Digital Transformation: Level AAA			
73	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.	1 2 3 4 5	
Perceivable - Information and **user interface components** must be presentable to users in ways they can perceive – Part 2.			
74	Allow Resize and Reposition of Time-based Media Alternatives: The user can configure recognized alternative content for time-based media (e.g. captions, sign language video) as follows: resize (at least 50%) and reposition.	1 2 3 4 5	
75	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.	1 2 3 4 5	
76	Advanced Speech Characteristics: If synthesized speech is produced, the user can adjust all of the speech characteristics provided by the speech synthesizer.	1 2 3 4 5	
77	Provide Web Page Bookmarks: The user can mark items in a web page, and then use shortcuts to navigate back to marked items. The user can specify whether a navigation mark disappears after a session, or is persistent across sessions.	1 2 3 4 5	
78	Source View: The user can view all source text that is available to the user agent.	1 2 3 4 5	
79	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.	1 2 3 4 5	
Operable - User interface components and **navigation** must be operable.			
80	Keyboard (No Exception): All functionality of the content is operable through a keyboard interface without requiring	1 2 3 4 5	

Area 2 – Digital Transformation: Level AAA			
	specific timings for individual keystrokes.		
81	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.	1 2 3 4 5	
82	Interruptions: Interruptions can be postponed or suppressed by the user, except interruptions involving an emergency.	1 2 3 4 5	
83	Re-authenticating: When an authenticated session expires, the user can continue the activity without loss of data after re-authenticating.	1 2 3 4 5	
84	Three Flashes: Web pages do not contain anything that flashes more than three times in any one second period.	1 2 3 4 5	
85	Location: Information about the user's location within a set of Web pages is available.	1 2 3 4 5	
86	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.	1 2 3 4 5	
87	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.	1 2 3 4 5	
88	Make Preference Settings Transferable: The user can transfer all compatible user agent preference settings between devices.	1 2 3 4 5	
89	Video Contrast and Brightness: Users can adjust the contrast and brightness of visual time-based media.	1 2 3 4 5	
90	Centralized View: There is a dedicated section of the documentation that presents a view of all features of the	1 2 3 4 5	

Area 2 – Digital Transformation: Level AAA			
	user agent necessary to meet the requirements of User Agent Accessibility Guidelines 2.0.		
91	Section Headings: Section headings are used to organize the content.	1 2 3 4 5	
Understandable - Information and the **operation** of **user interface** must be understandable.			
92	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.	1 2 3 4 5	
93	Abbreviations: A mechanism for identifying the expanded form or meaning of abbreviations is available.	1 2 3 4 5	
94	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.	1 2 3 4 5	
95	Pronunciation: A mechanism is available for identifying specific pronunciation of words were meaning of the words, in context, is ambiguous without knowing the pronunciation.	1 2 3 4 5	
96	Change on Request: Changes of context are initiated only by user request or a mechanism is available to turn off such changes.	1 2 3 4 5	
97	Help: Context-sensitive help is available.	1 2 3 4 5	
98	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.	1 2 3 4 5	
Robust - Content must be robust enough that it can be interpreted reliably by a wide variety of **user agents**,			

Area 2 – Digital Transformation: Level AAA			
including assistive technologies.			
99	Testing: Carry out testing on actual devices as well as emulators.	1 2 3 4 5	
Specifications and **conventions**.			
100	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 AA success criteria; and Level AAA to meet WCAG 2.0 Level A, AA, and AAA success criteria).	1 2 3 4 5	
101	Enable Reporting of User Agent Accessibility Faults: The user agent provides a mechanism for users to report user agent accessibility issues.	1 2 3 4 5	
Authoring tool user interfaces follow applicable accessibility guidelines.			
102	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).	1 2 3 4 5	
Editing-views are **operable**.			
103	Keyboard Access (Enhanced): All functionality of the authoring tool is operable through a keyboard interface without requiring specific timings for individual keystrokes.	1 2 3 4 5	
104	Customize Keyboard Access: If the authoring tool includes keyboard commands, then those keyboard commands can be customized.	1 2 3 4 5	
105	Present Keyboard Commands: If the authoring tool includes keyboard commands, then the authoring tool provides a	1 2 3 4 5	

Area 2 – Digital Transformation: Level AAA			
	way for authors to determine the keyboard commands associated with authoring tool user interface components.		
106	Content Edits Saved (Extended): The authoring tool can be set to automatically save web content edits made using the authoring tool.	1 2 3 4 5	
107	Preview (Enhanced): If a preview is provided, then authors can specify which user agent performs the preview.	1 2 3 4 5	
Editing-views are **understandable**.			
108	Content Changes Reversible (Enhanced): Authors can sequentially reverse a series of reversible authoring actions.	1 2 3 4 5	
Fully automatic processes produce accessible content.			
109	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).	1 2 3 4 5	
110	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: 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.	1 2 3 4 5	
111	Restructuring and Recoding Transformations (WCAG): If the authoring tool provides restructuring transformations or re-coding transformations, and if equivalent mechanisms	1 2 3 4 5	

Area 2 – Digital Transformation: Level AAA			
	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.		
112	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.	1 2 3 4 5	
Authors are supported in **producing accessible content**.			
113	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.	1 2 3 4 5	
114	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.	1 2 3 4 5	
115	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).	1 2 3 4 5	
116	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	1 2 3 4 5	

Area 2 – Digital Transformation: Level AAA			
	alternatives for non-text content.		
117	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.	1 2 3 4 5	
118	Accessible Template Options (WCAG): If the authoring tool provides templates, then there are accessible template (WCAG) options for a range of template uses.	1 2 3 4 5	
119	Accessible Template Options (Enhanced): If the authoring tool provides templates, then all of the templates are accessible template (to WCAG Level AA).	1 2 3 4 5	
Authors are supported in **improving** the **accessibility** of **existing content**.			
120	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 checks for alternative text; a video authoring tool with the ability to edit text tracks checks for captions).	1 2 3 4 5	
121	Repair Assistance (WCAG): If checking can detect that a WCAG 2.0 success criterion is not met, then repair suggestion(s) are provided.	1 2 3 4 5	
Authoring tools promote and integrate their **accessibility features**.			
122	Model Practice (WCAG): A range of examples in the documentation (e.g. markup, screen shots of WYSIWYG editing-views) demonstrate accessible authoring practices	1 2 3 4 5	

Area 2 – Digital Transformation: Level AAA			
	(WCAG).		
123	Tutorial: The authoring tool provides a tutorial for an accessible authoring process that is specific to that authoring tool.	1 2 3 4 5	
124	Instruction Index: The authoring tool documentation contains an index to the instructions for using any accessible content support features.	1 2 3 4 5	

1.3 Area 3 – Education: Specific Guidelines and Assessment Tools

1.3.1 Specific Guidelines

An evaluator of accessibility in education assesses whether educational environments, materials, and practices are inclusive and accessible to all learners, particularly those with disabilities or special educational needs. Their work's ultimate aim is the compliance with the standards and indicators of the Area 3 (see D2.2), promotion of equal learning opportunities, and the cultivation inclusive educational culture. A fundamental question that drives an evaluator's actions is "how autonomous is a person when he/she receives services in the specific educational institution/body?".

Inevitably, the evaluator of accessibility in education needs to have received specific training (especially, for Accessibility Levels AA and AAA) in order to:

- Understand accessibility standards, official guidelines and and legislation, such as Universal Design for Learning (UDL) principles and accessibility guidelines for educational technology means.

- Evaluate the physical environment of educational settings, such as labs, libraries, classrooms layouts.

- Review digital and traditional learning resources, such as e.g., textbooks, notes, multimedia content, and digital documents, with reference to their accessibility and usability level, and check for accessibility alternatives such as tactile and audio-tactile images.

- Examine instructional practices and teaching strategies as for their alignment with inclusive perspectives and diverse educational needs accommodation.

- Assess institution/educational body's policies and procedures regarding assessments (e.g. extended testing time, note-taking assistance, or alternative assessments), and services (e.g. support from the Accessibility Unit throughout studentship).

- Advocate for training and awareness to a) promote training for the institution/educational body's staff and educators on accessibility best practices, b) encourage fostering an inclusive culture where diversity is valued and supported.

In order to abide by these responsibilities an evaluator of Area 3 will need to a) physically visit the place (institution/educational body), b) conduct surveys or interviews with students, teachers, and staff to understand accessibility challenges and successes, and receive justifications for accessibility failures, and c) collect sample of the educational material and sources used to evaluate it with reference to its compliance with accessibility standards and indicators.

In order to complete his/her work, the evaluator will need to have access to a series of instruments. Apart from the following assessment tools, the evaluator will need to have access to web/digital accessibility tools and assistive technology means, such as screen reader, speech-to-text or text-to-speech software.

With the completion of the procedure, the evaluator should submit a report outlining the accessibility successes together with issues that need to be addressed immediately as well as those that could be addressed in the future.

Next, the evaluator will need develop actionable recommendations for improving accessibility, tailored to the institution's specific needs and resources, and prioritize low-cost, high-impact changes while suggesting more significant investments over time. Finally, the evaluator could monitor and evaluate the progress using the same tools and scheduling follow-ups to ensure continuous compliance and enhancement.

1.3.2 Assessment Tool – Level A

Table 7. Assessment tool for Area 3 - Education, Level A.

Area 3 – Education: Level A			
Physical Environment: Accessible **transportation** to reach educational settings[46].			
1	Transportation services for the students with disabilities.	1 2 3 4 5	
Physical Environment: **Spatial** accessibility of educational settings.			
2	Laboratories with numerous instruments and specially designed furniture are adjusted regarding space limitations to those who use wheelchairs, walking frames etc.	1 2 3 4 5	
3	Spaces that enable social interaction and recreation (e.g. the school yard, a canteen) are accessible.	1 2 3 4 5	
4	Libraries have accessible technological equipment that permits the users with disabilities to search and find easily the sources they need.	1 2 3 4 5	
5	Desks and tables for work high enough or adjustable so that wheelchairs can fit.	1 2 3 4 5	
6	Access to the whiteboard: anti-reflective and a surface with adequate colour contrast with the marker.	1 2 3 4 5	
7	Connection of a smart board with the personal computer of the student. The height of the whiteboard is customized to the access point of a wheelchair user.	1 2 3 4 5	
Educational resources/ Physical Environment: A **system** (product, service or physical environment) should be **motivating** for a person with **cognitive disabilities, ADHD, autism etc.**			
8	All systems (product, service or physical environment) permit the autonomous use by a person.	1 2 3 4 5	
9	All systems (product, service or physical environment) are	1 2 3 4 5	

[46] For accessibility in transportation, see the Standard "Accessible transportation facilities including bus stops, bus shelters, transit terminals and boarding platforms" - Area 1.

Area 3 – Education: Level A			
	compatible with the assistive technology an individual uses.		
10	All systems (product, service or physical environment) 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.	1 2 3 4 5	
Educational resources/ Physical Environment: A **system** (product, service or physical environment) should **promote understanding** for a person with **cognitive disabilities, ADHD, autism etc.**			
11	There is the appropriate structuring in the texts which enables understanding and orientation within the meanings.	1 2 3 4 5	
12	All systems should use the mother tongue of the users.	1 2 3 4 5	
13	Underlying concepts or procedures have been made explicit and avoid information that is generally considered self-explanatory.	1 2 3 4 5	
Educational resources/ Physical Environment: A **system** (product, service or physical environment) should **enable user's action** according to his/her needs.			
14	All systems permit the users to manage time limits (extend the limits or pause the timer) by him-/herself, and allow the users to be aware of the remaining time constantly and perceive the duration of a task. In addition, all time-dependent tasks provide as extended limits as possible, and permit the continuation of the activity after the time consumption.	1 2 3 4 5	
15	Functions/tools such as reminders or calendar/tasks synchronization have been added to systems.	1 2 3 4 5	
Physical Environment/ Administrative Services: **Accommodation services.**			
16	An institution[47] has made use of its right to provide accessible format copies of work or subject matter to individuals with visual impairments or print-disabled persons.	1 2 3 4 5	

[47] If it is an authorised entity according to the definition of Directive (EU) 2017/1564, art.2, par.4.

Area 3 – Education: Level A			
Teaching and Learning / Administrative Services: **Training** of the **faculty members** (teaching and administrative staff) on accessibility and inclusive education, including the change of attitudes and the relevant legislation.			
17	Training on accessibility (with a focus on physical, digital, educational accessibility) and the Accessibility Unit's services is provided to the faculty members.	1 2 3 4 5	
Teaching and Learning / Administrative Services: Every educational setting should have established an **Accessibility Unit** which will provide accessibility services to both students and staff.			
18	All educational material is transformed in accessible format following accessibility and usability guidelines by the Accessibility Unit of the institution.	1 2 3 4 5	
19	A library/ repository of accessible (digital and printed) material has been created.	1 2 3 4 5	
20	Timely response to the students' needs is provided.	1 2 3 4 5	
21	The Accessibility Unit staff is 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.	1 2 3 4 5	
Educational resources/ Teaching and Learning: In the case of **online learning**, the system used (Learning Management System) and all its tools (forum, email, discussion groups, paper submission, archives repository, exercises etc.) must be fully accessible.			
22	There is direct communication with instructors during online classroom and outside that, as well as direct communication with the administrative staff.	1 2 3 4 5	
23	Recorded material (class recordings and supplementary) with captions included is provided.	1 2 3 4 5	
24	The technological preparation of the students and their digital literacy are considered.	1 2 3 4 5	
25	Fostering peer support and companionship has been targeted.	1 2 3 4 5	

Area 3 – Education: Level A			
26	Auto-caption feature in the course's language is integrated in the platform used for synchronous teaching.	1 2 3 4 5	
27	Teaching staff is aware of how they should speak online so that lip-reading is possible (speak close to the camera) and auto captions are clear.	1 2 3 4 5	
28	Direct communication with the other students during online classroom and outside that is available.	1 2 3 4 5	
29	All the information students need is online (announcements, program, etc.).	1 2 3 4 5	
Teaching and Learning: Adoption of **inclusive pedagogical methods** and strategies **in** the classroom.			
30	Teachers allow students to record their lectures and know the basic standards for a qualitative recording.	1 2 3 4 5	
31	Teachers foster collective and collaborative learning to discuss, hear and learn from peers, whenever this is appropriate.	1 2 3 4 5	
32	Feedback is 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.	1 2 3 4 5	
33	Teachers use metacognitive strategies to diminish negative feelings/thoughts on learning activities and information processing.	1 2 3 4 5	
34	Teachers make systematic use of examples and analogies that link new information with students' lives.	1 2 3 4 5	
35	An educational environment based on acceptance and respect among all its members has been created.	1 2 3 4 5	
36	Teachers try to minimize negative thinking, aphoristic self-talk, emphasize mistake as an opportunity, and focus on effort.	1 2 3 4 5	

Area 3 – Education: Level A			
37	Teachers set expectations clearly and adapted to students' needs and preferences.	1 2 3 4 5	
38	Frequent breaks and flexibility for the realization of courses/ exams are implemented to avoid fatigue/ attention or cognitive disruption.	1 2 3 4 5	
39	Change of person who speaks is always announced.	1 2 3 4 5	
Teaching and Learning: Adoption of **inclusive pedagogical methods** and strategies **outside** the classroom.			
40	There are communication channels with the professors beyond the class time.	1 2 3 4 5	
41	All the information students need is online (announcements, program, etc.).	1 2 3 4 5	
Educational resources: Inclusion of **Sign Language (SL)** appropriately prepared.			
42	All videos delivered as educational material include SL video.	1 2 3 4 5	
Educational resources: Teachers should provide **notes** in multiple and alternative formats.			
43	Teachers allow students to record their lectures and know the basic standards for a qualitative recording.	1 2 3 4 5	
44	Teachers provide verbal descriptions of the graphical (diagrams, images, video etc.) content they present in the classroom.	1 2 3 4 5	
45	Teachers provide notes in Braille code (either by themselves or through the Accessibility Unit).	1 2 3 4 5	
46	All notes are provided in digital form.	1 2 3 4 5	
Educational resources: **Assessment** procedures and tools should be customizable or tailor-made to the needs of individuals with disabilities.			
47	Customized or tailor-made assessment tools are used to secure autonomous participation in examination	1 2 3 4 5	

Area 3 – Education: Level A			
	procedures.		
48	Time restrictions during assessments are adapted to the students' needs.	1 2 3 4 5	
Educational resources: Accessibility to **STEAM** needs special attention because of its content including images/ graphic representations, symbols and processes.			
49	The descriptions are brief, highlighting the important information of image and excluding all unnecessary information or information already included in the main text.	1 2 3 4 5	
50	When an image (diagram or anything similar) contains data, the description focuses on the data or on other important elements if the data are given separately from the description (for instance, through a table).	1 2 3 4 5	
51	Meaning clarity is not sacrificed over briefness.	1 2 3 4 5	
52	Longer descriptions are 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.	1 2 3 4 5	
53	Tables and charts are given as tables and not as verbal descriptions. In the case of a table representing a chart, a brief summary of the chart precedes the table.	1 2 3 4 5	
54	The tables 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.	1 2 3 4 5	
55	Graphic content that presents processes (e.g. flow charts, concept maps, chemical reactions) is described through verbal descriptions. If these are long they are substituted by nested lists.	1 2 3 4 5	
56	Tasks are modified or adapted to cover specific educational needs.	1 2 3 4 5	

Area 3 – Education: Level A			
Educational resources: Accessibility to **textual information** needs to follow specific guidelines.			
57	When the language contains unusual words, terms or difficult concepts, a glossary is added.	1 2 3 4 5	
58	MS-Word documents: The language is specified through the relative function of the MS-Word.	1 2 3 4 5	
59	MS-Word documents: Headings of the appropriate level are added through the relative function of the MS-Word.	1 2 3 4 5	
60	MS-Word documents: Lists (bulleted or numbered) are created through the relative function of the MS-Word.	1 2 3 4 5	
61	MS-Word documents: Links are created through the relative function of the MS-Word. These links are meaningful and their text describes the purpose of the link exactly.	1 2 3 4 5	
62	MS-Word documents: Accessible tables through the relative function of the MS-Word are created.	1 2 3 4 5	
63	MS-Word documents: Alt Text for images and other graphic objects is provided through the relative function of the MS-Word.	1 2 3 4 5	
64	MS-Word documents: "Floating" elements are avoided through the relative function of the MS-Word.	1 2 3 4 5	
65	MS-Word documents: The relative functions of the MS-Word are used to a) create the table of contents, tables, figures, b) number pages, and c) break pages.	1 2 3 4 5	
66	MS-Word documents: The relative functions of the MS-Word are used to create bookmarks and cross-references and link the different parts of the document.	1 2 3 4 5	
67	MS-Word documents: Accessible format features [a) sans-serif fonts, b) 12 points font size for body text, c) bold fonts for emphasizing (avoidance of symbols or special fonts), d) underlining only for links and email addresses, e) left alignment for all the document, f) addition of new page only through the relative function of the MS-Word, g) avoidance	1 2 3 4 5	

Area 3 – Education: Level A			
	of white space, and h) color is not the only means of conveying information] throughout the document.		
Educational resources: The development of the appropriate **tactile material** to represent graphic content needs to be based on specifications.			
68	The content of the initial graphic included in the tactile representation (e.g. the scale, size or spatial relationships between objects) has been decided by the developer.	1 2 3 4 5	
69	The developer has proceeded with the generalization and the simplification of the image.	1 2 3 4 5	
70	The developer has determined the way he/ she will use the tactile symbols to represent all the necessary components and properties.	1 2 3 4 5	
71	The representation of information is based on the differentiation of more than one tactile variable.	1 2 3 4 5	
72	Special emphasis has been given on texture since it is crucial for conveying visual information [a) the strength of texture, b) adjacent textures, and c) white space].	1 2 3 4 5	
Educational resources: **Verbal descriptions** of images and graphic content (to be used in combination of Standard "Guidance on text alternatives for images" - Area 2)			
73	The description starts from the general and goes towards the specific points.	1 2 3 4 5	
74	The main subject of the picture is mentioned firstly and its context follows.	1 2 3 4 5	
75	Description of features such as the size, shape and/ or other properties is given when it is a necessary.	1 2 3 4 5	
76	The focal points of an image are mentioned.	1 2 3 4 5	
77	The positions of the objects are mentioned when they are described.	1 2 3 4 5	

Area 3 – Education: Level A			
78	The language of the description does not include concepts which are more familiar to sighted individuals or refer to perception through vision.	1 2 3 4 5	
79	Analogies and / or comparisons between objects are used.	1 2 3 4 5	
80	The feelings a picture provokes are described when this is necessary.	1 2 3 4 5	
Educational resources: **Presentations** (e.g. PowerPoint files) should be created following accessibility guidelines.			
81	The template is accessible [a) simple and clean layout, b) not coloured and patterned backgrounds, c) included in "Accessible PowerPoint templates"].	1 2 3 4 5	
82	Unique slide titles are used, while the same title in more than one slide is avoided.	1 2 3 4 5	
83	The language is specified through the relative function of the program.	1 2 3 4 5	
84	Links are created through the relative function of the program. These links are meaningful and their text describes the purpose of the link exactly.	1 2 3 4 5	
85	Alt Text for images and other graphic objects is provided through the relative function of the program.	1 2 3 4 5	
86	Tables are created with simple structure and specified headers through the relative functions of the program.	1 2 3 4 5	
87	Accessible format features [a) use sans-serif fonts, b) 12 points font size for body text, c) bold fonts for emphasizing, d) underlining only for links and email addresses, e) left alignment for all the document, f) color is not the only means of conveying information] are used throughout the presentation.	1 2 3 4 5	
88	Lists (bulleted or numbered) are created through the relative function of the program.	1 2 3 4 5	

Area 3 – Education: Level A			
Educational resources: **Technology** should be integral part of the teaching and learning practice to raise motivation and improve accessibility.			
89	Technology used for educational purposes is available and accessible to all students with disabilities. Compatibility with Assistive Technology has been checked in this regard.	1 2 3 4 5	
90	Technical support is available throughout an educational program.	1 2 3 4 5	
Educational resources: The **thematic content** of the **curriculum** should be transformed to include sections referring to diversity and disability.			
91	Teachers' perspectives draw students' attention on both the strengths-advantages of the diversity and the relative challenges.	1 2 3 4 5	
92	Adapted and differentiated curriculum has been developed to accommodate students with disabilities' educational needs and preferences.	1 2 3 4 5	
93	Accessible life-long learning and skills enhancement programs are offered if the institution includes already such programs in its educational structure.	1 2 3 4 5	

1.3.3 Assessment Tool – Level AA

Table 8. Assessment tool for Area 3 - Education, Level AA.

Area 3 – Education: Level AA			
Physical Environment: **Spatial** accessibility of educational settings.			
1	Seating arrangements and postural comfort have been examined individually.	1 2 3 4 5	
2	Parking spaces[48] are accessible not only regarding the technical standards, but also regarding the functional aspects. Parking spaces are respected by other non-disabled users, and are compatible with the surroundings (e.g. bus-parking, parking congestion), while pick up/drop off procedure takes as much time as needed.	1 2 3 4 5	
3	Libraries[49] are equipped with Assistive Technology so that users with disabilities can work in there.	1 2 3 4 5	
4	Books, instruments and aids in laboratories, libraries and special rooms are placed in heights that individuals with physical disabilities can reach.	1 2 3 4 5	
5	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 guide the visitor towards points of interest/landmarks and services. The map is placed on the right height so that it can be accessible by wheelchair-users.	1 2 3 4 5	
Educational resources/ Physical Environment: A **system** (product, service or physical environment) should be **motivating** for a person with **cognitive disabilities, ADHD, autism etc.**			
6	All systems highlight what is important in each case and where the user should focus.	1 2 3 4 5	
7	The degree of difficulty/complexity as well as the level of coping skills is transformable to avoid the user of being demotivated and disengaged.	1 2 3 4 5	

[48] For parking spots, please, see the Standard "Accessible and convenient level on-site car parking for accessing a building" - Area 1.

[49] For the assessment of library specifications, please, see the Standard "Accessible library facilities, ensuring that all users can easily access resources, study comfortably and utilize technology" - Area 1.

Area 3 – Education: Level AA			
8	All systems do not include features that can make the user to lose focus or divide his/her attention (for instance, unforeseen noises, sudden change of what the user is focusing on, unfamiliar materials etc.).	1 2 3 4 5	
9	All systems enable the user to avoid making mistakes or following the wrong steps (for instance, warning messages, correction recommendations, undo buttons, clarification messages after an error etc.).	1 2 3 4 5	
Educational resources/ Physical Environment: A **system** (product, service or physical environment) should **promote understanding** for a person with **cognitive disabilities, ADHD, autism etc.**			
10	The language of the systems has been simplified regarding the vocabulary, while idioms, abbreviations, grammatical and syntactical errors should be avoided.	1 2 3 4 5	
11	All systems include tools that enable the user to find information (for instance, a search engine, a site map, links, a table of contents/links/figures/tables etc.).	1 2 3 4 5	
12	All systems rely on previous knowledge when delivering new information, and give prominence to the interrelation. This is the case either for the system itself or for its informative content.	1 2 3 4 5	
13	Human-based and/or technical based support is easily accessed anytime.	1 2 3 4 5	
Educational resources/ Physical Environment: A **system** (product, service or physical environment) should **enable user's action** according to his/her needs.			
14	All systems enable the information reception, expression/communication and engagement through multiple means (text, audio, video, creation, physical activity etc.).	1 2 3 4 5	
15	All systems permit the user to configure it, set individual preferences and create a profile.	1 2 3 4 5	
Physical Environment/ Administrative Services: **Accommodation services.**			
16	Services aiming to personal counselling (study, peer, psychological, career, social, legal) throughout the	1 2 3 4 5	

Area 3 – Education: Level AA			
	studentship have been established.		
17	There is structured assessment of students with disabilities' needs and preferences prior to start their studentship within the educational setting.	1 2 3 4 5	
Teaching and Learning / Administrative Services: **Training** of the **faculty members** (teaching and administrative staff) on accessibility and inclusive education, including the change of attitudes and the relevant legislation.			
18	Training on inclusive pedagogical methods (including, for instance, students' motivation, flexibility/customization in activities and tools, time management) and Universal Design for Learning is implemented.	1 2 3 4 5	
19	Training on students with disabilities' educational needs so that the faculty members can anticipate accessibility requirements and act proactively (for instance, inclusive assessments) is implemented.	1 2 3 4 5	
20	Training and practice on the use of Assistive Technology is implemented.	1 2 3 4 5	
21	Administrative support is available face-to-face and online.	1 2 3 4 5	
Teaching and Learning / Administrative Services: Every educational setting should have established an **Accessibility Unit** which will provide accessibility services to both students and staff.			
22	An Accessibility Unit receives constant technical support to avoid any interruption of its services.	1 2 3 4 5	
23	The staff of the Accessibility Unit consists of accessibility experts. The number of these experts depends on the average number of students with disabilities the institution provides services per year.	1 2 3 4 5	
Educational resources/ Teaching and Learning: In the case of **online learning**, the system used (Learning Management System) and all its tools (forum, email, discussion groups, paper submission, archives repository, exercises etc.) must be fully accessible.			
24	The system is structured and the user is guided through its structure so that they can find easily the information or the file they need. In this direction, there is a map of the system.	1 2 3 4 5	

Area 3 – Education: Level AA			
25	Motivating students is realised for all those who have difficulty achieving self-motivation.	1 2 3 4 5	
26	Educational techniques that put pressure on individuals with disabilities, such us time-dependent activities (e.g. group projects, scheduling tasks) are avoided. When time restrictions are inevitable the available time frame is enough for all students with disabilities.	1 2 3 4 5	
27	There is focus on inclusive teaching which means that the teaching staff a) recognizes, accommodates and meets the learning needs of the students with disabilities, b) differentiates teaching, and c) promotes participation.	1 2 3 4 5	
28	Specific pedagogical strategies are implemented for students with disabilities: a) creativity opportunities, b) regular empowerment, c) active engagement, d) improved teacher-learner relationship, e) students' control over their progress, f) regular and immediate feedback, g) self-regulation promotion.	1 2 3 4 5	
29	Platforms used in online courses are accessible and compatible with Assistive technology.	1 2 3 4 5	
30	Change of person who speaks is announced.	1 2 3 4 5	
Teaching and Learning: Adoption of **inclusive pedagogical methods** and strategies **in** the classroom.			
31	All students have the option to participate orally in the class including those with speech disorders.	1 2 3 4 5	
32	The design of strategies for action is completed with the students.	1 2 3 4 5	
33	Students can choose assignments or tasks to increase personal relevance.	1 2 3 4 5	
Teaching and Learning: Adoption of **inclusive pedagogical methods** and strategies **outside** the classroom.			
34	There are communication channels with the students beyond the class time.	1 2 3 4 5	
Educational resources: Inclusion of **Sign Language (SL)** appropriately prepared.			

Area 3 – Education: Level AA			
35	There is suitable content of SL interpretation of a material[50]: a) if the aim is to understand the content of the text, then the SL interpretation is more flexible, while b) when the aim is the reflection of the structure of the language (grammar, syntax, phonology) the interpretation is closer to the text.	1 2 3 4 5	
36	The SL interpretation is done by native, professional signers (interpreters, deaf tutors or consultants)[51] 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.	1 2 3 4 5	
37	At least one SL translator is included in the institution's staff.	1 2 3 4 5	
38	SL interpreter participates in the classroom face-to-face.	1 2 3 4 5	
Educational resources: Every educational setting should be equipped with **Assistive Technology**[52] that addresses all different educational needs, secures full technological access to educational resources for different kind of disabilities.			
39	Assistive Technology familiarity and literacy are examined prior to starting the studentship.	1 2 3 4 5	
40	A program to train students on Assistive Technology usage precedes the curriculum pursuance.	1 2 3 4 5	
Educational resources: The **educational material** should be **well-structured** and organized so it is usable.			
41	Self-descriptive and keywords metadata are used to improve findability.	1 2 3 4 5	
Educational resources: Accessibility to **STEAM** needs special attention because of its content including images/ graphic representations, symbols and processes.			
42	Math equations are created using MathML for individuals who use screen readers (individuals with visual impairments, specific learning disabilities etc.).	1 2 3 4 5	

[50] The files (multimedia PDF, video, audio file) shall be delivered as separate files.

[51] A natural person as SL interpreter should be preferred over of an avatar because of the quality superiority of the former over the latter.

[52] For a detailed list of Assistive Technology means – presented with reference to their importance level (which corresponds to the accessibility levels A, AA, AAA) – see Annex I of Deliverable 2.2.

Area 3 – Education: Level AA			
43	Vocabulary, symbols/notations and concepts are clarified, while visualisation is applied whenever possible.	1 2 3 4 5	
44	Linkage with previous knowledge is fostered.	1 2 3 4 5	
45	Key concepts and main ideas are highlighted to enable understanding and simplification.	1 2 3 4 5	
46	Problem-solving procedures are visualized and presented in smaller chunks.	1 2 3 4 5	
47	Transfer and generalisation of knowledge is fostered.	1 2 3 4 5	
48	Tips and sampling of solutions to problems are included.	1 2 3 4 5	
49	Whenever possible experiments are conducted in real time with physical objects. If this is not possible, experiments are presented through the aid of technology (simulations, virtual reality) to enable understanding of science concepts.	1 2 3 4 5	
Educational resources: Accessibility to verbal guidance, rules and (daily) routines can be achieved through **visual resources** for many individuals with **cognitive** and/or **developmental disabilities, specific learning disabilities** and more. Visual resources (mostly images) appear to improve children with disabilities' behavior and response to guidelines.			
50	All educational material includes images, graphics and visual elements.	1 2 3 4 5	
Educational resources: Accessibility to **textual information** needs to follow specific guidelines.			
51	When new vocabulary is introduced, visual representations are combined.	1 2 3 4 5	
52	MS-Word documents: The document's accessibility is checked through the relative function of the MS-Word.	1 2 3 4 5	
53	Alternative types of documents[53] are provided whenever is needed.	1 2 3 4 5	

[53] For accessible PDF files, see the Standard "Guidelines for creating accessible PDF documents (PDF/UA)" - Area 2, for accessible EPUB files follow the Standard "EPUB accessibility" - Area 2, while for DAISY documents, a DAISY converter can be used.

Area 3 – Education: Level AA			
54	All printed material is accompanied by its accessible digital version.	1 2 3 4 5	
Educational resources: Create **audio-tactile material** to represent graphic content and combine it with audio information in order to raise accessibility level.			
55	The tactile representation of an audio-tactile graphic follows the guidelines for the appropriate tactile material development.	1 2 3 4 5	
56	The audio information of an audio-tactile graphic is based on the guidelines for the appropriate verbal descriptions development.	1 2 3 4 5	
Educational resources: **Presentations** (e.g. PowerPoint files) should be created following accessibility guidelines.			
57	The document's accessibility is checked through the relative function of the MS-PowerPoint.	1 2 3 4 5	
Educational resources: **Technology** should be integral part of the teaching and learning practice to raise motivation and improve accessibility.			
58	Technology tools that are used as aids to reach educational goals are clearly aligned with the educational procedures. These procedures are, in turn, clearly explained to students. In other words, students know when, why and how they will use technology to reach educational goals.	1 2 3 4 5	
59	When web-based sources are suggested, these have been checked regarding their accessibility compliance.	1 2 3 4 5	
60	Technology literacy is an integral part of the students' preparation.	1 2 3 4 5	
Educational resources: The **thematic content** of the **curriculum** should be transformed to include sections referring to diversity and disability.			
61	Teachers' perspectives draw students' attention on both the strengths-advantages of the diversity and the relative challenges.	1 2 3 4 5	

Area 3 – Education: Level AA			
62	A curriculum based on the use of Assistive Technology has been developed.	1 2 3 4 5	
63	Tasks/tools that support personal coping skills/ strategies (e.g. a checklist) are included in the curriculum.	1 2 3 4 5	
64	Every thematic section/chapter starts with a simple (maybe graphic) overview and includes a progress bar.	1 2 3 4 5	

1.3.4 Assessment Tool – Level AAA

Table 9. Assessment tool for Area 3 - Education, Level AAA.

Area 3 – Education: Level AAA			
Physical Environment: **Spatial** accessibility of educational settings.			
1	Seasonal conditions (for instance, rain turning a surface very slippery) that could affect students' access have been carefully examined.	1 2 3 4 5	
2	Private rooms are available for students with disabilities who need space for their equipment and distraction-stimuli reduction.	1 2 3 4 5	
Educational resources/ Physical Environment: A **system** (product, service or physical environment) should be **motivating** for a person with **cognitive disabilities, ADHD, autism etc.**			
3	All systems (product, service or physical environment) include those attributes that can attract attention and are more interesting.	1 2 3 4 5	
4	All systems (product, service or physical environment) provide clearly the best options an individual can have in order to access it and use it successfully.	1 2 3 4 5	
5	Any component or tool that is not concrete become more specific and realistic.	1 2 3 4 5	
6	All systems (product, service or physical environment) include ways of reminding the goal or the motive to the user and enable his/her sustained attention (e.g. reminders, feedback/encouragement).	1 2 3 4 5	
Educational resources/ Physical Environment: A **system** (product, service or physical environment) should **promote understanding** for a person with **cognitive disabilities, ADHD, autism etc.**			
7	Alternatives to represent text - video, audio files, pictures/widely known symbols, Braille code etc. – are used.	1 2 3 4 5	
8	Visual/symbolic representation of numbers, quantities and sizes, and scale or proportion especially when these are given in arbitrary way, is used.	1 2 3 4 5	
9	All systems promote the use of them or the new knowledge in different contexts and in different situations (generalization and transfer).	1 2 3 4 5	

Area 3 – Education: Level AAA			
Educational resources/ Physical Environment: A **system** (product, service or physical environment) should **enable user's action** according to his/her needs.			
10	All systems enable the user to set goals and plan his/her actions during their use, reach decision-making more easily, and monitor the results of his/her actions.	1 2 3 4 5	
11	All systems try to avoid a "crisis" arising from unforeseen events, and inform the user on his/her options for action re-design and taking.	1 2 3 4 5	
12	All systems provide the user with multiple means of interaction permitting him/her to achieve the same goal.	1 2 3 4 5	
Physical Environment/ Administrative Services: **Accommodation services.**			
13	The institution has an accessible gym and/ or offer accessible/ inclusive sport or leisure activities.	1 2 3 4 5	
Teaching and Learning / Administrative Services: **Training** of the **faculty members** (teaching and administrative staff) on accessibility and inclusive education, including the change of attitudes and the relevant legislation.			
14	An accessibility team has been prepared (through specialization programs) for its members to work together, to share understanding, and exchange ideas.	1 2 3 4 5	
15	Training using appropriate pedagogical methods such as group sessions, inclusion of people with disabilities, perform practical activities in real-like situations etc. is provided.	1 2 3 4 5	
16	Training on accessible educational material development and web accessibility guidelines is provided.	1 2 3 4 5	
Educational resources/ Teaching and Learning: Follow **Universal Design** for **Learning** principles.			
17	Multiple means of representation (textual, visual, auditory, tactile, multimedia and more) to enable access to language and symbols, enhance perception, and build knowledge, are provided.	1 2 3 4 5	
18	Multiple means of action and expression to promote interaction, foster expression and communication, and enable strategy development, are provided.	1 2 3 4 5	

Area 3 – Education: Level AAA			
19	The use of multiple means of engagement that are based on interests and identities, sustain effort and persistence, and develop emotional capacity, is promoted.	1 2 3 4 5	
Educational resources/ Teaching and Learning: In the case of **online learning**, the system used (Learning Management System) and all its tools (forum, email, discussion groups, paper submission, archives repository, exercises etc.) must be fully accessible.			
20	The option of shifting among delivery modalities (face-to-face, online, hybrid) is given.	1 2 3 4 5	
21	Personalization of the educational content and of its presentation including various means of information representation is performed.	1 2 3 4 5	
22	Students are provided with the flexibility to decide the pace of the program's progress on their own.	1 2 3 4 5	
23	SL interpreter participates in the online classrooms at the same time with the professor.	1 2 3 4 5	
Teaching and Learning: Adoption of **inclusive pedagogical methods** and strategies **in** the classroom.			
24	Differentiated learning paths are created.	1 2 3 4 5	
25	All tools (technological, assistive technology, non-technological) that are used during a class are acknowledged to students and organised prior to the class realization.	1 2 3 4 5	
Educational resources: Inclusion of **Sign Language (SL)** appropriately prepared.			
26	SL video with the text of the book as subtitles underneath plus the voice of a person reading the book, is provided.	1 2 3 4 5	
27	SL video recordings are included on the web material.	1 2 3 4 5	
28	The ability of online/distant communication with a SL interpreter is given.	1 2 3 4 5	
Educational resources: Teachers should provide **notes** in multiple and alternative formats.			

Area 3 – Education: Level AAA			
29	All accessible educational material (e.g., pdf, presentations, videos) is delivered to students early-before the course at hand.	1 2 3 4 5	
30	An outline of the topics to be covered before the course, and a summary of the main subjects covered after the course, are provided.	1 2 3 4 5	
Educational resources: Every educational setting should be equipped with **Assistive Technology**[54] that addresses all different educational needs, secures full technological access to educational resources for different kind of disabilities.			
31	A program to familiarize peers on the use of Assistive Technology have been developed.	1 2 3 4 5	
Educational resources: The **educational material** should be **well-structured** and organized so it is usable.			
32	The content is organised by appropriately relative categories such as subject, type of material, target group etc.	1 2 3 4 5	
Educational resources: **Assessment** procedures and tools should be customizable or tailor-made to the needs of individuals with disabilities.			
33	Access to multiple assessment means or procedures are assured taking into consideration students with disabilities' needs and preferences.	1 2 3 4 5	
Educational resources: Accessibility to **STEAM** needs special attention because of its content including images/ graphic representations, symbols and processes.			
34	Interactive graphics are used complementary to or instead of text.	1 2 3 4 5	
35	Mathematic concepts are presented through multiple media.	1 2 3 4 5	
36	Problem-solving is enabled through the use of multiple	1 2 3 4 5	

[54] For a detailed list of Assistive Technology means – presented with reference to their importance level (which corresponds to the accessibility levels A, AA, AAA) – see Annex I of the Deliverable 2.2.

Area 3 – Education: Level AAA			
	means.		
37	Planning and strategy development are promoted through techniques and tools (e.g. tips, organizers, self-check lists).	1 2 3 4 5	
Educational resources: The development of the appropriate **tactile material** to represent graphic content needs to be based on specifications.			
38	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, are used.	1 2 3 4 5	
Educational resources: **Verbal descriptions** of images and graphic content (to be used in combination of Standard "Guidance on text alternatives for images" - Area 2)			
39	Verbal descriptions are combined with tactile/ audio-tactile images.	1 2 3 4 5	
Educational resources: The **thematic content** of the **curriculum** should be transformed to include sections referring to diversity and disability.			
40	Place for the expression of cultural and view differentiation is given through relative activities.	1 2 3 4 5	
41	Activities that enable students' self-assessment and monitoring of their progress are included (e.g. graphs of students' learning progress).	1 2 3 4 5	
42	Terms, phrases and structures are repeated. In this case, repetitions are segregated to allow the user the option to skip it.	1 2 3 4 5	

1.4 Area 4 – Employment: Specific Guidelines and Assessment Tools

1.4.1 Specific Guidelines

In order to conduct the evaluation, the responsible person should:

1. Conduct a walkthrough of the workspace to check for:
    - Wheelchair-accessible entrances, desks, and restrooms
    - Clear pathways free from clutter.
    - Adjustable furniture (e.g., height-adjustable desks).
2. Evaluate the availability of assistive technologies (e.g., screen readers, ergonomic keyboards).
3. Test the functionality of accessibility features like automatic doors and elevators.
4. Interview employees with disabilities about their experience with the workspace design.
5. Check the services for supported employment:
    - Interview program coordinators or supported employment partners.
    - Review feedback from employees who have accessed these services.
6. Review the Work-Integrated Learning (WIL) and Training Programs:
    - Attend a training session to observe inclusivity in action.
    - Interview participants with disabilities to gather feedback on their experiences.
7. Look for flexible work policies to support smployees with Long COVID or MCS:
    - Review company policies on flexible work arrangements (e.g., remote work, flexible hours).
    - Check for documented accommodations tailored to employees with chronic conditions.
    - Interview HR about specific case studies (anonymized) where accommodations have been implemented.

- Verify if adjustments such as air purifiers, reduced workloads, or ergonomic equipment are made available.

8. See if the workplace is fragrance-free. He/she will inspect posted policies regarding fragrance-free environments.

    - Verify if employees are informed and trained about avoiding scented products.

    - Observe the workspace for noticeable scents (perfumes, cleaning products, etc.).

    - Confirm that fragrance-free alternatives are available for cleaning supplies and personal hygiene products (e.g., soap in restrooms).

    - Interview HR or management about the enforcement of fragrance-free policies.

    - Survey employees anonymously to gather feedback on fragrance sensitivity accommodations.

Important Note: For the evaluation of building infrastructure, refer to Area 1.

1.4.2 Assessment Tool – Level A

Table 10. Assessment tool for Area 4 - Employment, Level A.

Area 4 – Employment: Level A			
Accessible **Vocational Training Centers** (VTC).			
1	In classrooms that accommodate individuals with disabilities, a minimum of 3sq.m. per person is provided.	1 2 3 4 5	
2	All classroom doors have a clear opening width of at least 0.90m and a height of 2.20m. and should open outward.	1 2 3 4 5	
3	Basements are not used for classroom purposes.	1 2 3 4 5	
4	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.	1 2 3 4 5	
5	Accessible restrooms have minimum dimensions of 2.00 x 2.20m, with a door that provides a clear opening of 0.90m.	1 2 3 4 5	
6	At least two classrooms and one laboratory are fully accessible, with a minimum clear door opening of 0.90m and workstations that are accessible to wheelchair users.	1 2 3 4 5	
7	Clear emergency exits, evacuation plans, and safety signs, with accessible routes that are easy to navigate for individuals with mobility impairments.	1 2 3 4 5	
8	Accessible areas have appropriate signage with the international symbol of accessibility for people with disabilities.	1 2 3 4 5	
Fragrance-free workplace to accommodate individuals with Multiple Chemical Sensitivity (MCS).			
9	Use of unscented cleaning agents.	1 2 3 4 5	
10	Use of air filtration systems (e.g., HEPA filters) to eliminate toxins and fragrances.	1 2 3 4 5	

Area 4 – Employment: Level A			
Safe **Sanitization Practices** in the workplace for avoiding triggering MCS or Long COVID symptoms.			
11	Use of non-aerosolized cleaning products.	1 2 3 4 5	
Accessibility in **Work-Integrated Learning** (WIL) and training programs.			
12	Environment where disability disclosure is handled confidentially.	1 2 3 4 5	
13	Regular training for placement supervisors to understand accommodations and time allocated for supervisors to engage in training sessions.	1 2 3 4 5	
Inclusive and accessible **workplaces**.			
14	Introduction of safety confirmation services (using cellular phones) for people with hearing disabilities.	1 2 3 4 5	
15	Accessible restrooms for employees and customers with disabilities.	1 2 3 4 5	
16	Information on job vacancies, job search assistance and counseling available in accessible formats.	1 2 3 4 5	
17	Mental health and intellectual disabilities are given equal attention.	1 2 3 4 5	
18	Creation of internships and mentorship programs specifically for people with disabilities	1 2 3 4 5	
19	Office spaces should facilitate easy access to tools, work areas, and equipment	1 2 3 4 5	
20	All common areas (e.g. restrooms, break rooms, entrances, and exits) are universally designed to ensure barrier-free access, with no-step entrances and ample maneuvering space.	1 2 3 4 5	
21	Provision of appropriate assistive technology (e.g., ergonomic keyboards, speech recognition software, or	1 2 3 4 5	

Area 4 – Employment: Level A			
	trackballs), compatible with the mainstream technology.		
Accessible **public transport** as an important factor of work accessibility.			
22	Availability of services such as elevators, kneeling buses and disability-adapted seats that are in good working condition.	1 2 3 4 5	
23	Clear, audible, and visual information provided at bus stops, train stations, and on vehicles to aid navigation.	1 2 3 4 5	
Employment **support programs** for enhancing the employability of graduates with disabilities.			
24	Promoting temporary, part-time and self-employment ease access to the labour market by adapting employment to special needs.	1 2 3 4 5	
Digital support in inclusive workplaces.			
25	Digital tools incorporate visual support methods such as "Andon, pick-by-light, or light tool systems" to aid in intuitive understanding during operational tasks.	1 2 3 4 5	
26	Digital support developed in alignment with the cognitive processes of the worker, minimizing unnecessary cognitive load that could hinder performance.	1 2 3 4 5	
Reduction of social security dependency through **competitive employment.**			
27	Funding for initiatives that promote competitive employment for individuals with disabilities.	1 2 3 4 5	
Career-related group services for college students with disabilities.			
28	Need for structured activities and discussions aimed at improving students' self-awareness and professional identity.	1 2 3 4 5	
29	Focus on career-related self-knowledge and insight to prepare for job-search activities and not on the job search.	1 2 3 4 5	
30	Group sessions begin with informed consent.	1 2 3 4 5	

Area 4 – Employment: Level A			
Accessible **banking**.			
31	Creation of dedicated customer support roles and channels for people with disabilities.	1 2 3 4 5	
32	Digital banking channels, such as websites and mobile apps are accessible.	1 2 3 4 5	
Services for **supported employment.**			
33	Help for job placement and coaching.	1 2 3 4 5	
34	Specialized training for the job.	1 2 3 4 5	
Facilitating access to the job market for people with disabilities.			
35	Education of companies on the culture of integration of people with disabilities	1 2 3 4 5	
36	Development and use of modern tools for recruiting employees with disabilities beyond traditional methods.	1 2 3 4 5	
37	Provision of tutorials and training for company personnel to support the onboarding of employees with disabilities.	1 2 3 4 5	
Facilitating the employment of people with mental disabilities through assisted **smart working centers** (JOB Stations).			
38	Gradual transition from working in JOB Stations to direct employment within companies.	1 2 3 4 5	
39	Specialized support and continuous monitoring.	1 2 3 4 5	
40	Providing a safe and supportive environment for initial employment experiences.	1 2 3 4 5	
High-quality, accessible, and impactful **platform** that supports the employment of people with disabilities			
41	The platform reaches a wide array of employers and candidates.	1 2 3 4 5	

Area 4 – Employment: Level A			
42	Individuals with disabilities undergo a skills assessment.	1 2 3 4 5	
Inclusive work-based **learning programs.**			
43	Opportunities to gain hands-on work experience.	1 2 3 4 5	
44	Development of industry-specific knowledge and technical skills that are in demand in the workforce.	1 2 3 4 5	
Promoting **inclusion** and **diversity** in the workplace.			
45	Informing about the success factors and benefits of diversity at work.	1 2 3 4 5	

1.4.3 Assessment Tool – Level AA

Table 11. Assessment tool for Area 4 - Employment, Level AA.

Area 4 – Employment: Level AA			
Accessible **Vocational Training Centers** (VTC).			
1	Classrooms 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.	1 2 3 4 5	
2	The minimum clear height of teaching spaces is 2.40m.	1 2 3 4 5	
3	Corridors serving rooms or laboratories from both sides have a minimum width of 2.00m. Corridors serving teaching spaces from one side have a minimum width of 1.30m.	1 2 3 4 5	
4	In the case of an elevator, the minimum internal dimensions of the cabin are 1.10 x 1.40m, and the door is either automatic sliding or has a properly adjusted mechanism to allow use by persons with reduced mobility or movement issues.	1 2 3 4 5	
5	In the case of a stair lift, the minimum platform dimensions are 0.90 x 1.20m, and at entry and exit points, there is sufficient space for easy approach and maneuvering of a wheelchair.	1 2 3 4 5	
Fragrance-free workplace to accommodate individuals with Multiple Chemical Sensitivity (MCS).			
9	Prohibiting the use of scented products in the workplace.	1 2 3 4 5	
Flexible work policies to support employees with Long COVID or MCS.			
10	Hybrid or remote work options.	1 2 3 4 5	
11	Providing options for staggered shifts to maintain social distancing and reduce exposure to potential triggers.	1 2 3 4 5	
Safe **Sanitization Practices** in the workplace for avoiding triggering MCS or Long COVID symptoms.			

Area 4 – Employment: Level AA			
12	Signs when areas are being sanitized for reducing accidental exposure.	1 2 3 4 5	
13	Use of automatic doors, touchless sanitizers, and contactless paper towel dispensers.	1 2 3 4 5	
Accessibility in **Work-Integrated Learning** (WIL) and training programs.			
14	Institutions provide workload reduction or additional time for educators supporting students with disabilities.	1 2 3 4 5	
15	Policies that recognize and compensate emotional and relational work by educators	1 2 3 4 5	
16	Ongoing monitoring of learners' progress throughout the training	1 2 3 4 5	
17	Strong integration with agents in the area (schools, public and private companies, employment services, territorial social services).	1 2 3 4 5	
Inclusive and accessible **workplaces**.			
18	Adjustable chairs and office equipment to support employees with back pain, height differences and physical disabilities.	1 2 3 4 5	
19	Front desk and concierge services to facilitate communication and support employees or visitors who might require additional assistance.	1 2 3 4 5	
20	Development of tools like "JoinMeeting" to enable workers with physical disabilities to participate in meetings remotely.	1 2 3 4 5	
21	Use of job carving and role flexibility to match the capabilities of employees with disabilities to specific tasks.	1 2 3 4 5	
22	Awareness and training programs for leadership and staff.	1 2 3 4 5	
23	Flexible schedules and remote work options.	1 2 3 4 5	

Area 4 – Employment: Level AA			
24	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.	1 2 3 4 5	
25	Adapting activities and processes.	1 2 3 4 5	
26	Workers participate actively, at their own pace, in the company's life and development.	1 2 3 4 5	
Accessible **public transport** as an important factor of work accessibility.			
27	Entire travel chain is accessible, including bus stops, overpasses, underpasses, and pedestrian paths.	1 2 3 4 5	
Employment **support programs** for enhancing the employability of graduates with disabilities.			
28	Financial support, such as subsidies for employers, is available.	1 2 3 4 5	
Digital support in inclusive workplaces.			
29	Development of applications or tools that enhance the ability of individuals with disabilities to independently manage their daily activities and professional responsibilities	1 2 3 4 5	
Reduction of social security dependency through **competitive employment.**			
30	Supported employment is promoted as a viable option for individuals with severe disabilities instead of segregated or sheltered workshops.	1 2 3 4 5	
Career-related group services for college students with disabilities.			
31	Group activities should incorporate experiential exercises.	1 2 3 4 5	
Accessible **banking**.			
32	Chatbots using AI and voice recognition for easier interactions, especially for customers without caregivers.	1 2 3 4 5	

Area 4 – Employment: Level AA			
33	Customized financial products such as health savings accounts.	1 2 3 4 5	
34	Extension of accessible banking hours for customers who rely on caregivers.	1 2 3 4 5	
35	Regular training for bankers on unconscious bias, culture of inclusion, and empathetic customer service.	1 2 3 4 5	
Services for **supported employment.**			
36	Provision of aids to help individuals perform their tasks.	1 2 3 4 5	
37	On and off job support and long-term support plans.	1 2 3 4 5	
Facilitating access to the job market for people with disabilities.			
38	Career forums matching labor supply and demand.	1 2 3 4 5	
39	Specialized team within the HR department responsible for handling the recruitment and integration of people with disabilities.	1 2 3 4 5	
40	Development and implementation of economic incentive measures to support employers in creating jobs for people with disabilities in conventional work environments.	1 2 3 4 5	
Facilitating the employment of people with mental disabilities through assisted **smart working centers** (JOB Stations).			
41	Support from a tutor specialized in disability management and re-employment.	1 2 3 4 5	
42	Constant monitoring and mediation by the tutor to ensure work quality and successful.	1 2 3 4 5	
High-quality, accessible, and impactful **platform** that supports the employment of people with disabilities			
43	The platform implements a system to monitor and evaluate the quality and effectiveness of job placements.	1 2 3 4 5	

Area 4 – Employment: Level AA			
Inclusive **work-based learning programs.**			
44	Development of new skills while working in a real-world setting.	1 2 3 4 5	
45	Access to experienced professionals who provide guidance, support, and feedback on their work.	1 2 3 4 5	
46	Help with critical thinking, creativity, and problem solving.	1 2 3 4 5	
Promoting inclusion and diversity in the **workplace**.			
47	Awards recognizing organizations for positive diversity & inclusion actions.	1 2 3 4 5	
48	Provision of a certification for workplaces that are free of architectural barriers and that ensure staff are prepared to assist people with disabilities.	1 2 3 4 5	

1.4.4 Assessment Tool – Level AAA

Table 12. Assessment tool for Area 4 - Employment, Level AAA.

Area 4 – Employment: Level AAA			
Accessible **Vocational Training Centers** (VTC).			
1	Break areas are easily accessible and located close to teaching spaces and have a minimum area of 0.8sq.m. per individual.	1 2 3 4 5	
2	Placement of a simplified diagram of areas-services at the main entrance, at an appropriate height from the ground, embossed or in Braille	1 2 3 4 5	
3	At least one public telephone is provided at a height between 0.90 and 1.20m from the ground.	1 2 3 4 5	
Flexible work policies to support employees with Long COVID or MCS.			
4	Flexible work schedules for managing symptoms.	1 2 3 4 5	
Safe **Sanitization Practices** in the workplace for avoiding triggering MCS or Long COVID symptoms.			
5	Avoiding heavily scented sanitizers.	1 2 3 4 5	
Accessibility in **Work-Integrated Learning** (WIL) and training programs.			
6	Training courses characterized by flexibility to accommodate individual needs.	1 2 3 4 5	
7	Regular verification of training effectiveness.	1 2 3 4 5	
8	Continuous redesign and adaptation of training courses based on learner feedback and performance.	1 2 3 4 5	
9	The training program prepares individuals for real-world job scenarios by providing hands-on training in actual work environments.	1 2 3 4 5	
Inclusive and accessible **workplaces**.			

Area 4 – Employment: Level AAA			
10	No barriers in workspaces and common areas and minimum physical security gates.	1 2 3 4 5	
11	Non-routine work tasks and adapted to reduce stress for employees with neuropsychiatric conditions.	1 2 3 4 5	
12	Active efforts to include employees in social activities and team dynamics, ensuring a sense of belonging.	1 2 3 4 5	
13	Creation of disability forums.	1 2 3 4 5	
14	Availability of personal assistants.	1 2 3 4 5	
15	Mentorship systems where new employees are paired with a colleague or supervisor who support and guide them during their integration period.	1 2 3 4 5	
16	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.	1 2 3 4 5	
17	Development of strategies such as visual aids, reminders, or task lists.	1 2 3 4 5	
Accessible **public transport** as an important factor of work accessibility.			
18	Staff behavior is respectful, without disclosing personal information of passengers unnecessarily.	1 2 3 4 5	
19	Operators are trained to interact with passengers with disabilities in a supportive manner.	1 2 3 4 5	
Employment **support programs** for enhancing the employability of graduates with disabilities.			
20	Personalized job search assistance.	1 2 3 4 5	
Digital support in inclusive workplaces.			
21	Features in applications that offer guidance and instructions for completing daily and work-related tasks through	1 2 3 4 5	

Area 4 – Employment: Level AAA			
	instructional videos and directions.		
Career-related group services for college students with disabilities.			
22	The group serves as a safe environment for students to practice disclosure of their disabilities.	1 2 3 4 5	
23	Flexible group sessions and tailored to meet the needs of diverse disability types.	1 2 3 4 5	
24	Combining students with different types of disabilities increases awareness of their uniqueness.	1 2 3 4 5	
Accessible **banking**.			
25	Financial literacy programs specifically designed for people with disabilities and their caregivers.	1 2 3 4 5	
Services for **supported employment.**			
26	Support specialists maintain contact with both the employee and employer to address any future challenges.	1 2 3 4 5	
Facilitating access to the job market for people with disabilities.			
27	Events for direct meetings between companies and candidates focusing on skills, aptitudes, and talent.	1 2 3 4 5	
28	Digital and social platforms active 365 days a year for orientation, managing applications, and testing job market skills.	1 2 3 4 5	
29	Platforms with organized sections for job seekers and employers, facilitating easier interaction and job matching.	1 2 3 4 5	
30	Regular collaboration with disability-focused NGOs to facilitate job matching between candidates and positions	1 2 3 4 5	
31	Tax breaks, grants, or subsidies for companies that actively hire and support employees with disabilities	1 2 3 4 5	

Area 4 – Employment: Level AAA			
Facilitating the employment of people with mental disabilities through assisted **smart working centers** (JOB Stations).			
32	Internship contracts progressing to permanent employment status.	1 2 3 4 5	
33	Regular follow-up services addressing clinical needs.	1 2 3 4 5	
High-quality, accessible, and impactful **platform** that supports the employment of people with disabilities.			
34	The platform identifies and collaborates with companies that are committed to hiring individuals with disabilities and integrate disability inclusion into their HR strategies.	1 2 3 4 5	
Inclusive **work-based learning programs.**			
35	Development of soft skills, such as communication, teamwork, problem-solving, and time management.	1 2 3 4 5	
36	Development of skills such as active listening, speaking clearly and concisely and writing effectively.	1 2 3 4 5	
37	Expose individuals to different cultures, perspectives, and ways of working.	1 2 3 4 5	

1.5 Area 5 – Cultural Heritage: Specific Guidelines and Assessment Tools

1.5.1 Specific Guidelines

Accessibility to Cultural Heritage means that cultural sites, experiences, and resources are inclusive and accessible to everyone, including individuals with disabilities, and older adults. An evaluator's role involves assessing physical spaces, digital content, interpretive materials, and overall visitor experiences in cultural heritage settings such as museums, historical sites, and art galleries.

One of the main challenges an evaluator has to overcome is the compatibility between regulations protecting cultural heritage and accessibility guidelines. More specifically, he/she will have to a) fully understand legal and regulatory frameworks referring to cultural heritage protection and, then, b) try to visualize the accessibility guidelines implementation in a way that respects the historical and cultural significance of the site or artefacts on one hand, and ensures accessibility measures preserve integrity while being inclusive on the other.

The evaluation needs to be conducted with the physical presence of the evaluator on place (museum/historical site/gallery). This is imperative considering the fact that he/she will assess the facilities (e.g. entrances, pathways, restrooms) as for their accessibility compliance features like ramps, lighting and signage, as well as the exhibition's accessibility adjustments, such as the height of displays, replicas existence. In addition, an evaluator will check for wayfinding systems (for instance, maps, and navigation aids including Braille and tactile maps for visually impaired visitors) and auditory accessibility including assistive listening devices for guided tours or audio exhibits. In order to complete the evaluation in situ, the evaluator needs to know and understand the relative guidelines and procedures for physical accessibility. Moreover, knowledge of how to use specific tools (for instance, a light meter or an inclinometer) is a prerequisite.

However, an evaluator of Cultural Heritage accessibility can perform evaluation actions from a distance. This refers to the assessment of digital accessibility and involves a) the cultural institution's website accessibility, b) the sufficiency and accessibility of online resources, as well as c) quality and adaptations to diversified needs of the virtual/digital material offered to individuals with disabilities during their visit in the place. To perform this kind of review, the evaluator needs to have been trained on both the relative accessibility guidelines and the use of the necessary technology and assistive technology tools, such as, a screen reader, tactile image enhancer, a haptic feedback device, and an augmented reality app. As a result, the evaluator needs to have access on the relative tools.

During his/her assessment in situ, the evaluator will have to check for the institution's policy on accessibility and inclusivity. This includes the review the institution's services regarding accommodations, ticketing, and accessibility support. In practice this means that designated persons for accessibility or place management will participate in the survey conduction and/or interviews to identify barriers and get the information he/she needs.

With the completion of the procedure, the evaluator will compose a report outlining the main challenges, providing justifications for those recommendations/guidelines being able to be

followed but that has not been followed, and describing next steps.

1.5.2 Assessment Tool – Level A

Table 13. Assessment tool for Area 5 - Cultural Heritage, Level A.

Area 5 – Cultural Heritage: Level A			
Signage 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.			
1	Signs that are simple, short, and consistent in design and layout throughout the museum are provided.	1 2 3 4 5	
2	Tactile signage throughout all the exhibitions is provided.	1 2 3 4 5	
3	All the signs are mounted at a consistent height, between 1400 - 1700mm above the finished floor level.	1 2 3 4 5	
4	All the signs are well lit to ensure visibility. All signs are visible and not hidden by obstacles.	1 2 3 4 5	
5	Recognized/easy to read symbols are incorporated where appropriate to enhance comprehension.	1 2 3 4 5	
6	Clear, legible typography has been used.	1 2 3 4 5	
In museums, **large print** refers to signage, exhibit labels, brochures, and other materials designed with larger font sizes to aid visitors with **visual impairments** 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.			
7	Font sized Franklin Gothic 16 point or higher, no larger than 22pt, are provided.	1 2 3 4 5	
8	The ‘Large Print booklet’ is kept 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.	1 2 3 4 5	
Showcase and object display provisions in museums 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.			

Area 5 – Cultural Heritage: Level A			
9	For optimal viewing height, all displays are positioned within the range of 750 to 2000mm above the finished floor level (FFL) to ensure they are fully visible to individuals in wheelchairs.	1 2 3 4 5	
10	Smaller or detailed objects and main text are within the narrower band of 1200-1600mm above FFL to ensure visibility for visitors in wheelchairs.	1 2 3 4 5	
11	Desk cases are no higher than 800mm from FFL.	1 2 3 4 5	
12	A minimum 400mm overhang and 800mm wide clear space underneath for wheelchair access is provided.	1 2 3 4 5	
Effective museum **text** is concise, using simple language and avoiding jargon, allowing people of varying ages and educational backgrounds to engage meaningfully with the content. **Exhibition graphics and labels** are also designed for readability, with clear fonts, high contrast, and appropriate font sizes, ensuring accessibility for all visitors, including those with **visual impairments**.			
13	All the labels with graphic links to the objects are placed as close as possible to the displays.	1 2 3 4 5	
Tactile images 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 **visually impaired visitors** to engage with visual information in a meaningful way.			
14	Tactile images include raised lines and textures outlining key shapes, forms, or objects within an image.	1 2 3 4 5	
15	Large and enlarged, clear images of museum artefacts are provided.	1 2 3 4 5	
16	The design focusing on the key elements of the pictures is simplified.	1 2 3 4 5	
17	Good Braille labels and descriptions on the images are provided.	1 2 3 4 5	
18	Descriptive audio guides or QR code integration on the tactile images of the museum are included.	1 2 3 4 5	

Area 5 – Cultural Heritage: Level A			
Images should include labels or wall texts that provide context, including information about the artist, the date, medium, and significance of the image, helping visitors 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.			
19	Clear images are provided.	1 2 3 4 5	
20	Enlarged images are provided.	1 2 3 4 5	
Accessible **descriptions of photographs/paintings/object/monuments** 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.			
21	A general overview of the photos and either a narrative around it or the key elements that compose the image are provided. The photograph is broken down into layers to explain its viewpoint, perspective, or composition.	1 2 3 4 5	
22	When describing a painting, similar basic facts - like the artist, date, style, and technique – are offered and what sets it apart is highlighted. An overall impression of the painting is given, and then the listener is guided through its elements, either verbally or by pointing out key features.	1 2 3 4 5	
23	Important details like technique, color, and brushstrokes, explaining their effect without being overly technical are delivered.	1 2 3 4 5	
Haptic or interactive interfaces are tactile technologies that allow museum visitors to engage with exhibits through touch and physical interaction, enhancing accessibility and experiential learning. Particularly valuable for **individuals with visual impairments**, haptic interfaces create a multisensory experience that fosters a deeper understanding and connection with exhibits.			
24	The opportunity to explore virtual replicas/3D objects of accurate scanning and printing of museum objects is provided.	1 2 3 4 5	
25	Audio description is combined with the virtual representation.	1 2 3 4 5	
Assisted Navigation refers to tools and technologies that help museum visitors, particularly those with disabilities, navigate exhibits and spaces more easily and independently. These systems may include digital			

Area 5 – Cultural Heritage: Level A			
wayfinding apps, audio guidance, beacon-based navigation, and tactile floor plans.			
26	Colour and tactile contrast or colour coding of specific zones in the building exist.	1 2 3 4 5	
27	A wheelchair-accessible orientation map is provided on desk unit at entrance to gallery.	1 2 3 4 5	
28	Exhibition guides printed in large format, which also include a route guide (the visitors can take it with them) are provided.	1 2 3 4 5	
29	Entrances, exits, lifts, toilets and rest areas are located easily.	1 2 3 4 5	
30	There is good lighting that helps define different areas and features, and assist with wayfinding, reading of signs and information.	1 2 3 4 5	
31	There is a 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.	1 2 3 4 5	
32	Well-lighted passages and good lighting on the exhibitions are provided.	1 2 3 4 5	
33	Alternative routes and regular maintenance of path surfaces are provided.	1 2 3 4 5	
Tactile Maps are raised, touchable maps designed to help **visually impaired individuals** 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.			
34	A tactile wayfinding system, such as Raised Paths and Outlines, Thicker and Thinner Lines for Differentiation, is provided in the exhibition space.	1 2 3 4 5	
35	Braille code is included and Braille Key for Understanding Symbols is provided.	1 2 3 4 5	

Area 5 – Cultural Heritage: Level A			
36	Directional orientation such as North Arrow or Entrance Indicator is provided.	1 2 3 4 5	
37	Specific information for the exhibits is provided through audio descriptions/audio guides and the use of QR Code Integration.	1 2 3 4 5	
Audio provision in museums, including **audio guides** and **recorded audio-descriptive guides**, 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.			
38	An assistive listening system and American Sign Language (ASL) interpretation are provided.	1 2 3 4 5	
39	Audio-described tours are provided.	1 2 3 4 5	
40	Portable audio guides equipped with an inductive coupler for hearing aid users are offered. The audio guides use clear descriptive language and provide directional instructions in the commentary.	1 2 3 4 5	
41	Captions and subtitles are included to audio guides.	1 2 3 4 5	
42	The ability to adjust the volume and pace of audio and video material is given.	1 2 3 4 5	
43	Visitors are encouraged to navigate independently in museums using recorded audio-descriptive guides.	1 2 3 4 5	
44	Recorded audio-descriptive guides available at all times to all visitors are provided.	1 2 3 4 5	
45	A handheld device with physical button keypad for all visitors is provided for audio guidance.	1 2 3 4 5	
46	Suitable apps for iOS and Android that make use of the operating systems' built-in text-to-speech functionality are provided.	1 2 3 4 5	
Art Accessibility for the Deaf 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			

Area 5 – Cultural Heritage: Level A			
interpretation for tours and events, captions for videos and multimedia displays, visual alarms, and written descriptions of exhibits.			
47	Sign Language and finger spelling are provided.	1 2 3 4 5	
48	There are Sign Language video captions for video and object labels for SL users for whom standard text can be a barrier.	1 2 3 4 5	
Accessible Guides are specially designed informational materials that help make museum content inclusive for visitors with diverse needs, including those with **visual, auditory, cognitive, or mobility impairments**. 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.			
49	Updated information on which the visitors can rely is provided.	1 2 3 4 5	
50	Images, photographs, maps, floor and mobility plans, symbols, graphics, different colours are included.	1 2 3 4 5	
51	Accessible information about safe evacuation and information linked to transportation is delivered.	1 2 3 4 5	
52	Guides include: a) description of open spaces (cities, countryside, parks and gardens, zoos, playgrounds, heritage sites, etc.). b) description of architecture (buildings, rooms, indoor spaces, etc.). c) description of exhibitions (museums, galleries, collections, etc.). d) description of objects and artifacts (that cannot be touched)/ description of paintings and photographs. e) describing of the operation and use of audio guide equipment.	1 2 3 4 5	
53	Legitimate and reliable information is provided across the museum area using recognised symbols representing	1 2 3 4 5	

Area 5 – Cultural Heritage: Level A			
	facilities or levels of accessibility.		
Accessible **lighting** in museums is a carefully planned lighting setup that enhances visibility and comfort for all visitors, especially those with **visual impairments**. This type of lighting reduces glare, minimizes shadows, and provides even illumination to make 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.			
54	There are automatic lighting systems and ample lighting.	1 2 3 4 5	
Museum services 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.			
55	Accessible parking: there is designated Blue Badge parking for disabled drivers.	1 2 3 4 5	
56	There are accessible toilets.	1 2 3 4 5	
57	There are water bowls for assistance dogs.	1 2 3 4 5	
An accessible **museum floor surface** is designed to ensure safe and easy navigation for all visitors, including **those using wheelchairs, walkers, canes, or other mobility aids**. Such surfaces are smooth, stable, non- slip and free from tripping hazards like uneven transitions, loose rugs, or overly textured materials.			
58	All museums and exhibitions have non-slip floors.	1 2 3 4 5	
59	Obstacles are avoided throughout the museums and exhibitions. Surfaces that are challenging for wheelchair users or individuals with mobility issues, such as loose gravel, cobblestones, or thick carpets are avoided.	1 2 3 4 5	
60	Ramps and steps are aligned with the historic surroundings, and where feasible, there are both ramp and step options to ensure visitors can access all areas of the exhibitions.	1 2 3 4 5	
Engaging touch, hearing, smell, and sometimes taste - **multisensory art** - 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			

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engagement.			
61	Tactile and audio provisions are combined for all the exhibits.	1 2 3 4 5	
Tactile provision in museums offers hands-on experiences that allow **individuals with visual impairments** to engage directly with exhibits through touch. This includes tactile replicas of artifacts, textured maps, raised images, and Braille labels, 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.			
62	Tactile images combined with Braille labels are provided.	1 2 3 4 5	
63	There are tactile replicas of paintings, adding gradually interactive gesture-recognition that prompts audio.	1 2 3 4 5	
64	Touch tours that are often accompanied by Braille labels and information are organized.	1 2 3 4 5	
Rest area provisions 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.			
65	There are 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 is provided at frequent intervals where it does not impede circulation or the approach to displays.	1 2 3 4 5	
66	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.	1 2 3 4 5	
67	There are seating and wheelchair rest spaces just off the main circulation routes, evenly spaced throughout the exhibition, ideally at natural breaks or near key objects.	1 2 3 4 5	
68	Seating Specifications: Chair/Bench Height: 400 - 500mm above finished floor level	1 2 3 4 5	

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	(FFL). Seat Depth: 280 - 680mm. Armrests Height: 650 - 750mm above FFL.		
69	Some seating include back support and armrests to assist people with mobility issues. Some seating have arm rests at 650 - 750mm above FFL and also with a back support.	1 2 3 4 5	
70	Chairs or bench seating consist of a firm seat 280 - 420mmdeep, located at 400 - 500mm above FFL.	1 2 3 4 5	
71	There is seating at points of interest and where people most need to rest, for example next to slopes and flights of steps.	1 2 3 4 5	
By implementing **handrails** thoughtfully, museums create a more inclusive environment that accommodates a broader range of physical abilities, promoting both safety and accessibility. Visitors feel safe and more comfortable to explore the exhibitions.			
72	Handrails are provided on both sides of a ramp, and a stair or ramp more than 1800mm wide is divided by a centre handrail, ensuring at least 1200mm is retained between the rails.	1 2 3 4 5	

1.5.3 Assessment Tool – Level AA

Table 14. Assessment tool for Area 5 - Cultural Heritage, Level AA.

Area 5 – Cultural Heritage: Level AA			
Signage 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.			
1	The signs have a high color contrast level of 70% or more between the wall/background they are attached.	1 2 3 4 5	
2	There is a matt surface (for the background) to reduce glare and improve readability.	1 2 3 4 5	
3	There is appropriate legibility to all signs from long and closer distance with no lighting interference and reflection to visitors' sight.	1 2 3 4 5	
4	Symbols/signage denote: 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 dogs welcome, symbol for infrared system or device for enhanced sound, sign interpretation/ language available etc.	1 2 3 4 5	
5	Tactile signage that includes Braille (raised, dome-shaped dots readable by touch) or raised letters and pictograms are incorporated to accommodate people who are blind or deaf blind.	1 2 3 4 5	
6	Tactile signage has been positioned appropriately - it is easily touched and read by those who rely on tactile information.	1 2 3 4 5	
7	All signs in Braille are easily reachable without effort and without excessively raising the arms.	1 2 3 4 5	
8	The sign shows direction, room numbers and functions of space.	1 2 3 4 5	
In museums, **large print** refers to signage, exhibit labels, brochures, and other materials designed with larger font sizes to aid visitors with **visual impairments** 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			

Area 5 – Cultural Heritage: Level AA			
and engaging for all visitors.			
9	The text is broken down into small, logical chunks (make short paragraphs).	1 2 3 4 5	
10	Appropriate color contrast, black writing on white background or light blue background has been used.	1 2 3 4 5	
Showcase and object display provisions in museums 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.			
11	All the exhibits are numbered and there is a correspondence between the numbers and descriptions of the exhibits and their labels.	1 2 3 4 5	
12	Interactive Displays are provided wherever staff encourages visitors to touch open displays, with objects placed at wheelchair-accessible height.	1 2 3 4 5	
13	There is sufficient viewing space for large objects, photographs, or paintings to prevent bottlenecks in constrained areas.	1 2 3 4 5	
14	Audio guide using headphones is provided to enable free movement to the visitors to navigate in the exhibitions.	1 2 3 4 5	
Effective museum **text** is concise, using simple language and avoiding jargon, allowing people of varying ages and educational backgrounds to engage meaningfully with the content. **Exhibition graphics and labels** are also designed for readability, with clear fonts, high contrast, and appropriate font sizes, ensuring accessibility for all visitors, including those with **visual impairments**.			
15	Regarding the word counts, there are 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, and 75 words max for object labels.	1 2 3 4 5	
16	Graphics and labels are positioned at the optimum viewing height (750 -2000mm above FFL or 1200 - 1600mm for detailed text).	1 2 3 4 5	

Area 5 – Cultural Heritage: Level AA			
17	Labels are placed at an appropriate angle for viewing (ideally at 90˚ to the line of vision) and as close to the viewer as possible.	1 2 3 4 5	
18	Simple, well-spaced paragraphs and layout, with a clear hierarchy of the title, main message, further detail, captions and credits, are provided.	1 2 3 4 5	
19	Appropriate color contrast, black writing on white background or light blue background have been used.	1 2 3 4 5	
20	Color contrast is sufficient for partially sighted visitors who may struggle with color perception. Some specific combinations of colors such as red and green have been avoided.	1 2 3 4 5	
21	There is increased text size and spacing for large titles, banners, or text viewed from a distance, especially when placed outside the optimum viewing band or under less-than-ideal lighting conditions.	1 2 3 4 5	
Tactile images 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 **visually impaired visitors** to engage with visual information in a meaningful way.			
22	There are 3D Relief or Low-Relief Sculptures 3D printer and Tactile Photography, which is based on digital Stereoscopy to give depth and spatial awareness.	1 2 3 4 5	
23	Images have good and high quality of color contrast.	1 2 3 4 5	
Images should include labels or wall texts that provide context, including information about the artist, the date, medium, and significance of the image, helping visitors 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.			
24	Images have effective color contrast between the images and the background.	1 2 3 4 5	
Accessible **description of photographs/paintings/object/monuments** are often delivered via audio guides,			

Area 5 – Cultural Heritage: Level AA			
Braille, or large-print text, promoting inclusivity and allowing all visitors to experience the richness and meaning behind the work.			
25	Description of 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.	1 2 3 4 5	
26	Emphasize what makes the collection unique and its context within the broader display.	1 2 3 4 5	
Haptic or interactive interfaces are tactile technologies that allow museum visitors to engage with exhibits through touch and physical interaction, enhancing accessibility and experiential learning. Particularly valuable for **individuals with visual impairments**, haptic interfaces create a multisensory experience that fosters a deeper understanding and connection with exhibits.			
27	Replicas or 3D printed objects are used together with tactile translations (patterns) for understanding complex details (shapes, textures, colors).	1 2 3 4 5	
Assisted Navigation refers to tools and technologies that help museum visitors, particularly those with disabilities, navigate exhibits and spaces more easily and independently. These systems may include digital wayfinding apps, audio guidance, beacon-based navigation, and tactile floor plans.			
28	Step-by-step navigational audio instructions during visitors' motion are provided.	1 2 3 4 5	
29	Physical floor plans as an overview of the museum place are provided.	1 2 3 4 5	
30	Each area of the exhibition in the gallery has been given a specific name or theme (possibly tied to a color scheme) to help visitors navigate and find their way around easily.	1 2 3 4 5	
31	Orientation aids, such as maps (preferably tactile) of the circulation routes and sections of the exhibition are provided.	1 2 3 4 5	
32	Complex circulation routes have been avoided, while clearly defined routes exist.	1 2 3 4 5	
33	There is a clear numbering system and signage to create a	1 2 3 4 5	

Area 5 – Cultural Heritage: Level AA			
	logical, easy-to-follow route through the exhibition.		
34	The development of accessible routes to key features and highlights have been prioritized.	1 2 3 4 5	
Tactile Maps are raised, touchable maps designed to help **visually impaired individuals** 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.			
35	Printed exhibition guides that include floor plans, with large print versions available for those with visual impairments, are provided.	1 2 3 4 5	
36	Tactile symbols for landmarks and facilities and consistent iconography have been included.	1 2 3 4 5	
37	Colour contrasts and reference points facilitating mobility and orientation are used.	1 2 3 4 5	
38	An illustrated map of the physical exhibition, containing shapes in various colors that represent different sections of the exhibition is provided.	1 2 3 4 5	
39	The location and number of steps appear on tactile maps and audio guides.	1 2 3 4 5	
Art Accessibility for the Deaf 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 displays, visual alarms, and written descriptions of exhibits.			
40	Visual information on displays and audio features, video material, and sign interpretations are used.	1 2 3 4 5	
41	Signage for the people with hearing difficulties using visual cueing, lighting and acoustics are used.	1 2 3 4 5	
42	Hearing amplifications are used.	1 2 3 4 5	
Accessible Guides are specially designed informational materials that help make museum content inclusive for visitors with diverse needs, including those with **visual, auditory, cognitive, or mobility impairments**. These guides may include large print or Braille for visually impaired visitors, audio descriptions for those who benefit			

Area 5 – Cultural Heritage: Level AA			
from verbal explanations, and easy-to-read language for individuals with cognitive disabilities.			
43	Information in alternative formats such as audio, text in Braille etc. is provided.	1 2 3 4 5	
Accessible **lighting** in museums is a carefully planned lighting setup that enhances visibility and comfort for all visitors, especially those with **visual impairments**. This type of lighting reduces glare, minimizes shadows, and provides even illumination to make 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.			
44	Work surfaces are lit to a minimum level of 200 lux to ensure visibility.	1 2 3 4 5	
45	There is informative signage in cases of mandatory low lighting due to potential damage to the exhibits.	1 2 3 4 5	
46	Sudden transitions from bright to dark spaces, and vice versa, are avoided.	1 2 3 4 5	
Museum services 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.			
47	People who accompany people with additional needs enter the place free of charge.	1 2 3 4 5	
48	The official website of the museum/gallery etc. is accessible according to internationally accepted guidelines for web accessibility.	1 2 3 4 5	
49	There are 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.	1 2 3 4 5	
50	Accessible equipment for people with additional needs such as wheelchairs, magnifiers etc. is provided.	1 2 3 4 5	
Tactile provision in museums offers hands-on experiences that allow **individuals with visual impairments** to			

Area 5 – Cultural Heritage: Level AA			
engage directly with exhibits through touch. This includes tactile replicas of artifacts, textured maps, raised images, and Braille labels, 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.			
51	Graphical Braille displays are provided.	1 2 3 4 5	
52	The physical layout of the communicative systems (spaces, distances, heights, position of the interaction interfaces and screens) are ergonomically designed to allow access of users in wheelchairs.	1 2 3 4 5	
53	3D printed tactile models of exhibits, an ancient theatre and other archeological sites are provided.	1 2 3 4 5	
By implementing **handrails** thoughtfully, museums create a more inclusive environment that accommodates a broader range of physical abilities, promoting both safety and accessibility. Visitors feel safe and more comfortable to explore the exhibitions.			
54	Handrails are continuous, preferably circular in cross-section. The preferred diameter is 45-50mm and the rail contrasts with surrounding surfaces.	1 2 3 4 5	

1.5.4 Assessment Tool – Level AAA

Table 15. Assessment tool for Area 5 - Cultural Heritage, Level AAA.

Area 5 – Cultural Heritage: Level AAA			
Signage 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.			
1	All the signs are fixed at a consistent location, always on the left side.	1 2 3 4 5	
2	Audio, visual and tactile warnings of the signage of the stairs, ramps, doors and exhibitions placements are provided.	1 2 3 4 5	
In museums, **large print** refers to signage, exhibit labels, brochures, and other materials designed with larger font sizes to aid visitors with **visual impairments** 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.			
3	Headings and the linked paragraph texts are kept on the same page.	1 2 3 4 5	
4	Enlarged prints of the text, images and instructions of the exhibitions are provided.	1 2 3 4 5	
5	Downloadable digital files of labels and exhibit descriptions online are offered, allowing visitors to read them in advance by adjusting the font size or using text-to-speech software to listen to the content.	1 2 3 4 5	
6	All material is easy to be read by all Braille readers - single words, for example tactile instructive signs, have been used.	1 2 3 4 5	
7	Many single/key words, such as contractions for common words, have been used as it takes less room and is quicker to read.	1 2 3 4 5	
8	Users can customize enlargement of images independently using electronic devices.	1 2 3 4 5	
Showcase and object display provisions in museums refer to the design and placement guidelines for displaying artifacts and objects in secure, accessible, and visually appealing ways. Provisions prioritize			

Area 5 – Cultural Heritage: Level AAA			
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.			
9	Clear lines of vision to interpreters and visual displays are offered.	1 2 3 4 5	
10	The width of the nearby walkway or corridor has been increased by 800mm to ensure there is enough space for people (individuals using wheelchairs, strollers, or other mobility aids) to move through without encountering obstacles.	1 2 3 4 5	
11	Braille labels placed flat or at a low angle not exceeding 45˚ are provided.	1 2 3 4 5	
12	A small recessed area space of 224mm high x 180mm deep at the bottom of constructed walls, cases, and large plinths are provided to allow wheelchair users to comfortably position themselves closer to the display, by giving room for their feet or footrests to fit underneath.	1 2 3 4 5	
13	3D or tactile scale models of very large objects, such as an elephant or a steam train, are offered to enhance accessibility.	1 2 3 4 5	
14	The exhibitions are more interactive, offering sensory experiences linked to touch, smell, and vision.	1 2 3 4 5	
Effective museum **text** is concise, using simple language and avoiding jargon, allowing people of varying ages and educational backgrounds to engage meaningfully with the content. **Exhibition graphics and labels** are also designed for readability, with clear fonts, high contrast, and appropriate font sizes, ensuring accessibility for all visitors, including those with **visual impairments**.			
15	The language is accessible to all, it is easy to understand and explicit. Simple/plain language is used aiming at a reading age of about 12 or 13 for main messages and up to 15 for additional information.	1 2 3 4 5	
16	Bullet points and rules between columns or unrelated sections have been used.	1 2 3 4 5	

Area 5 – Cultural Heritage: Level AAA			
17	A minimum type size of 18 - 36pt has been used for the body text of most exhibition object labels. 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) is acceptable.	1 2 3 4 5	
18	When reverse print for text has been used, contrast is very high and type not too small, lightweight or bold.	1 2 3 4 5	
19	Language that allows for fast comprehension while standing has been used, making it accessible to people with various literacy levels, deaf individuals, people with learning difficulties, and international visitors.	1 2 3 4 5	
Tactile images[55] 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 **visually impaired visitors** to engage with visual information in a meaningful way.			
20	Tactile images are provided as part of a wider interpretive toolkit, with textual information delivered in Braille, audio or Large Print, or by a live guide.	1 2 3 4 5	
21	Different tactile materials to represent an image are used.	1 2 3 4 5	
Images should include labels or wall texts that provide context, including information about the artist, the date, medium, and significance of the image, helping visitors 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.			
22	Magnification and/or enlarged prints of the most important features of the images are provided.	1 2 3 4 5	
23	The minimum possible distance from an image is 1200mm, depending on the size of the image.	1 2 3 4 5	
Accessible **description of photographs/paintings/object/monuments** are often delivered via audio guides, Braille, or large-print text, promoting inclusivity and allowing all visitors to experience the richness and meaning			

[55] It is strongly recommended to see specific items for tactile images in Area 3.

Area 5 – Cultural Heritage: Level AAA			
behind the work.			
24	Clearly explanation of how the collection should be explored is provided, offering the listener a specific physical or virtual viewpoint.	1 2 3 4 5	
25	The collection is broken into parts, guiding the listener through sections in a logical sequence. As someone moves through the exhibits, important features are highlighted by providing additional details about relevant or interesting aspects.	1 2 3 4 5	
26	An exhibit's description begins by introducing the key details, such as its identification, date, and technique, and emphasizes what makes it special or unique.	1 2 3 4 5	
27	The paintings are related to other works by the same artist or in the same exhibition, and both photographs and paintings are connected to reality by explaining how they capture or recreate moments in life.	1 2 3 4 5	
Haptic or interactive interfaces are tactile technologies that allow museum visitors to engage with exhibits through touch and physical interaction, enhancing accessibility and experiential learning. Particularly valuable for **individuals with visual impairments**, haptic interfaces create a multisensory experience that fosters a deeper understanding and connection with exhibits.			
28	Haptic devices such as exoskeletons, joysticks, pens, and other specialized hardware that help tactile exploration are provided.	1 2 3 4 5	
29	Sensors are embedded inside the objects (NFC tags, touch sensitive sensors)	1 2 3 4 5	
30	There are 3D print of the digital replica or the original artifacts placed and fixed on a slightly (13-15°) inclined surface.	1 2 3 4 5	
31	Interaction with 3D objects is enabled to trigger audiovisual content displayed on a nearby screen. Narrations with synchronized subtitles are provided. Subtitles and sign language are included to ensure accessibility for deaf users. Each narrative is around one minute long to maintain user's	1 2 3 4 5	

Area 5 – Cultural Heritage: Level AAA			
	attention.		
32	Lights, lines or colors, and patterns in relief are included 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.	1 2 3 4 5	
33	There are external devices to augment the touch replicas (smartphones, tablets, wearables).	1 2 3 4 5	
34	A multi- sensory experience where any kind of touch triggers an audio description is provided.	1 2 3 4 5	
35	There is a 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.	1 2 3 4 5	
36	Users' hand movements are tracked using a non-intrusive computer vision system. It is designed to respond more effectively to different exploration strategies, such as using one finger, multiple fingers, one hand, or both hands. The software delivers verbal information based on specific gestures.	1 2 3 4 5	
Assisted Navigation refers to tools and technologies that help museum visitors, particularly those with disabilities, navigate exhibits and spaces more easily and independently. These systems may include digital wayfinding apps, audio guidance, beacon-based navigation, and tactile floor plans.			
37	There are navigation aids, such as predefined tracks (virtual path), realized using buried cables that can be detected with the help of the Smart Cane.	1 2 3 4 5	
38	Navigation according to the spatial layout of the exhibits or their chronological or alphabetical order is provided.	1 2 3 4 5	
39	The Blind Museum Tourer app or similar aids are used.	1 2 3 4 5	
40	Smartphone applications with georeferenced guidance and context information regarding points of cultural interest, vocal messages and vibration feedback are used.	1 2 3 4 5	

Area 5 – Cultural Heritage: Level AAA			
41	Color, tone, and decoration are used to create clear contrasts between walls, floors, ceilings, and exhibits to help with orientation. Door frames, free-standing objects, and overhangs are highlighted to make them easier to spot, while avoiding bold, busy patterns that cause confusion.	1 2 3 4 5	
42	Easy-to-read maps and easy-to-read formats are provided to deliver some information for the exhibitions and prepare the visitors coming to museums.	1 2 3 4 5	
43	The signage on the directories and routes are underpinned by graphical symbols, chromatic and numerical codes making notes of the starting points.	1 2 3 4 5	
44	Tactile arrows along escape routes are placed indicating direction of escape.	1 2 3 4 5	
Tactile Maps are raised, touchable maps designed to help **visually impaired individuals** 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.			
45	Geolocation data, such as digital maps and spatial images, and 3D shapes are rendered into low reliefs with a sophisticated process.	1 2 3 4 5	
46	There are 3D elements or relief for topographical information.	1 2 3 4 5	
47	Textured areas are represented into different zones using different colors and shapes.	1 2 3 4 5	
48	Tactile maps are placed in various places in the museums.	1 2 3 4 5	
49	Locations of ramps are highlighted on tactile maps or in audio guides.	1 2 3 4 5	
50	Essential information for all the functional locations of the exhibits with easy access from one collection to the other, are provided.	1 2 3 4 5	
Audio provision in museums, including **audio guides** and **recorded audio-descriptive guides**, 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.			
51	There are audio guides, such as a navigation aid, voice recognition and control/command soundscapes or forms of audio augmented reality/virtual audio spaces.	1 2 3 4 5	
52	There are objects connected with a NFC (Near Field Communication) mobile device.	1 2 3 4 5	
53	Audio guides have a friendly/human voice.	1 2 3 4 5	
54	Audio guides are offered from a professional audio describer or a well-trained member of staff.	1 2 3 4 5	
55	There are directional audio systems and magnetically induced amplifier.	1 2 3 4 5	
56	Visitors can be guided in "seeing" through touching 3D objects, clearly specifying whether the item is a real piece, replica, or model, and providing key details such as its identification, date, and origin, a general overview of the object's size, shape and overall appearance, forms and texture, and then, highlighting what makes the object special or unique.	1 2 3 4 5	
Art Accessibility for the Deaf 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 displays, visual alarms, and written descriptions of exhibits.			
57	Unnecessary background noise is reduced for those people who wear hearing aids.	1 2 3 4 5	
58	There is International Sign Language (and national versions) interpretation and lip reading with on the right size display and framing, subtitle concurrence – all in the right speed of gestures and synchronization.	1 2 3 4 5	
Accessible Guides are specially designed informational materials that help make museum content inclusive for visitors with diverse needs, including those with **visual, auditory, cognitive, or mobility impairments**. These guides may include large print or Braille for visually impaired visitors, audio descriptions for those who benefit			

Area 5 – Cultural Heritage: Level AAA			
from verbal explanations, and easy-to-read language for individuals with cognitive disabilities.			
59	Individuals are provided with information prior to their visit in order to be prepared appropriately (pre-visit planning). Accessible booklets or website information are provided.	1 2 3 4 5	
60	Access is provided using Text to Speech to get the information on how to go to the museum.	1 2 3 4 5	
61	There is information into panels of different dimensions (A0, A4, A5, and A3) printed with letters and superimposed in Braille.	1 2 3 4 5	
62	The text is clarified through visual and non-linguistic supports (e.g., images, video) or translating the text into Augmentative Alternative Communication (AAC).	1 2 3 4 5	
63	There are 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.	1 2 3 4 5	
Accessible **lighting** in museums is a carefully planned lighting setup that enhances visibility and comfort for all visitors, especially those with **visual impairments**. This type of lighting reduces glare, minimizes shadows, and provides even illumination to make 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.			
64	Lighting can be adapted to different needs to avoid causing difficulties such as overstimulation, glare, or darkness.	1 2 3 4 5	
65	The color and contrast in the exhibition are edictable, for example by allowing visitors to switch between dark and light mode.	1 2 3 4 5	
66	Light reflectance values (LRV) have been checked regularly to ensure adequate contrast.	1 2 3 4 5	
Museum services 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			

Area 5 – Cultural Heritage: Level AAA			
accessibility information across formats, and a contact point for accessibility inquiries and bookings.			
67	All the accessibility policies are updated and available on the websites of the museums including information about the accessibility for all the types of needs.	1 2 3 4 5	
68	There is a designated person responsible for setting and maintaining the accessibility policies in the museums.	1 2 3 4 5	
69	An equality-inclusivity attitude of understanding of accessibility in museums is embedded. Relevant training to improve awareness, social change and to eliminate discrimination have been provided.	1 2 3 4 5	
70	Accessibility in the museum is promoted and the responsible persons seek for ongoing review of access efforts. Disabled people are involved in regular access reviews.	1 2 3 4 5	
71	A transition booklet/video/web information is provided to prepare people with disabilities to get some information about the place they meant to visit to get familiarize with.	1 2 3 4 5	
72	Ear defenders are offered to support the individuals to explore the exhibitions without distractions.	1 2 3 4 5	
An accessible **museum floor surface** is designed to ensure safe and easy navigation for all visitors, including **those using wheelchairs, walkers, canes, or other mobility aids**. Such surfaces are smooth, stable, non- slip and free from tripping hazards like uneven transitions, loose rugs, or overly textured materials.			
73	Floors have a matte finish to prevent visual confusion caused by reflections and glare.	1 2 3 4 5	
74	There is high color contrast between floor, walls and displays.	1 2 3 4 5	
75	Single steps are avoided across all the exhibitions areas as they are easily overlooked.	1 2 3 4 5	
Engaging touch, hearing, smell, and sometimes taste - **multisensory art** - 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			

Area 5 – Cultural Heritage: Level AAA			
engagement.			
76	There is 3D printing of those objects that are very big to touch.	1 2 3 4 5	
77	Simple tactile diagrams together with a well-made audio description are offered to 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 provided as well.	1 2 3 4 5	
78	Virtual models and augmented reality through 3D Rapid prototyping are provided.	1 2 3 4 5	
79	Photography with the illusion of depth and physical space embodied in techniques such as Multi-Photography, Peripheral Photography, Photostereo Synthesis and Photo Sculpture, is offered.	1 2 3 4 5	
80	Images have been converted into 3D models, using sensor developments such as Microsoft's Kinect sensor for finger tracking.	1 2 3 4 5	
81	3D virtual representation of the objects combined with graphical and sound information along with the haptic, are provided.	1 2 3 4 5	
82	Opportunities to explore different conditions of objects such as temperature, weight, solidity and fine texture, are provided.	1 2 3 4 5	
Tactile provision in museums offers hands-on experiences that allow **individuals with visual impairments** 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.			
83	Images are printed using a 3D printer and a 3D modeling in Blender, an open-source software that transforms the decorative elements of an archaeological object, such as ceramics, into relief form.	1 2 3 4 5	

Area 5 – Cultural Heritage: Level AAA			
84	Real objects are provided to the visitors with visual impairments to explore and touch such as clothing, textiles, ceramics, coins and metal-ware.	1 2 3 4 5	
85	Digital interfaces and physical controls in TUIs (Tangible User Interfaces) are straightforward, easy to use, and accessible to all users.	1 2 3 4 5	
86	The emphasis in TUI design has been on the cultural artifacts rather than the technology, ensuring the design is guided by the content being presented.	1 2 3 4 5	
87	TUIs are well integrated and harmonized with museum environments, enriching the visitor experience without causing distractions.	1 2 3 4 5	
Rest area provisions 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.			
88	There are 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 (there is space for dogs to lie down next to their owner).	1 2 3 4 5	
89	There are seats with removable arm rests, for those able to transfer out of their wheelchairs.	1 2 3 4 5	
90	Wheelchair users can sit with companions away from circulation routes.	1 2 3 4 5	
91	There is a variety of seating options within the exhibitions to accommodate different visitor needs including the children.	1 2 3 4 5	
92	There is sufficient space next to public seating for wheelchair users to sit alongside others or transfer themselves onto the seating.	1 2 3 4 5	
93	Seating contrasts with the flooring and is not placed under wall-mounted exhibits, near control buttons, or in front of lifts	1 2 3 4 5	

Area 5 – Cultural Heritage: Level AAA			
	or doors.		
94	There are accessible seating with backs and arms, picnic tables without attached benches, and drinking fountains.	1 2 3 4 5	
By implementing **handrails** thoughtfully, museums create a more inclusive environment that accommodates a broader range of physical abilities, promoting both safety and accessibility. Visitors feel safe and more comfortable to explore the exhibitions.			
95	Handrails are used as guide rails around the exhibition, and provide psychological support for people with mobility problems or visual impairments.	1 2 3 4 5	

1.6 Area 6 – Tourism, Recreation, and Sports: Specific Guidelines and Assessment Tools

1.6.1 Specific Guidelines

This area concerns all aspects of tourism, recreation, and sports. As such it includes both indoors and outdoors activities. The indoor activities include:

- Hotels and any other type of accommodation
- Venues of meetings, conferences, and performing arts
- Museums, exhibition halls, etc,)

while the outdoor activities include:

- Archaeological sites, city centers
- Athletic event venues and outdoor concerts
- Beaches, recreational areas, parks, and mountain trails.

In addition, the area concerns travel, which includes both travel means like ships, airplanes, buses, and the access to transportation means, like airports, ports, bus stops, etc.

By covering many aspects of human activities, this area is both interdependent to other areas and wide. Interdependence with other areas takes the following form:

1. Core area forms the basis of accessibility and thus forms the basis of area 6 also. In particular, many standards and indicators in this area concern building in general and the activities therein.
2. Digital transformation is related by means of advertising (venue and event websites, booklets and advertising videos, etc.) and all forms of guidance and informational material (signage, communication means, printed and electronic guidelines, etc.)
3. The Education area is related as far as educational visits to museums and archaeological sites and student outdoor recreational activities are concerned.
4. Employment is affected by the training and consultation required for staff in working in tourism and travel, and in particular accommodation staff, transport personnel and tourist guides.
5. Cultural heritage is directly related to area 6 as museums, archaeological sites and cultural events are common to both areas.

6. Finally, the area of Security and Evacuation Situations is also directly connected to area 6, by covering accessibility standards for security in hotels, museums, transportation, etc.

The main sources of 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

Classification in accessibility levels A through AAA was done in accordance with established practice, by giving first priority to the safety and well-being of people with disabilities and followed by dignity and ease of access, to convenience in everyday life activities.

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

The examiner performing the evaluation of a certain venue, facility or process should have some formal training in accessibility practices, as well as some technical knowledge, because he/she will be faced with the following requirements:

- Technical skills are needed to evaluate devices such as wheelchairs, hearing aids, beepers, flashing lights, light colors, ring frequencies, etc.
- Technical experience is needed to measure distances and heights, and evaluate weight carrying capacities.
- Accessibility training is required to be able to identify and distinguish disabilities as well as their severity.
- Computing skills are required to be able to determine accessibility of websites and online information
- Some educational training is needed to determine the validity and completeness of staff training and consultation material

The steps to be followed before and during an evaluation visit are the following:

1. Before evaluation, identify the type of facility, venue or process to be evaluated.

2. Make an appointment with the venue personnel, specifying the types of personnel (tour guides, maintenance personnel, supervisors and managers, etc.) that should be present or readily available during the evaluation visit.

3. Identify and obtain any measuring or testing equipment (tape measures, light and sound meters, etc.), that may be needed during the visit.

4. During the visit, start the interviews from the highest level (management) to determine the accessibility measures that have been taken, and proceed to educators, if staff training is required for accessibility assistance, and finally to technical personnel that will aid in the examination measurement of accessibility indicators

Following the visit, an evaluation report will be drafted and the conformance of each standard's indicator will be assessed using a Likert scale as shown in the following tables. The accessibility of each venue or facility will be then be classified in one of the levels A, AA, and AAA according to the average grading marked for each level.

1.6.2 Assessment Tool – Level A

Table 16. Assessment tool for Area 6 – Tourism, Recreation, and Sports, Level A.

Area 6 – Tourism, Recreation, and Sports: Level A			
Provisions on ship			
1	The ship is 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.	1 2 3 4 5	
2	The operator has the means onboard the vessel visually and verbally to provide announcements.	1 2 3 4 5	
Transport stops (e.g. Bus Stops, Train Stations, Taxi Stations)			
3	There are signs indicating the exact location from where the means of transport departs or arrives.	1 2 3 4 5	
4	At the vehicle floor height, a space for the safe and accessible boarding and disembarking of passengers is provided to enable getting on and off the vehicle.	1 2 3 4 5	
5	The tactile flooring at the stop can be used to facilitate positioning and to signal a caution in the chasm between the fixed surface and the vehicle.	1 2 3 4 5	
P**edestrian crossings**			
6	Pedestrian crossings have adequate width to allow two people to cross the roadway side-by-side or to pass each other easily and safely.	1 2 3 4 5	
Surroundings of points of **tourist interest**			
7	There is reservation of parking areas and reserved spaces for people with reduced mobility, as well as continuous and safe routes for pedestrians.	1 2 3 4 5	
Tourist routes in **shopping streets** and **leisure** and **catering areas**			

8	There is signage in place, so there's always a point of reference for tourists to follow, no matter what's going on around them.	1 2 3 4 5	
Measures for accessibility of **content** (e.g. leaflets, guides, advertisements, instructions)			
9	Height, text size, contrast, raised tactile letters and Braille are suitable and accessible for information in exhibit label text.	1 2 3 4 5	
10	Technological resources are provided, such as audio guides and video guides that are accessible in terms of their manner and operation.	1 2 3 4 5	
11	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) is equally accessible to all individuals.	1 2 3 4 5	
Accessible **pedestrian routes**			
12	Route guides furnish specifics on the itinerary prior to commencing the route.	1 2 3 4 5	
13	The pavement is safe and accessible and provides a continuous, natural, durable, non-slippery, waterproof, and environmentally friendly surface.	1 2 3 4 5	
14	It is ensured that paths and trails possess a minimum width and height free from obstructions.	1 2 3 4 5	
15	The recreational trail has edge protection, which is an elevated barrier that runs along the edge of the recreational trail.	1 2 3 4 5	
16	The accessible routes through natural environments have safe features, by adjusting their implementation to the type of place or climate.	1 2 3 4 5	
Protected natural spaces			
17	They have benches and chairs with arms and backs at	1 2 3 4 5	

	frequent rest points along paths, routes, and trails.		
18	Protected natural spaces have areas adjacent to rest points that are wide, level and smooth.	1 2 3 4 5	
19	Handrails are provided in protected natural spaces, appropriate to the site's character.	1 2 3 4 5	
20	The protection of natural spaces includes the monitoring and regular maintenance of paths, routes, and trails.	1 2 3 4 5	
21	Protected natural areas have undergone regular maintenance of lawns and grassed areas.	1 2 3 4 5	
22	Leveled access or ramp access to the platform is ensured, when it is constructed above the natural landscape.	1 2 3 4 5	
23	Beach points have an accessible route from the entrance to the water.	1 2 3 4 5	
24	Seating is provided, even in areas where it is anticipated that the majority of individuals will be standing.	1 2 3 4 5	
25	All areas being used by participants have level (step-free) access from the arrival point at the venue, via the main entrances.	1 2 3 4 5	
26	There aren't any obstacles in the way of participants using facilities like breakout or workshop rooms, eating areas, outside spaces and exhibition areas.	1 2 3 4 5	
27	People are directed from the entrance to any information desk and all of the facilities in use by clear signage.	1 2 3 4 5	
28	A hearing loop system is installed in conference and meeting rooms and at reception desks.	1 2 3 4 5	
29	It is ensured 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.	1 2 3 4 5	
Access Means to **Outdoor Venues**			

30	The arrangement of the event facilitates optimal entry and movement.	1 2 3 4 5	
31	It is ensured that electric power cables and all other cables are secure and do not pose a trip or entanglement hazard.	1 2 3 4 5	
32	An access map has been created for the event and access-related information is provided online.	1 2 3 4 5	
Accommodation Services (hotels, motels, hostels, etc.)			
33	Guest events and activities at the accommodation establishment are organized and designed based on Universal Design principles.	1 2 3 4 5	
Accessibility to **guest rooms** in hotels and guesthouses			
34	Floor surfaces are firm to facilitate easy movement and prevent tripping, as well as to alleviate allergies or breathing issues.	1 2 3 4 5	
35	Furniture with sharp edges or transparent table tops have been avoided.	1 2 3 4 5	
36	To facilitate the approach, furniture, including tables, chairs, shelves, benches for luggage, hangers, and counters, are accessible.	1 2 3 4 5	
37	The bathroom provides adequate space for the approach and maneuver, as well as a suitable height for taps, controls, and accessories.	1 2 3 4 5	
38	Other relevant services or facilities highlighted through the establishment's promotional channels, as well as their access and evacuation routes, are accessible.	1 2 3 4 5	
39	Additional services, whether outsourced or not, such as shops, spas, hairdressers, and discotheques, are readily accessible, and their access and evacuation routes are readily accessible.	1 2 3 4 5	
	Dimensions of the accessible reception counter for venues and accommodation places	1 2 3 4 5	

40	Width of counter area at lower height ≥1000mm	1 2 3 4 5	
41	Minimum lower free height for the knees 700mm	1 2 3 4 5	
42	Free background at the bottom for footrests 600mm	1 2 3 4 5	
43	Height of the counter: general area (standing people) 950mm to 1000mm	1 2 3 4 5	
44	Height of the counter: lower area 740mm to 800mm	1 2 3 4 5	
Height of the **guest room's elements** and **devices** in hotels and guesthouses			
45	Bed, toilet, shower seat 450mm to 500mm	1 2 3 4 5	
46	Bench for luggage 450mm to 650mm	1 2 3 4 5	
47	Plugs and switches 800mm to 1100mm	1 2 3 4 5	
48	Shelves and cupboard drawers 800mm to 1100mm	1 2 3 4 5	
49	Toilet accessories (e.g. soap dish, toilet paper holder, hand dryer) 800mm to 1100mm	1 2 3 4 5	
50	Support bars 750mm	1 2 3 4 5	
51	Mirror and windows (bottom edge) <900mm	1 2 3 4 5	
52	Lower free space (e.g. table, sink) >700mm	1 2 3 4 5	
53	Socket outlets >400mm	1 2 3 4 5	
Obligations of **Travel Service Providers**			
54	The itinerary of the visit is defined by the providers.	1 2 3 4 5	
55	Providers give accurate and clear information about the visit.	1 2 3 4 5	
56	Providers adhere to the visit schedule.	1 2 3 4 5	

57	Providers make sure that the safety and security of visitors is ensured.	1 2 3 4 5	
Requirements for **travel guides**			
58	The information to be transmitted to visitors is known to travel guides.	1 2 3 4 5	
59	A badge or uniform makes it easy for travelers to recognize travel guides.	1 2 3 4 5	
60	The travel guide is friendly and audible.	1 2 3 4 5	
61	Travel guides encourage visitors to ask questions and are capable of answering them.	1 2 3 4 5	
Travel Information provided by the travel services			
62	The name and contact details of the service provider is provided.	1 2 3 4 5	
63	Any limitations or restrictions (for example, health and safety risks) are clearly stated.	1 2 3 4 5	
64	Accessibility conditions are described.	1 2 3 4 5	
65	Frequency of the tourist visits, service hours, and timetables.	1 2 3 4 5	
66	Price of the visit, including charges for additional services.	1 2 3 4 5	
67	Language or languages in which the tourist visits are offered.	1 2 3 4 5	
68	Booking procedure and, if applicable, special booking conditions.	1 2 3 4 5	
69	Booking cancellation policy.	1 2 3 4 5	
70	Methods of payment accepted.	1 2 3 4 5	
71	Recommended or required clothing for the visit, if	1 2 3 4 5	

	applicable.		
72	The responsibility of visitors for the preservation of the historical, natural, industrial, or cultural site, when applicable.	1 2 3 4 5	
Information provided at the **beginning** of visit at a venue or tourist site			
73	Introduction of the guide	1 2 3 4 5	
74	Presentation of the site visited	1 2 3 4 5	
75	Safety and security rules to be observed.	1 2 3 4 5	
76	Specific restrictions to be adhered to during the visit.	1 2 3 4 5	
Aid provided during a Tourist Visit			
77	The guide(s) give visitors with the opportunity to inquire during guided visits.	1 2 3 4 5	
Tourist site **signage**			
78	Signage employs internationally accepted graphical symbols and be in the language of the country and the languages most commonly spoken by visitors.	1 2 3 4 5	
Tourist Site **parking facilities**			
79	The car park for visitors is signposted and indicated. People with disabilities are able to park their cars at the entrance, and these spots are be clearly marked.	1 2 3 4 5	
Visitor Toilets on tourist sites			
80	Toilets for visitors are 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.	1 2 3 4 5	
81	Accessible washroom and sanitary facilities, including an accessible stall and an accessible urinal, are provided.	1 2 3 4 5	

Information provided on **site areas** for tourist visits			
82	Signs and markings (e.g. with ropes, visitor lanes, barriers) are visible in visiting areas.	1 2 3 4 5	
Requirements of **sales areas** on tourist sites			
83	The accepted methods of payment are be displayed.	1 2 3 4 5	
84	The store's return policy for purchased goods is displayed.	1 2 3 4 5	
Obligations of Travel or Visit **service provider**			
85	The service provider has a civil liability insurance covering the visit activities and additional services provided.	1 2 3 4 5	
86	The appropriate emergency phone numbers are clearly displayed.	1 2 3 4 5	
87	Safety instructions, such as evacuation procedures and the procedure to react to emergencies are displayed	1 2 3 4 5	
88	If applicable, the vehicle used for the visit ia an appropriate vehicle.	1 2 3 4 5	
Hotel Built Environment			
89	Reception desk clearly visible from the point of entry, with clear directional and pictorial signage to other areas.	1 2 3 4 5	
90	Reception desk and information points clearly lit so that desk is easily identifiable and faces of reception staff are not in shadow.	1 2 3 4 5	
91	Corridors have widths of at least 1500 mm, preferably 1800 mm or greater.	1 2 3 4 5	
92	There is clear and consistent directional and information signage that meets the RNIB Sign Design Guide recommendations.	1 2 3 4 5	
93	There is simple and easy to use means of adjusting lighting	1 2 3 4 5	

	in guest rooms.		
94	Portable task lighting, such as bedside lamps or flexible stalk reading lights that can are available on request if not supplied as standard in guest rooms.	1 2 3 4 5	
Hotel Technology Access for assistance			
95	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.	1 2 3 4 5	
Requirements for **accessible Hotel Management**			
96	Accessible facilities publicized on the hotel website and in hotel literature.	1 2 3 4 5	
97	Online booking facility in addition to telephone booking.	1 2 3 4 5	
98	Legally, all establishments are obliged to accept assistance dogs.	1 2 3 4 5	
Specifications for **Outside areas** of **Buildings**			
99	Parking spaces clearly designated for disabled people	1 2 3 4 5	
100	A drop-off area for motor vehicle passengers at or near the front entrance	1 2 3 4 5	
101	Ramps as alternative routes to steps and handrails where necessary	1 2 3 4 5	
102	Entrance doors with level access, sheltered from rain and well lit	1 2 3 4 5	
Accessible **internal access routes** in **buildings**			
103	Ramps as alternative routes to steps and handrails where necessary	1 2 3 4 5	
104	Clear general signage and understandable pictograms	1 2 3 4 5	

General Building Requirements			
105	No smoking policy or designated non-smoking zones in all service areas (reception, lobby, meeting rooms, guest rooms, dining, bar, etc.)	1 2 3 4 5	
Website Information about accessibility			
106	Access information is detailed, accurate and up-to-date, as well as easy to find.	1 2 3 4 5	
Accessible **website characteristics**			
107	Content is accessible in different formats, to accommodate for all needs.	1 2 3 4 5	
108	Content is organized and formatted in such a way that it can be correctly translated by screen readers, like VoiceOver, JAWS and Chromevox.	1 2 3 4 5	
109	Visitors are given the option to adjust the website's display, font and font size according to their needs.	1 2 3 4 5	
110	The website's accessibility has been manually tested to ensure its usability for people with disabilities.	1 2 3 4 5	

1.6.3 Assessment Tool – Level AA

Table 17. Assessment tool for Area 6 – Tourism, Recreation, and Sports, Level AA.

Area 6 – Tourism, Recreation, and Sports: Level AA			
Accessible beach points			
1	Beach points that are accessible have a rest area with shade and a firm pavement.	1 2 3 4 5	
Provisions on ship			
2	Signs provided on a ship to aid passengers are accessible and easy to read for persons with reduced mobility.	1 2 3 4 5	
3	The alarm system and alarm buttons are 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.	1 2 3 4 5	
4	Handrails, corridors and passageways, doorways and doors accommodate the movement of a person in a wheelchair.	1 2 3 4 5	
Airport facilities			
5	Timeframe to provide assistance to reduced mobility persons: up to 60 minutes before departure.	1 2 3 4 5	
6	Right to assistance from check-in to embarkation if arriving at least 1 hour before departure.	1 2 3 4 5	
7	Right to assistance from airport arrival to embarkation if arriving at least 2 hours before departure.	1 2 3 4 5	
Mountain Trail Specifications			
8	Width of mountain trail for wheelchairs at the point of opposite moving wheelchairs: 2.2 m.	1 2 3 4 5	
9	Width of mountain trail for wheelchairs at the point of opposite moving wheelchair and persons: 1.5 m.	1 2 3 4 5	
10	Width of mountain trail for wheelchairs if only one way	1 2 3 4 5	

	movement is allowed: 1 m.		
11	Inclination of mountain trail: 5% max.	1 2 3 4 5	
12	Length of cross passing point in a mountain trail: 5m min.	1 2 3 4 5	
13	Distance between cross passing points in a mountain trail: 100m max.	1 2 3 4 5	
14	Distance between back-turning wheelchair point in a mountain trail: 300m max.	1 2 3 4 5	
15	Length for accessible mountain trail: 2km max.	1 2 3 4 5	
16	Mountain trail for visually impaired needs signs in Braille writing.	1 2 3 4 5	
Transport stops (e.g. Bus Stops, Train Stations, Taxi Stations)			
17	A ramp to the vehicle or associated infrastructure is located on the pavement.	1 2 3 4 5	
18	There are sciatic support elements at various heights on platforms, bus stops, taxi stops, and other waiting areas for small public transport vehicles.	1 2 3 4 5	
Pedestrian crossings			
19	To be seen by all pedestrians, pedestrian crossings are strategically placed, marked and free of obstacles.	1 2 3 4 5	
20	Where necessary, audible signals are provided for people with vision impairments on traffic light status.	1 2 3 4 5	
21	Where visible crossing signals are present, they are accompanied by audible ones.	1 2 3 4 5	
Stairs and **ramps** on **buildings**			
22	To allow for rain and other environmental factors, the surface materials used for an external ramp are durable and easy to maintain.	1 2 3 4 5	

Surroundings of points of tourist interest			
23	There is provision of areas of connection to public transport, encompassing straightforward and precise information regarding the services offered, including destinations and schedules.	1 2 3 4 5	
24	There is outdoor signage with indications of pedestrian routes to and from points of interest in the city, such as the urban center.	1 2 3 4 5	
Historic city centers			
25	The pavement has sufficient clear width for a person and a wheelchair user to pass.	1 2 3 4 5	
26	The accessible pedestrian route is flat and avoids the use of cobblestones or individual pavements with separate pieces.	1 2 3 4 5	
Archaeological site facilities			
27	Route accessibility requires that steps and ramps with a steep slope are avoided.	1 2 3 4 5	
Tourist routes in **shopping streets** and **leisure** and **catering areas**			
28	Commercial elements, including elements within stores such as menu information and sample products, are arranged in a manner that is easily discernible.	1 2 3 4 5	
29	Everyone has access to stores; stores with steps are avoided. Furthermore, stores with confusing or difficult identification are avoided.	1 2 3 4 5	
Measures for accessibility of **content** (e.g. leaflets, guides, advertisements, instructions) have been taken.			
30	Booking or reservation services are provided in a manner that is accessible to individuals with disabilities and provides an equitable level of service.	1 2 3 4 5	
31	Accessible and educational programs focus on different senses.	1 2 3 4 5	

32	Information is provided in alternative formats, such as acoustic, visual, and tactile.	1 2 3 4 5	
33	There is high contrast between the exhibits and their backgrounds, and to have the opportunity to look at them from a short distance.	1 2 3 4 5	
34	Hearing-enhancement systems are provided.	1 2 3 4 5	
35	The furnishings, particularly glass display cabinets or cases, are ergonomic.	1 2 3 4 5	
36	Interactive games are offered to children, they are accessible.	1 2 3 4 5	
37	Guides have received awareness-raising training and be knowledgeable about the use of facilities for people with disabilities, such as the induction loop.	1 2 3 4 5	
38	Cooperation with organizations or experts who represent the interests of people with disabilities has been established.	1 2 3 4 5	
39	Information about the exhibition and the artifacts is offered in different formats.	1 2 3 4 5	
Accessibility of the **content** (alternative means of communicating the information)			
40	Audio description and closed captions is broadcasted live or pre-recorded, and subsequently transmitted to devices present within the premises.	1 2 3 4 5	
41	The audio description can also be received via mobile devices belonging to the audience.	1 2 3 4 5	
42	Translation in sign language is provided upon request.	1 2 3 4 5	
Accessible **pedestrian routes**			
43	Routes possess stable and continuous solid ground, i.e. an obstacle-free space to circulate.	1 2 3 4 5	
44	Enough signage and lighting, warning and protection systems at crossings and guiding elements is included in	1 2 3 4 5	

	routes.		
45	Routes ensure continuity, for instance, in natural environments where interventions have been made to make them accessible.	1 2 3 4 5	
46	A recreational trail has signage at each trail head that provides information on the safety and accessibility features of the trail.	1 2 3 4 5	
47	The surface of the trail possess the following characteristics: a) firmness and consistency; b) regular maintenance; c) adequate compaction and treatment, d) smoothness and homogeneity.	1 2 3 4 5	
48	For wooden walkways or bridges, the planks are positioned perpendicular to the direction of movement.	1 2 3 4 5	
49	Regarding slopes, routes that traverse smooth slopes whenever feasible are utilized.	1 2 3 4 5	
50	Where applicable, guides monitor pedestrian routes through different safety evaluation methods.	1 2 3 4 5	
Protected natural spaces			
51	Accessible paths, routes and trails are provided to match the uniqueness of the location.	1 2 3 4 5	
52	At rest points, protected natural spaces have shelters that fit the site's character.	1 2 3 4 5	
53	Protected natural areas incorporate tapping rails for visually impaired visitors.	1 2 3 4 5	
54	Boardwalks are covered with materials that prevent slipping in damp areas.	1 2 3 4 5	
55	Protected natural spaces are provided with tactile terrain markers at regular intervals or at points of interest.	1 2 3 4 5	
Wildlife observatories			

56	Observation areas at two different heights are incorporated, so that people of different heights, children, and wheelchair users can observe.	1 2 3 4 5	
57	Furnishings that hinder the act of observation are excluded	1 2 3 4 5	
Accessible **beach points**			
58	The accessible beach points have information about the facilities and accessible services of the beach.	1 2 3 4 5	
59	An accessible shower is provided at accessible beach points.	1 2 3 4 5	
60	Accessible shorelines have accessible restroom facilities.	1 2 3 4 5	
61	Drinking water at accessible beach spots is readily available.	1 2 3 4 5	
Physical Access to **Venues** (mainly **indoors**)			
62	Customers with walking difficulties can use wheelchairs on temporary loan at the facility.	1 2 3 4 5	
63	It is ensured that events are held in rooms with level entry or rooms that can be accessed by lift.	1 2 3 4 5	
64	It is ensured that the furniture placement and event setup allow for adequate movement for everyone, including people using mobility aids, people using a cane, and people with assistance dogs.	1 2 3 4 5	
65	The reception or sign-in desk has a lowered counter so that everyone can reach it easily.	1 2 3 4 5	
66	Good maneuverability is ensured around exhibition stands and in areas where food and drinks are served.	1 2 3 4 5	
67	Security staff is aware of the right of people using assistance dogs to bring them into the venue.	1 2 3 4 5	
Access Means to **Outdoor Venues**			

68	It is ensured that the location of stalls or performance areas does not obstruct kerb ramps.	1 2 3 4 5	
69	Accessible parking spaces are provided in close proximity to the event for individuals with disabilities.	1 2 3 4 5	
70	It is ensured 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.	1 2 3 4 5	
71	First-aid cabins or portable accessible toilet facilities are installed.	1 2 3 4 5	
72	Seating in the shade and, in general, shielded from adverse weather conditions, such as rain, wind, and sun is provided.	1 2 3 4 5	
73	Some grassy areas are covered with matting or other materials to make mobility easier.	1 2 3 4 5	
74	The ground conditions have been considered when planning the event. An alternative route is given that avoids gravel, bark or sloped surfaces.	1 2 3 4 5	
75	Routes are recommended in event communications and any potentially challenging ground conditions are noted in the access guide.	1 2 3 4 5	
Accommodation Services (hotels, motels, hostels, etc.)			
76	Customers and front desk staff are informed about the accessibility of the services offered by lodging establishments, for example through a guide on accessibility.	1 2 3 4 5	
77	Staff is able to check if a room is available according to the accessibility requirements of guests using the reservation management system of the lodging establishment.	1 2 3 4 5	
78	The accommodation establishment has a reservation system designed to allow guests to reserve an accessible room through their website.	1 2 3 4 5	
79	In guest rooms, an alternative two-way communication system with reception, such as an app, phone text, or smart	1 2 3 4 5	

	TV program, is readily available upon request.		
80	Features and equipment that are advantageous to guests who are blind or have vision impairments are readily available in guest rooms.	1 2 3 4 5	
Accessibility to **guest rooms** in hotels and guesthouses			
81	Elements, devices, and controls are reachable and easy to operate, without the need for wrist rotation or fine motor skills.	1 2 3 4 5	
83	Visual and audible alarm systems are readily accessible to alert individuals with hearing and vision impairments, respectively.	1 2 3 4 5	
84	An adequate number of accessible guest rooms, including at least one accessible guest room, are provided with adequate space for two suitable beds and a suitable accessible en-suite bathroom for individuals using wheeled mobility devices.	1 2 3 4 5	
85	The bathroom is located within a short distance of the guest room and on an accessible route when more than one accessible guest room cannot be provided.	1 2 3 4 5	
86	Accommodation facilities with guest rooms of different types and categories have the possibility of providing accessible guest rooms in these different categories (e.g. accessible suites or family rooms)	1 2 3 4 5	
87	Mini-bars, safe boxes, coffee- and tea-making equipment, wardrobes and luggage racks and access to the bathroom are provided with adequate maneuvering space.	1 2 3 4 5	
88	In the case of two beds, adequate clear maneuvering space is provided on at least one of the long sides of one bed and at the foot of the beds.	1 2 3 4 5	
89	There is at least one accessible guest room with a shared accessible bathroom.	1 2 3 4 5	
90	In the event that more than one accessible guest room and en-suite accessible bathroom cannot be provided, the bathroom is situated within a brief distance of the guest	1 2 3 4 5	

	room and on an accessible route.		
91	An emergency call system that can be triggered while sitting or lying on the bathroom floor is provided in the accessible bathroom.	1 2 3 4 5	
Obligations of **Travel Service Providers**			
92	Providers establish and implement courtesy guidelines for their staff, such as the protocol for welcoming visitors.	1 2 3 4 5	
93	Providers address the accessibility needs of visitors with disabilities as far as possible, in order to address the needs of visitors with disabilities.	1 2 3 4 5	
95	A period of training or orientation subsequent to the recruitment of the new member of staff, as determined by the specific job position is included.	1 2 3 4 5	
96	Staff in contact with visitors is given courtesy rules.	1 2 3 4 5	
97	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, is included.	1 2 3 4 5	
Requirements for **travel guides**			
98	Travel guides have a thorough understanding of the destination and its features.	1 2 3 4 5	
99	Travel guides are trained and experienced, especially in communication skills and in managing unplanned situations and emergencies.	1 2 3 4 5	
100	Travel guides 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.	1 2 3 4 5	
Travel **Information** provided by the travel services			
101	Description of visits offered, including type (guided, self-guided or both)	1 2 3 4 5	

102	The duration of the visit	1 2 3 4 5	
103	Main aspects of the visit and its contents	1 2 3 4 5	
104	Description of visit location and access (e.g. bus, metro, road access, available parking facilities).	1 2 3 4 5	
105	Instructions on safety considerations during the visit.	1 2 3 4 5	
Information provided **at the beginning** of visit **at a venue** or tourist site			
106	General information about the visit, such as objective of the visit, schedule or itinerary and duration	1 2 3 4 5	
Information provided on **site areas** for tourist visits			
107	Visiting areas have seating along the route, where appropriate.	1 2 3 4 5	
Requirements of **sales areas** on tourist sites			
108	Prices of products are clearly visible	1 2 3 4 5	
Obligations of **Travel** or **Visit service provider**			
109	There is available a first aid kit for visitor use.	1 2 3 4 5	
Hotel Built Environment			
110	Transitional lighting in lobbies if there are significant differences in light levels between outside and inside or between one space and another.	1 2 3 4 5	
111	Consistent lighting along corridors and circulation routes to avoid patches of light and shadow.	1 2 3 4 5	
112	Corridor corners are rounded or angled, to enable users to be aware of another person approaching from the opposite direction before they arrive at the corner.	1 2 3 4 5	
113	Lifts have glazed walls or glazed doors rather than being totally enclosed.	1 2 3 4 5	

114	There is good lighting levels in lifts and clear, easily identifiable, illuminated, raised and tactile controls.	1 2 3 4 5	
115	Circular or oval tables in restaurants, meeting rooms and bar areas, to facilitate communication.	1 2 3 4 5	
116	Lighting is at least at a level suitable for lipreading and signed communication.	1 2 3 4 5	
117	Silent running air conditioning, extractor fans and other equipment.	1 2 3 4 5	
118	Raised tactile signage also benefits people with hearing loss who have additional visual impairments.	1 2 3 4 5	
119	Flashing light doorbells in hotel bedrooms for room service and visitors.	1 2 3 4 5	
120	Bathroom light operated by a switch outside the bathroom door, not a pull cord or PIR sensor switch inside the bathroom.	1 2 3 4 5	
121	There exist adequate power sockets in the room for connecting assistive devices and recharging batteries for hearing technology.	1 2 3 4 5	
Hotel Technology Access for assistance			
122	Captioned TV and films to hotel bedroom and bathroom if a TV is fitted.	1 2 3 4 5	
123	Similar considerations apply to audio description services for blind, deafblind and partially sighted guests.	1 2 3 4 5	
124	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.	1 2 3 4 5	
125	Good Wi-Fi signal strength throughout hotel—particularly in reception, meeting rooms and bedrooms—for internet and e-mail communication.	1 2 3 4 5	

126	Wall mounted data sockets for direct plug-in can for higher quality internet connection.	1 2 3 4 5	
127	Cost-free Wi-Fi for guests who are highly reliant on internet services for text and video communication.	1 2 3 4 5	
128	Multi pitch audible emergency alerts, as not all users will hear the standard single pitch high frequency alert fitted in many hotels.	1 2 3 4 5	
129	Rooms with visual emergency alerts are allocated according to individual access requirements under the Access Management Plan for the premises.	1 2 3 4 5	
130	IP (Ingress Protection) rated alerts are used in bathrooms to avoid moisture penetration, otherwise consider glazed vision panels.	1 2 3 4 5	
131	DMS (Deaf Message Service) for emergency alerts to personal smartphones, provided a good mobile signal is available throughout the hotel.	1 2 3 4 5	
Requirements for accessible **Hotel Management**			
132	This is publicized as mainstream information and not under “Special Needs”.	1 2 3 4 5	
133	Staff training at all levels, including clear speech and lip readability.	1 2 3 4 5	
134	Guests with hearing loss are not being automatically put in the “accessible room” unless they have a disabled partner or an additional mobility requirement themselves.	1 2 3 4 5	
135	Discreet details either listed or on computer for management, reception staff and fire wardens are used to monitor which guests may require assistance in which rooms.	1 2 3 4 5	
136	The hotel welcomes all assistance dogs, and demonstrates this with an appropriate main door sticker.	1 2 3 4 5	
137	Guests with assistance dogs are given a room away from	1 2 3 4 5	

	main corridors (such as at the end)		
138	When offering assistive devices such as vibrating alerts or flashing light alarms at reception, reception staff checks 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.	1 2 3 4 5	
139	Staff is trained in how to do this appropriately and sensitively.	1 2 3 4 5	
140	Available assistive technology is advertized on the hotel website and in publicity literature, with the facility to reserve equipment in advance.	1 2 3 4 5	
141	Important hotel information and guidance is provided in guest rooms and can be made available in alternative formats such as large print, Braille or on-screen.	1 2 3 4 5	
Specifications for **Outside areas** of **Buildings**			
142	Access routes are flat (without steps) and with a stable surface	1 2 3 4 5	
143	There exist tactile and high-contrast route markings.	1 2 3 4 5	
144	There exist wide doors, passageways, corridors and space to pass between dining tables, display stands, etc.	1 2 3 4 5	
145	Lifts (elevators) are wide and deep with tactile buttons and offer a visual and audible indication of floors.	1 2 3 4 5	
146	There exists signage indicating accessible areas and features	1 2 3 4 5	
147	There exist tactile and high-contrast route markings.	1 2 3 4 5	
Toilet and **bathroom** in venues, tourist sites			
148	There exist support handrails beside toilets, baths and overhead showers	1 2 3 4 5	
149	Wheel-in shower (no step) and non-slip floor surfaces in	1 2 3 4 5	

	bathrooms.		
General Building Requirements			
150	There are sufficient lighting levels, without glare or reflections	1 2 3 4 5	
151	Glass doors and large windows are marked with contrast warning signs or patterns	1 2 3 4 5	
152	Guestrooms have non-allergenic bedding and cleaning materials	1 2 3 4 5	
153	Provisions for service animals (water, toilets, accommodation).	1 2 3 4 5	
Website Information about accessibility			
154	Photographs of the accessible facilities are included.	1 2 3 4 5	
155	An access statement provides information about the accessibility of a tourism facility and or service.	1 2 3 4 5	
156	Adapted suggested itineraries and additional information are presented for people with access needs to plan their visit.	1 2 3 4 5	
157	A diversity of visitors is represented in the images shown on your website.	1 2 3 4 5	
158	Testimonials from previous visitors are provided.	1 2 3 4 5	

1.6.4 Assessment Tool – Level AAA

Table 18. Assessment tool for Area 6 – Tourism, Recreation, and Sports, Level AAA.

Area 6 – Tourism, Recreation, and Sports: Level AAA			
Airport facilities			
1	Reimbursement for refusal to travel within 7 days.	1 2 3 4 5	
Mountain Trail Specifications			
2	Mountain trail for visually impaired has wooden or stone railing.	1 2 3 4 5	
Transport stops (e.g. Bus Stops, Train Stations, Taxi Stations)			
3	Shelter stops, such as bus stops, are provided with a minimum obstacle clearance of lateral or central access to the structure of the stop or awning.	1 2 3 4 5	
4	Shade or shelter from the sun, rain and wind is provided by the shelter.	1 2 3 4 5	
5	The design of the shelter or stop facilitates its location and provides information about the transport service inside it.	1 2 3 4 5	
6	There are adequate location signals with information for the taxi stand.	1 2 3 4 5	
Pedestrian crossings			
7	All pedestrian crossings have level access with a kerb ramp or a raised road crossing.	1 2 3 4 5	
8	The full width of the flush surface has a tactile warning to alert people with vision impairments.	1 2 3 4 5	
Stairs and **ramps** on buildings			
9	External ramps and approaches are properly drained to prevent water from flowing down the ramp or accumulating on landings and approaches.	1 2 3 4 5	

10	A drainage grating is set flush with the surface and has narrow openings perpendicular to the pedestrian path of travel.	1 2 3 4 5	
11	Handrails provided for external stairs or ramps have low heat-conducting properties.	1 2 3 4 5	
Historic city centers			
12	The directional signage announcing the main points of interest and reference are emphasized in elaborate journeys, in order to ease the navigation of tourists and avoid mishaps.	1 2 3 4 5	
13	The passage of adapted vehicles that provide services to people with disabilities is allowed (i.e. even in restricted spaces).	1 2 3 4 5	
Archaeological site facilities			
14	Steel grating floor materials are not used.	1 2 3 4 5	
15	During opening hours, the site is well lit.	1 2 3 4 5	
Natural parks and **historic gardens**			
16	The vegetation, including the position and size of branches is taken into consideration.	1 2 3 4 5	
17	After a rainy season, pedestrian routes are reviewed and conditioned to ensure accessibility.	1 2 3 4 5	
18	Specific requirements are in place to ensure accessibility in waterside environments such as beaches, marinas and quays.	1 2 3 4 5	
Measures for accessibility of **content** (e.g. leaflets, guides, advertisements, instructions)			
19	Advertisements target a diverse group of individuals by utilizing diverse formats.	1 2 3 4 5	
20	Intellectual, cultural, and language barriers are avoided.	1 2 3 4 5	

21	When possible, museums allow artifacts to be touched, or they have scaled models, replicas in 3D, or educational sheets in relief, identifying the content of the original.	1 2 3 4 5	
22	Services are provided in sign language.	1 2 3 4 5	
23	Appropriate lighting is guaranteed. Reflections and disturbing glares are avoided.	1 2 3 4 5	
24	In crowded or noisy locations, a tranquil area or restroom for individuals with disabilities is provided.	1 2 3 4 5	
Accessibility of the **content** (alternative means of communicating the **information**)			
25	Facilities possess magnetic induction systems, optional closed caption, and audio description systems that can be selected voluntarily by those who require them.	1 2 3 4 5	
Accessible **pedestrian routes**			
26	It is ensured that accessible routes are identical to the general ones.	1 2 3 4 5	
27	Boundaries are defined in the routes.	1 2 3 4 5	
28	Routes through natural environments subject to weather conditions and the transit of and use by animals have regular maintenance.	1 2 3 4 5	
Protected natural spaces			
29	There exist picnic areas with wide, level routes with furniture set at various heights and picnic tables reserved for people with disabilities in protected natural spaces.	1 2 3 4 5	
30	In protected natural spaces, access to rougher or less firm terrain over short distances is provided with different types of boardwalk and other sustainable trail solutions.	1 2 3 4 5	
31	Protected natural areas utilize alternatives to loose gravel for pathways, routes, and trails into the natural landscape.	1 2 3 4 5	
Wildlife observatories			

32	Routes are designed along paths or tracks that are commonly used to facilitate the approach for the maximum number of individuals.	1 2 3 4 5	
Accessible **beach points**			
33	Personal assistance services for bathing or swimming are provided at accessible beach locations.	1 2 3 4 5	
34	Amphibious chairs, amphibious crutches or beach wheelchairs are available at accessible beach points.	1 2 3 4 5	
Physical Access to **Venues** (mainly **indoors**)			
35	If temporary or moveable seating is provided, a diverse range of chairs is included, including those equipped with arms and those without arms.	1 2 3 4 5	
36	For coffee breaks and buffets for standing people, lower tables are provided where wheelchair users can rest their plates and drinks.	1 2 3 4 5	
37	There is a spot near the meeting where people can chill out and unwind, free of distractions.	1 2 3 4 5	
38	The speaker's platform accommodates wheelchair users with ease and security.	1 2 3 4 5	
39	Event personnel, including volunteers, receive disability awareness training.	1 2 3 4 5	
40	A designated spending area for assistance dogs and bowls of water is provided.	1 2 3 4 5	
Access Means to **Outdoor Venues**			
41	Wheelchairs are provided for the use of customers with walking difficulties.	1 2 3 4 5	
42	At clearly identified points, fresh drinking water is provided.	1 2 3 4 5	
43	Small areas close to the stage are designated for use by people using wheelchairs.	1 2 3 4 5	

44	Viewing platforms are Included.	1 2 3 4 5	
45	The above accessibility features are included as license conditions for hosting an event.	1 2 3 4 5	
Accommodation Services (hotels, motels, hostels, etc.)			
46	The lodging establishment furnishes guests with diverse audio and visual means to communicate in public areas or in guest rooms.	1 2 3 4 5	
47	Hearing enhancement devices are available at reception.	1 2 3 4 5	
48	Guests with mobility impairments have the option to borrow a variety of assistive devices and equipment.	1 2 3 4 5	
Accessibility to **guest rooms** in hotels and guesthouses			
49	Visual contrast between the elements and surfaces is provided within the room in order to facilitate the orientation of all customers.	1 2 3 4 5	
50	Upon request, a guest room is equipped with a system that informs the occupant of any incoming calls or knocks at the door.	1 2 3 4 5	
51	Individuals with hearing impairments are provided with assistive devices, such as vibrating or flashing alarm clocks, etc.	1 2 3 4 5	
52	There is a system available to identify the different elements in the guest room that are potentially difficult to perceive for people with vision impairments.	1 2 3 4 5	
53	Adjustments are offered for an assistance dog staying in the guest room.	1 2 3 4 5	
54	The quietest guest rooms (on the upper floors, at the end of hallways away from elevators, amenities and common areas) are offered to guests upon request.	1 2 3 4 5	
55	Accessible guest rooms have a non-exclusive character.	1 2 3 4 5	

56	The height of beds, as measured from the floor to the top of the mattress, regardless of whether it is compressed, is adequate to facilitate the transfer from a wheelchair or other wheeled mobility device to the bed.	1 2 3 4 5	
57	Beds have a clear space underneath to allow the use of a portable hoist.	1 2 3 4 5	
58	Certain accessible guest rooms are connected to standard rooms to facilitate assistance for guests with disabilities.	1 2 3 4 5	
59	If a single accessible guest room is provided, en-suite bathroom features a level "roll-in" shower.	1 2 3 4 5	
60	If a bathtub is installed, there is sufficient clearance beneath the bathtub to enable the operation of a portable or ceiling hoist.	1 2 3 4 5	
Obligations of **Travel Service Providers**			
61	The appropriate number of visitors is defined by the provider.	1 2 3 4 5	
Travel Information provided by the travel services			
62	Brief information about the facilities where the visits are conducted is provided.	1 2 3 4 5	
63	The objectives to be pursued during the visit are provided.	1 2 3 4 5	
64	When necessary, the minimum and maximum number of visitors per visit is established.	1 2 3 4 5	
65	Information about the visit's objectives is provided.	1 2 3 4 5	
Aid provided during a Tourist Visit			
66	The visit follows a logical progression.	1 2 3 4 5	
67	The visit provides visitors with a good understanding of the subject and its context.	1 2 3 4 5	

Tourist Site **parking facilities**			
68	A coach parking area is provided if group excursions are accepted.	1 2 3 4 5	
69	Open-air and underground car parks are lit when visits are often provided after twilight.	1 2 3 4 5	
Information provided on **site areas** for tourist visits			
70	Information related to health and safety regulations relevant to visitors is present in areas visited.	1 2 3 4 5	
Requirements of **sales areas** on tourist sites			
71	The shop is clean and well-organized.	1 2 3 4 5	
72	The shop has storage areas for products.	1 2 3 4 5	
73	Products for sale are well presented	1 2 3 4 5	
74	The selection includes local products, where appropriate.	1 2 3 4 5	
Hotel Built Environment			
75	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.	1 2 3 4 5	
76	There is balance between reducing unwanted external or internally generated noise.	1 2 3 4 5	
77	There are vision panels in doors to public circulation areas and views through to public rooms.	1 2 3 4 5	
78	Mirrors are used for enhancing visual interconnectivity within spaces, subject to any considerations for customers with visual impairment or dementia.	1 2 3 4 5	
79	There are adjustable blinds, screens or curtains for visual separation and privacy when required.	1 2 3 4 5	

80	There is increased circulation width.	1 2 3 4 5	
81	Light diode strips are used to the leading edge of lift doors, which change color from green to red when closing.	1 2 3 4 5	
82	Curved rather than straight benches and circular or oval, rather than square tables in fixed banquette areas are used.	1 2 3 4 5	
83	A choice of variable lighting arrangements is used in reception, restaurant, bar, conference and break out areas.	1 2 3 4 5	
84	There is a choice of quiet, separate areas in bars and restaurants with means of reducing background music on request to facilitate communication.	1 2 3 4 5	
85	There is a spyhole in bedroom doors or visual intercom to enable guests with hearing loss to see who is at the door before opening it.	1 2 3 4 5	
86	Intercommunicating doors between guest rooms are provided for people with hearing and vision loss to easily communicate with other family members, children or companions.	1 2 3 4 5	
Hotel Technology Access for assistance			
87	There are flashing light doorbells in hotel bedrooms for room service and visitors.	1 2 3 4 5	
88	Rooms with a stronger Wi-Fi signal are allocated according to individual access requirements.	1 2 3 4 5	
89	There are flashing light visual emergency alerts to bedroom/bathroom suites.	1 2 3 4 5	
90	Hotel gym, pool, spa, steam, sauna and changing areas where staff may not be present are also locations where visual flashing alerts are installed.	1 2 3 4 5	
91	Multiple flashing alerts in one space are synchronized and the pulse moderated to reduce risk of epileptic seizure.	1 2 3 4 5	
92	Although red is the generally recognized color for emergency, amber or white alerts are used as they are	1 2 3 4 5	

	more visible.		
93	As visual alerts alone are insufficient to wake all sleepers, additional vibrating alerts are provided.	1 2 3 4 5	
94	Hard wired pillow/mattress vibrator alert pad is issued on demand and advertised as available to guests.	1 2 3 4 5	
95	Vibrating pager emergency alert or vibrating mobile devices are provided upon request.	1 2 3 4 5	
96	Vibrating pager alerts are available for people with hearing loss who have additional visual impairments.	1 2 3 4 5	
97	Pager alerts are able to be physically worn.	1 2 3 4 5	
98	Any vibrating pager emergency alerting system or vibrating mobile device is not the sole means of alerting guests.	1 2 3 4 5	
Requirements for **accessible Hotel Management**			
99	Staff is fluent in sign language.	1 2 3 4 5	
100	There is some knowledge of fingerspelling by the staff.	1 2 3 4 5	
101	There are no signs hung over bedroom door handles indicating that the occupant requires assistance.	1 2 3 4 5	
102	Similarly, there are no wall boards on reception with the guest's name, room number and disability written up for all to see.	1 2 3 4 5	
103	Older people are informed of what facilities are available to them.	1 2 3 4 5	
Accessible **internal access routes** in **buildings**			
104	Door handles are easy to reach and operate, or there is automatic opening/closing.	1 2 3 4 5	
105	There are clear turning spaces in rooms, meeting rooms, entrance halls, etc.	1 2 3 4 5	

Toilet and **bathroom** in venues, tourist sites			
106	There is free space beside toilets for side transfer.	1 2 3 4 5	
General Building Requirements			
107	There are easy-to-use window fastenings, temperature controls, etc.	1 2 3 4 5	

1.7 Area 7 – Security and Evacuation Situations: Specific Guidelines and Assessment Tools

1.7.1 Specific Guidelines

An evaluator of accessibility in security and evacuation situations ensures that emergency procedures and facilities are inclusive and account for the needs of all individuals, including those with disabilities or mobility challenges. The goal is to create safe, effective, and equitable responses during emergencies.

The following is a breakdown of evaluator responsibilities:

1. Understand Regulations and Guidelines

- Before performing an evaluation of the accessibility in security and evacuation situations of facilities, evaluators should have been trained to get familiarized with legal and safety standards such as international standards for emergency planning, fire safety regulations, and Local or national building codes and emergency management guidelines.

2. Engage Stakeholders

Before conducting the actual evaluation, the following preparatory activities should be performed by the evaluators:

- Consultation with Disability Advocates to engage individuals with disabilities and advocacy organizations to identify gaps and recommend improvements.

- Get feedback from Employees and Visitors by conducting surveys or focus groups to understand the effectiveness of current measures.

- Collaboration with Facility Managers: Partner with building administrators to implement changes and conduct accessibility audits.

3. Tools and Resources for Evaluation

The following tools and resources will prove invaluable during assessment of a facility and evaluators should make sure that they are available during evaluation

- Accessibility Plan,

- Previous evaluations,

- Testing Tools to simulate emergencies for individuals with disabilities,

- Evacuation Chairs for testing emergency routes.

4. Assess Physical Accessibility of Emergency Infrastructure

While assessing the accessibility of Emergency Infrastructure, evaluators should examine and test:

- Evacuation Routes. This can be accomplished by evaluating hallways, stairwells, and exits for accessibility (e.g., width, slopes, lighting) as given in the guidelines that follow.

- The presence of evacuation chairs or elevators compliant with fire safety standards.

- Signage: Ensure emergency signs are clear, well-lit, and include Braille or tactile elements.

- Whether wayfinding systems accommodate people with visual or cognitive impairments.

- Emergency Assembly Areas: verify accessibility of designated safe zones, including seating and space for mobility devices.

5. Evaluate Alarm and Notification Systems

- Auditory Alerts: Confirm alarms are loud enough to alert individuals with partial hearing loss and ensure availability of personal alerting devices for people who may miss auditory alarms.

- Visual Alerts: Check for strobes or flashing lights in all rooms and public spaces to accommodate individuals with hearing impairments.

- Vibration Alerts: Test systems that integrate vibration notifications for individuals who are deaf-blind.

- Mass Communication Systems: Assess text-based alerts, phone apps, and PA systems for inclusivity.

6. Analyze Emergency Plans and Policies

The following analysis requires that the evaluator obtains and studies the plans, policies and procedures of the facility under assessment. This would verify that the following are in place:

- Inclusivity of Evacuation Procedures: Evaluators should review if evacuation protocols consider individuals who use wheelchairs, are blind, or have sensory,

cognitive, or medical conditions and ensure that assistance roles for staff or volunteers are defined clearly.

- Personal Emergency Evacuation Plans (PEEPs): Evaluators should verify the availability and customization of PEEPs for individuals requiring assistance.

- Drill Procedures: Evaluate whether emergency drills include participation and feedback from individuals with disabilities.

7. Assess Training and Awareness

The following assessment requires that the evaluator obtains and studies the programs of study, educational material, and procedural guidelines of the facility's staff.

- Staff Training: Evaluators should verify that personnel are trained to assist people with disabilities during emergencies (e.g., using evacuation chairs or guiding visually impaired individuals).

- Public Awareness Campaigns: The evaluators should review efforts to educate occupants about accessible evacuation options.

- Coordination with Emergency Responders: Ensure first responders are familiar with the facility's accessibility features and protocols.

The evaluators' recommendations as well as the plans and procedures put in place by the facility's management should be monitored and updated regularly.

1.7.2 Assessment Tool – Level A

Table 19. Assessment tool for Area 7 – Security and Evacuation Situations, Level A.

Area 7 – Security and Evacuation Situations: Level A			
PEEP-Personal Emergency Evacuation Plan for employees and regular visitors of a building- personalized for each individual with disabilities.			
1	There is safe evacuation route with an adjacent fire compartment with fire-resistance rating.	1 2 3 4 5	
2	More than one evacuation route are provided.	1 2 3 4 5	
3	An escape stair is provided.	1 2 3 4 5	
4	An appropriate evacuation plan at the start of employment or if their needs change is provided.	1 2 3 4 5	
5	Direct consultation with disabled individuals is provided.	1 2 3 4 5	
6	Assumptions about the disabled person's needs and abilities are avoided.	1 2 3 4 5	
7	Individuals with disabilities are informed that doors with automatic opening mechanisms for accessibility might deactivate this function during a fire.	1 2 3 4 5	
8	Provision of assistance for people with upper limb impairments in opening heavy fire doors has been made.	1 2 3 4 5	
9	Disabled persons with guide dogs may are given an additional person to assist with the evacuation of the dog.	1 2 3 4 5	
Evacuation options in emergency plans.			
10	Individual disabilities and needs are taken into account.	1 2 3 4 5	
Evacuation drills for individuals with disabilities.			
11	Specific cases as disabled persons who elect to evacuate un-aided and people with a learning difficulty are taken into consideration.	1 2 3 4 5	

12	Drills are conducted regularly, at least every six months.	1 2 3 4 5	
13	Evacuation drills do not put disabled people at risk for unnecessary injury.	1 2 3 4 5	
14	If someone with a learning difficulty needs more frequent practice, it is included in their PEEP.	1 2 3 4 5	
Building modifications that can make evacuations easier and increase the available time for evacuation.			
15	Automatic life safety suppression systems (such as sprinklers) are provided.	1 2 3 4 5	
16	Automatic fire detection is provided.	1 2 3 4 5	
Evacuation plans readily available for all visitors (**Generic Emergency Evacuation Plans – GEEPs**), including those with disabilities.			
17	Buildings have established clear contact points for groups to receive necessary information and assistance during an evacuation.	1 2 3 4 5	
18	Room evacuation instructions are available in various accessible formats (Braille, easy read, large print).	1 2 3 4 5	
19	Plans prioritize the safety of disabled guests.	1 2 3 4 5	
20	Check-in procedures include offering evacuation plans to all guests.	1 2 3 4 5	
21	Clear and unobstructed routes are provided.	1 2 3 4 5	
Building features that ensure a safe evacuation for all.			
22	Hazardous areas are not located under or in the immediate proximity of the final exits.	1 2 3 4 5	
23	An automatic fire detection system is installed in educational establishments attended by disabled persons	1 2 3 4 5	
24	Call points are away from corners, at a suitable height for people in wheelchairs.	1 2 3 4 5	

PEEP for **individuals with mobility** impairments or those who use **wheelchairs**.			
25	Rooms with easier egress routes are allocated to guests requiring significant physical assistance.	1 2 3 4 5	
26	Mechanical equipment to move people up or down stairs could obstruct the escape routes. This has been taken into account when creating an evacuation plan.	1 2 3 4 5	
27	When horizontal evacuation or lifts aren't available: Assistance from one or more people or carrying the person up or down escape stairs is provided.	1 2 3 4 5	
28	Whether the stairs are wide enough for three or more people to move freely and safely has been taken into account.	1 2 3 4 5	
29	Two, three, or four people are able to carry a wheelchair by holding the rigid points at each corner of the wheelchair.	1 2 3 4 5	
30	Prioritizing the individual's dignity is crucial for a smooth and quick exit, so staff always ask before assuming.	1 2 3 4 5	
31	Interviews with mobility impaired persons, in order to write a PEEP, are a priority.	1 2 3 4 5	
PEEP for **hearing impaired individuals**.			
32	An audible alarm is present.	1 2 3 4 5	
33	Fire Wardens or Fire Marshals ensure that no one is left behind, using physical checks rather than relying solely on vocal calls.	1 2 3 4 5	
34	The language spoken by people with hearing impairments is not assumed. Pictograms are used to supplement written material.	1 2 3 4 5	
35	When working alone, a visual alarm or vibrating paging system is provided to alert people in case of emergencies.	1 2 3 4 5	
36	In cases where visual alarm or vibrating paging system aren't available, a buddy system has been established.	1 2 3 4 5	

37	Interviews with hearing impaired persons, in order to write a PEEP are a priority.	1 2 3 4 5	
PEEP for **blind** and **partially sighted people**.			
38	Audible signals do not interfere with fire alarms.	1 2 3 4 5	
39	Instructions for evacuation are available in Braille, large print or on audio-tape.	1 2 3 4 5	
40	Interviews with visually impaired persons, in order to write a PEEP is a priority.	1 2 3 4 5	
PEEP for individuals with **cognitive disabilities**.			
41	They focus on enabling independent understanding of evacuation procedures.	1 2 3 4 5	
42	Frequent practice, based on individual needs and documented in their PEEP is provided.	1 2 3 4 5	
43	Interviews with individuals with cognitive disabilities, in order to write a PEEP are a priority.	1 2 3 4 5	
Effective communication in emergency evacuation plans, involving disabled people.			
44	There is communication and consultation with all relevant parties (staff, contractors, visitors, residents, students, and customers).	1 2 3 4 5	
45	Disability contacts or line managers ensure PEEPs for the staff are up-to-date.	1 2 3 4 5	
46	Flyers and booking forms in conferences include operational systems for evacuation.	1 2 3 4 5	
47	A coordinator is present to ensure that all plans are understood and effectively implemented across the entire organization.	1 2 3 4 5	
48	HR departments ensure that all employees are provided a suitable escape plan upon joining the company and whenever their ability to exit the building changes.	1 2 3 4 5	

49	Explanation of instructions by the receptionist during check-in is provided.	1 2 3 4 5	
Features that ensure a safe evacuation for all in buildings or parts of buildings used for the **medical care** and treatment of patients of reduced **mental** or **physical capacity**.			
50	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.	1 2 3 4 5	
51	In horizontal exits, doors have a clear width for each direction of escape route of at least 0,90m.	1 2 3 4 5	
52	Each horizontal exit doorway has a fire-resistant transparent vision panel that ensures visibility to the opposite side without reducing the fire resistance of the door.	1 2 3 4 5	
53	Handrails are placed on both sides and on the landings of each staircase and ramp, at least 1,20m wide, anywhere escape routes pass through.	1 2 3 4 5	
54	The locking of the doors of the cabins is not 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.	1 2 3 4 5	
A **safe fenced outdoor escape space** for persons with **cognitive impairments.**			
55	The outdoor area, after deducting a zone of 3m from the building, has an area of at least 2m² per person.	1 2 3 4 5	
56	The actual distance of the unprotected escape route does not exceed 60m.	1 2 3 4 5	
Accessible **pavements** in **temporary container shelters**			
57	Minimum unobstructed pavement width: 150cm. Ideal width: 2.0m	1 2 3 4 5	
58	If signs are inevitably used, they are clearly marked with visual stimuli.	1 2 3 4 5	

Accessible and **safe stairs** and **steps** in **temporary container shelters**			
59	Maximum dock height: 15cm. step depth: at least 28cm.	1 2 3 4 5	
60	If there is no ramp or lift, the maximum height of each step is 16cm; otherwise 18cm.	1 2 3 4 5	
61	At each edge of each step (2,5-5cm), a visual warning tape is placed.	1 2 3 4 5	
62	Anti-slip, rough or matt coating materials are preferred on stair walking surfaces.	1 2 3 4 5	
63	Non-slip strips, 4-5cm long, are placed at the bottom of the stairs.	1 2 3 4 5	
64	The handrail of the step is 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.	1 2 3 4 5	
Accessible **entrances** and **doors** in **temporary container shelters**			
65	Outer door width: at least 100cm, height: 200-220cm.	1 2 3 4 5	
66	Door handles are 90-110cm high from the ground.	1 2 3 4 5	
Easy to operate and **safe windows** in **temporary container shelters** for all users.			
67	Parapets have a height of 80cm.	1 2 3 4 5	
68	On/off handle 90-110cm above ground level.	1 2 3 4 5	
Accessible and **safe floor**, **wall** and **ceiling** covering in **temporary container shelters**.			
69	If carpets or rugs are used on the floor, they are low-pile (no higher than 1.3cm) and securely fastened to the floor	1 2 3 4 5	
Accessible **bathrooms** and **toilets** in **temporary container shelters**.			
70	The bathroom has a help button or rope, as well as handles along the walls.	1 2 3 4 5	

71	There is an opening of 150cm in the bathroom to provide sufficient manoeuvring space.	1 2 3 4 5	
72	The clear opening at the bathroom door is at least 90cm.	1 2 3 4 5	
73	The height of the toilet from the floor is 43-48 cm.	1 2 3 4 5	
74	The siphon handle is at a maximum of 112cm from the floor.	1 2 3 4 5	
75	The height to the bottom of the sink is at least 75cm from the floor. The height to the front edge of the sink is no more than 86cm.	1 2 3 4 5	
76	The shower area is either 95x95cm or 76x150cm to provide adequate space for movement and turning.	1 2 3 4 5	
Accessible **kitchens** in **temporary container shelters**.			
77	Minimum passage width for kitchen access: 105cm.	1 2 3 4 5	
78	Maximum side approach height (to kitchen countertop or shelves): 137cm.	1 2 3 4 5	
79	Minimum side approach clearance (from kitchen countertop or shelves): 23cm	1 2 3 4 5	
80	Countertop width: 60cm.	1 2 3 4 5	
81	Maximum countertop height: 86.5cm.	1 2 3 4 5	
82	Highest point reachable by hand (from countertop): 117cm.	1 2 3 4 5	
83	A clear open area of at least 76cm wide and 122cm long is provided for wheelchair and table approach.	1 2 3 4 5	
84	There are no obstructive objects within a depth of 49cm under the table.	1 2 3 4 5	
Safety and **Emergency Evacuation** in **temporary container shelters** for every resident.			
85	Easily accessible fire extinguisher is be kept inside the container.	1 2 3 4 5	

86	There are visual alarms for the hearing impaired.	1 2 3 4 5	

1.7.3 Assessment Tool – Level AA

Table 20. Assessment tool for Area 7 – Security and Evacuation Situations, Level AA.

Area 7 – Security and Evacuation Situations: Level AA			
PEEP-Personal Emergency Evacuation Plan for employees and regular visitors of a building- personalized for each individual with disabilities.			
1	The estimated time that a person with disabilities needs to evacuate has been calculated.	1 2 3 4 5	
2	The resources needed to enhance each evacuation's plan have been determined.	1 2 3 4 5	
3	An evacuation "buddy" who will meet the disabled person in a pre-arranged meeting point in cases when the disabled person needs assistance is assigned.	1 2 3 4 5	
4	Lifts intended for evacuation or firefighting are used rather than standard lifts and a communication point is also be available near an evacuation lift, allowing individuals with disabilities in a nearby refuge area to contact the evacuation coordinator.	1 2 3 4 5	
5	A temporary waiting space - a refuge - is included.	1 2 3 4 5	
6	A refuge has a communication point installed.	1 2 3 4 5	
7	Any disabled person who needs to wait in a refuge area is informed in advance of the procedure.	1 2 3 4 5	
8	Volunteer training includes disability awareness, disability evacuation etiquette, and moving, lifting and handling techniques.	1 2 3 4 5	
9	Alternative methods of communication such as text messages or intranet alerts for individuals who cannot use traditional alarms are an option.	1 2 3 4 5	
Evacuation options in emergency plans.			
10	Tailor options based on mobility, standard procedures, and available assistance	1 2 3 4 5	

Evacuation drills for individuals with disabilities.			
11	Whenever feasible, everyone included in the evacuation plan participates in the practice drills.	1 2 3 4 5	
12	Timing a brief portion of the escape route of a disabled person who elected to evacuate un-aided is used to estimate the total time required for a full evacuation.	1 2 3 4 5	
Building modifications that can make evacuations easier and increase the available time for evacuation.			
13	Fire compartmentation.	1 2 3 4 5	
Evacuation plans readily available for all visitors (**Generic Emergency Evacuation Plans – GEEPs**), including those with disabilities.			
14	Staff is trained on offering plans without pressuring visitors and understanding that some individuals may feel confident in their own evacuation abilities.	1 2 3 4 5	
15	Plans are presented in a way that encourages individuals with asthma, heart conditions, epilepsy, or mental health issues to seek assistance if needed.	1 2 3 4 5	
16	A prominently displayed, easily readable sign at the reception area, informing visitors about the availability of evacuation assistance is used.	1 2 3 4 5	
17	It is ensured that disabled persons can be evacuated when there are steps at the final exit.	1 2 3 4 5	
18	Continuous improvement and update of the evacuation plan gets feedback from evacuation participants, fire wardens and fire services, and especially from people with disabilities.	1 2 3 4 5	
19	Trained personnel is 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.	1 2 3 4 5	
20	There is suitable training for assisting unknown or uncontrolled visitors as a requirement for fire safety risk	1 2 3 4 5	

	assessment.		
Building features that ensure a safe evacuation for all.			
21	Floor openings which are necessarily created between floors by the passage of a ramp are enclosed by vertical fire shafts, with appropriate fire-resisting frames in order to limit the spread of fire.	1 2 3 4 5	
22	A ramp of sufficient width in case there are stairs after the final exit is installed.	1 2 3 4 5	
23	The force required breaking the glass or plastic to activate the alarm is suitable for all users of the building.	1 2 3 4 5	
24	The placement of strobes takes 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.	1 2 3 4 5	
25	Safe frequencies of light flashes (2-4 hertz) are used. There is no overlap between flashes so that the frequency is not increased in any particular place.	1 2 3 4 5	
26	For emergency lighting, luminance levels are at least 0.5 lux at the bottom of escape routes and at least 1.0 lux in open areas. These levels are reached within 5 seconds of a power failure.	1 2 3 4 5	
PEEP for individuals with **mobility impairments** or those who use **wheelchairs**.			
27	Frequent rest periods during the evacuation have been taken into account.	1 2 3 4 5	
28	Suitable stair handrails for individuals with mobility impairments are installed.	1 2 3 4 5	
29	For individuals with mobility impairments, the evacuation options are: horizontal evacuation to outside the building, horizontal evacuation into another fire compartment, vertically by evacuation lift.	1 2 3 4 5	
30	Risk assessment has been done for any technique for carrying individuals, including a manual handling assessment, and proper training for those who will be	1 2 3 4 5	

	carrying.		
31	A full system of evacuation for disabled people is in place: Operators are trained and capable of using the equipment.	1 2 3 4 5	
32	Evacuation chairs are not considered an automatic solution for the evacuation of disabled people.	1 2 3 4 5	
33	Some individuals may need a hoist to transfer from their wheelchair to an evacuation chair, a process requiring training. In such cases, using elevators is permitted.	1 2 3 4 5	
PEEP for **hearing impaired individuals**.			
34	Enhancements like hearing loops or radio paging systems are used to transmit evacuation messages.	1 2 3 4 5	
35	Staff responsible for alerting hearing impaired or deaf individuals is trained in deaf awareness.	1 2 3 4 5	
36	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 is included.	1 2 3 4 5	
37	Clear communication through signs, written notes, or pre-prepared instructions is provided.	1 2 3 4 5	
PEEP for blind and **partially sighted people**.			
38	Building features like color contrasting, handrails, step edge markings and tactile information have been taken into account.	1 2 3 4 5	
39	Effective orientation information is provided.	1 2 3 4 5	
PEEP for individuals with **cognitive disabilities**.			
40	Consistent orientation aids like color-coded routes are provided.	1 2 3 4 5	
Effective communication in emergency evacuation plans, involving disabled people.			

41	Regular reporting from competent persons to the coordinator is provided.	1 2 3 4 5	
Features that ensure a safe evacuation for all in buildings or parts of buildings used for the **medical care** and treatment of patients of reduced **mental** or **physical capacity**.			
42	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 0,30m² per person and 3m² per nursing bed.	1 2 3 4 5	
43	Self-closing fire doors in corridors and wards have been installed. 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.	1 2 3 4 5	
44	In escape routes enclosed by fire resisting structural elements, there are designated refuge spaces for disabled people.	1 2 3 4 5	
45	In buildings or parts of buildings where persons with cognitive impairments are hospitalised or treated, it is possible for them to escape in a controlled manner by means of escape routes leading to a fenced open space.	1 2 3 4 5	
A **safe fenced outdoor escape space** for persons with **cognitive impairments**.			
46	There is a common area of the settlement, with at least two doors at a distance from each other, meeting the prescribed widths.	1 2 3 4 5	
47	The doors and locks are capable of being opened or broken by the competent authorities.	1 2 3 4 5	
48	No flammable materials are stored in the open space.	1 2 3 4 5	
Accessible **pavements** in **temporary container shelters**.			
49	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 spacing are at most 13mm.	1 2 3 4 5	

50	For level differences between 6mm-13mm of the level difference, the surface is beveled and a slope of not more than ½ is applied.	1 2 3 4 5	
51	A ramp is required for level differences greater than 13mm. Ramp surface length is no more than 900cm. For safe use on ramps over 900cm in length, at least 150cm landing is done every 900cm.	1 2 3 4 5	
52	The slope of the ramps on the pavement route is a maximum 5%.	1 2 3 4 5	
53	If the ramp has a horizontal length of more than 200cm or the height of the ramp is more than 15cm, railing is provided on both sides of the ramp.	1 2 3 4 5	
54	Signs mounted on any surface on the pavement or pedestrian path, fathers, pillars or pedestal signs are avoided.	1 2 3 4 5	
55	Ramp landings are at least 150cm x 150cm, providing ample space for wheelchair maneuvering.	1 2 3 4 5	
56	Contrasting colors to differentiate the landing platform from the ramp and pedestrian paths are used.	1 2 3 4 5	
Accessible and **safe stairs** and **steps** in **temporary container shelters**.			
57	Steps and berths are made of contrasting materials.	1 2 3 4 5	
Accessible **entrances** and **doors** in **temporary container shelters**.			
58	If a threshold is necessary, the case is a maximum of 1.3cm from the ground, depending on the height of the threshold.	1 2 3 4 5	
59	The inner door has a width of at least 90cm, a height of at least 200cm depending on the structure of the container and the inner height.	1 2 3 4 5	
60	The protective plate/toe board at the bottom of the door is 20-40cm high.	1 2 3 4 5	
61	Doors do not require more than 22.2N of force to open and	1 2 3 4 5	

	close.		
Easy to operate and safe **windows** in **temporary container shelters** for all users.			
62	Windows do not require more than 22.2N force to open and close.	1 2 3 4 5	
Accessible and **safe floor**, **wall** and **ceiling** covering in **temporary container shelters**.			
63	The covering is easy to install, clean, and maintain.	1 2 3 4 5	
64	The floor surface is slip-resistant and facilitates movement for people using mobility aids or wheelchairs.	1 2 3 4 5	
Accessible **bathrooms** and **toilets** in **temporary container shelters**.			
65	If there is a level difference at the bath entrance, it does not exceed 6-13mm. Continuity is ensured by a slope with a level difference of no more than 1/2.	1 2 3 4 5	
66	When placing the toilet bowl in the toilet area of the bathroom, the distance from the centre axis to the side wall is at least 46cm.	1 2 3 4 5	
67	Fixed or movable handlebars are 32-38mm in diameter.	1 2 3 4 5	
68	The height of grab bars are between 80-95cm depending on the specific location and user needs.	1 2 3 4 5	
69	The depth of the sink is at least 43-49cm.	1 2 3 4 5	
70	In a front approach scenario, there is a net floor space of 76 x 122cm in front of the sink, with 49cm of this space extending under the sink.	1 2 3 4 5	
71	The height from the floor to the underside of the sink (for knee clearance) is at least 68.5cm, extending at least 20.5cm inward from the front face of the sink.	1 2 3 4 5	
72	Photocell faucets remain open for at least 10 seconds.	1 2 3 4 5	
73	The bottom edge of the mirror is a maximum of 90cm from	1 2 3 4 5	

	the floor, and the top edge is at least 190cm high.		
74	If the mirror must be positioned higher than 90cm from the floor, it is tilted at an angle of 10-15 degrees towards the front.	1 2 3 4 5	
75	A foldable shower seat measuring at least 45x45cm is provided.	1 2 3 4 5	
76	The showerhead has a hose at least 160cm long.	1 2 3 4 5	
Safety and **Emergency Evacuation** in **temporary container shelters** for every resident.			
77	Transition areas within the container are at least 90cm wide to ensure.	1 2 3 4 5	
78	Audible alarms are loud enough to be heard but not exceed safe noise levels (85-90dB for most, not exceeding 120dB).	1 2 3 4 5	

1.7.4 Assessment Tool – Level AAA

Table 21. Assessment tool for Area 7 – Security and Evacuation Situations, Level AAA.

Area 7 – Education: Level AAA			
PEEP-Personal Emergency Evacuation Plan for employees and regular visitors of a building- personalized for each individual with disabilities.			
1	Completion of a PEEP as a part of enrolment in educational establishments.	1 2 3 4 5	
2	Assigning a designated disability contact for each building.	1 2 3 4 5	
3	If possible, the evacuation plan is suitable for both those who can move quickly and those who need to move slowly.	1 2 3 4 5	
Evacuation plans readily available for all visitors (**Generic Emergency Evacuation Plans – GEEPs**), including those with disabilities.			
4	Pre-written evacuation plans are provided for people with disabilities at receptions.	1 2 3 4 5	
PEEP for individuals with **mobility impairments** or those who use **wheelchairs**.			
5	Some wheelchairs can be tilted to become nearly weightless, allowing one or two people to maneuver them down stairs using the user's weight. Staff is consulted and trained to this "wheelie" technique.	1 2 3 4 5	
6	When deployed, the evacuation chair is assigned to a specific individual and stored either at their workstation or in the nearest appropriate refuge.	1 2 3 4 5	
7	For buildings with open public access, evacuation chairs at key locations throughout the structure have been strategically placed.	1 2 3 4 5	
PEEP for **blind** and **partially sighted people**.			
8	Escape routes into the building's regular pathways are incorporated.	1 2 3 4 5	
PEEP for individuals with **cognitive disabilities**.			

9	Wide escape stairs for slow and fast evacuation lanes (after thorough assessment) are provided.	1 2 3 4 5	
10	Using escape routes for regular circulation.	1 2 3 4 5	
Accessible and **safe stairs** and **steps** in **temporary container shelters**.			
11	Anti-slip strips are yellow to contrast with the colour of the floor.	1 2 3 4 5	