Accessibility, Usability, and Inclusiveness Requirements Report

D2.3

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Accessibility, Usability, and Inclusiveness

Requirements Report

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Statement of Originality

This deliverable contains original unpublished work except where clearly indicated otherwise. Acknowledgement of previously published material and of the work of others has been made through appropriate citation, quotation or both.

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Summary

Purpose of this document: This work represents a first step in the horizontal efforts of the HeritACT project to design, develop and ultimately deliver accessibility, usability, and inclusiveness (AUI) throughout the project.

Section 1 (Introduction): As background to the requirements analysis, the pressing arguments for AUI are presented. These range from demographic statistics, the adherence to EU policy decisions, respect for legislative frameworks enshrining human rights, and onboarding socio-economic evidence and business cases. Also noted are the problems implicit in the New European Bauhaus (NEB) solution proposition of togetherness: dealing with fundamental flaws with human-human interaction where intolerance and prejudice are real barriers to true inclusion.

Section 2 (Knowledge and Resources): summarises some HeritACT relevant models (medical & social models of disability), principles, standards. Other helpful materials to orient the AUI needs of the project as it is understood at this stage, are tools and best practice examples from other NEB related projects and related work.

Section 3 (Methodology): describes the plans for the horizontal approach to AUI issues to be undertaken in the project. It begins with the mapping of the current ecosystem, using a checklist-grounded methodology to create a baseline of information. It sets the reasoning behind, and future plans for, the series of appendices that accompany the deliverable. These are: the elaboration of the checklists (appendix 1); the collection of the 3 sets of filled-in checklists (Appendices 2-4). Appendices 2-4 are treated as living documents that can be added to, amended, and edited as the project progresses, and the elaboration of further lists is a possibility. This methodology also facilitates the creation of greater awareness and learning about AUI issues amongst project partners.

Section 4: (Results) describes the carrying out of the audit activity, follow-up interviews with partners, the resultant information collection of data, and summarises the main points, such as: opportunities for HeritACT-led community involvement in site improvements that are not solely compliance-based; considerations of tool deployment and facilitation; and appreciating the value of increasing staff capacity trained in AUI issues.

Section 5: (Conclusions) sums up the eco-system mapping and AUI requirements activities and looks forward to the next steps inside and outside the project on this horizontal effort to include AUI from the outset in project activities.

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Acronyms

ADL - Activities of Daily Living

AUI - Accessibility, Usability and Inclusiveness

DEI - Diversity Equity Inclusion

ECoC – European Capital of Culture

EGD - European Green Deal

IADL - Instrumental Activities of Daily Living

ISO - International Standardization Organization

LGBTIQ – Lesbian, Gay, Bisexual, Transgender, Intersex, Queer

NEB - New European Bauhaus

RIBA - Royal Institute of British Architects

RIAI - Royal Institute of Architecture of Ireland

UNCRPD - United Nations Convention on the Rights of Persons with Disabilities

UNSDG – United Nations Sustainable Development Goals Agenda 2030

XR - the spectrum of hardware, applications, and techniques used for virtual reality or immersive environments, augmented or mixed reality and other related technologies.

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1. Introduction: The importance of AUI issues

From the estimated 443 million people living and working in the European Union, about 87 million have some form of disability[1]. In the countries where HeritACT pilots will be active - Greece, Ireland, Italy - data from 2019 shows that between 11.8% and 23.5% of the populations of these countries self-report that they have long-standing limitations in usual activities[2] (ref). These activities impact their lives at a basic level including activities of daily living (ADL), such as carrying out personal hygiene or eating, as well as more complex activities instrumental for living (IADL) and working and participating in society, such as managing finances, or using public transport. The reported limitations mean that many people in the EU: [...] do not have the same chances in life as other people. Schools or workplaces, infrastructures, products, services and information are not all accessible to them. They may also be treated badly or unfairly"[3],[4].

However, people with disabilities do not represent all those with inclusion needs. The recently published (14th June 2023), Eurostat statistics on "People at risk of poverty or social exclusion in 2022" shows that 95.3 million people in the EU (22% of the population) were last year at risk. That is, they lived in households experiencing at least one of the three poverty and social exclusion risks: risk of poverty, severe material and social deprivation, and/or living in a household with very low work intensity[5].

People living with disabilities and those at risk of social exclusion are not distinct groups. Poverty may be the result of disability and hence the inability to earn a living. However, social exclusion is not necessarily a result of disability. It can be attributed to being in a minority group, for example, a minority ethnic group, of being a woman or a child, or identifying as LGBTIQ, of being over the age of 65, of being an ex-convict, of being an ex-addict, being homeless, etc., or any combination of these

[1] *https://ec.europa.eu/social/main.jsp?catId=1137*
[2] *https://www.consilium.europa.eu/en/infographics/disability-eu-facts-figures/#:~:text=87%20million%20Europeans%20have%20some,1%20in%204%20European%20adults*
[3] *https://ec.europa.eu/social/main.jsp?catId=1137*
[4] *https://www.consilium.europa.eu/en/infographics/disability-eu-facts-figures/#:~:text=87%20million%20Europeans%20have%20some,1%20in%204%20European%20adults.*
[5] *https://ec.europa.eu/eurostat/web/products-eurostat-news/w/ddn-20230614-1#:~:text=In%202022%2C%2095.3%20million%20people,household%20with%20very%20low%20work*

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categories, or from simply 'being different' in some way from what is perceived as the mainstream.

The "at risk of social exclusion" figures represent between 20% and 25% of the total population of the EU, or 1 in every 4 or 5 people across the EU. Furthermore, breaking these statistics down into the countries that are involved in the HeritACT pilots, Greece totals 26%, Ireland 21% and Italy 24% of the populations of each country.

These figures are not static, but expected to grow, due to two interconnected factors. The first is age[6]. In the EU, people are living longer, and so demographical studies, despite the interruption caused by Covid19, indicate that the numbers of older people in proportion to younger people, especially in countries where the birth rate is low, is growing[7]. Those who are growing older are more likely to be disabled: 48.5%% of people over the age of 65 have some form of disability, compared to 17.9 % aged 16-65. The second factor is that life expectancy of people with ill-health from chronic (life-long) diseases is also increasing. This is due not to cures as such, but ways of managing and controlling these conditions. Thus, a growing number of working age people are living with chronic medical conditions (allergies, asthma, bowel conditions, cancer, diabetes, kidney diseases, mental health problems). For many of these people, without adjustments in the workplace and the wider environment, their employment opportunities are limited, putting these populations at risk of social exclusion.

These figures on their own give some context to the need to engage seriously with AUI issues and strive for more equality. Systemically inspired understandings[8] of the world's complex social challenges are well aware of problems caused by inequality, whether they are focusing on monocultures or the distribution of wealth. Although the European Green Deal (EGD) is focused on climate and environmental challenges, it advocates to engage citizens in its efforts, and to do so having regard to outermost regions of the EU and other places where their inhabitants are more vulnerable. It wants top-down governance policy implementation to combine with bottom-up grassroots activities, and promotes a tagline: "no person or place left behind" and making "a just transition"[9], echoing from one of the five United Nations Sustainable Development Goals (UNSDG) principles: "Leave no one behind"[10]

The connection between the EGD and the NEB lies in facilitating and activating citizen participation, and in their daily lives and living spaces "to imagine and build

[6] *https://www.consilium.europa.eu/en/infographics/disability-eu-facts-figures/#:~:text=87%20million%20Europeans%20have%20some,1%20in%204%20European%20adults.*
[7] *https://ec.europa.eu/eurostat/web/interactive-publications/demography-2023#population-change*
[8] *https://unsdg.un.org*
[9] *https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:52019DC0640&from=ET*
[10] *https://unsdg.un.org/2030-agenda/universal-values/leave-no-one-behind*

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together, a sustainable and inclusive future that is beautiful for our eyes, minds, and souls" [11]. According to NEB, and the NEB compass (the guiding framework of principles and criteria for NEB activities that inclusive future needs to give prominence to, and work towards, "valuing diversity" and to "securing accessibility and affordability" as well as working "towards breaking with local to global injustices and obsolete social models" in order to achieve the goal of social justice[12].

Behind the policies of EGD and NEB, other compelling reasons for including AUI in the HeritACT project derive from the domain of legislative frameworks and human rights. The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)[13], is the first international, legally binding instrument setting minimum standards for rights of people with disabilities, and the first human rights convention to which the EU has become a party. The UN Convention lays down that persons with disabilities have the same rights as everyone else. It also gives a mechanism (a protocol) for how countries can protect these rights. For the EU, the convention entered into force in 2011. All EU Member States have signed and ratified the convention, meaning they must protect the rights of persons with disabilities. The EU's current Strategy for the Rights of Persons with Disabilities 2021-2030[14] covers all areas of the UN Convention.

Moving from policy and governance to socio-economic reasons for AUI in the EU member states. There is evidence from the business world that diversity enriches, substantiating a business case for including diversity in the workplace since it adds to innovation and positive financial outcomes[15]. Some companies offering products and services that valorise usability, especially by disabled consumers, find new untapped markets both internally and globally. These 'accessible' offerings can be life changing for some consumers, who were unable to access and/or use previous offerings. As an example, the ability to get up-to-the minute transport information online for people who cannot read displays at the bus stops or railway stations. This is essential for travel plans and execution of those plans, activities which can be vital for their participation in society, in terms of living and working. Although designed for certain people, such products and services are nearly always valued by all. Further, from a marketing perspective, many of today's socially and environmentally discerning consumers actively seek out, become customers of, and promote to their peers, companies that demonstrate social responsibility activities. Such evidence of the value of diversity demonstrates the basic economic benefit of adopting a wider

[11] *https://new-european-bauhaus.europa.eu/about/about-initiative_en#:~:text=The%20New%20European%20Bauhaus%20initiative,eyes%2C%20minds%2C%20and%20souls*
[12] *https://new-european-bauhaus.europa.eu/document/405245f4-6859-4090-b145-1db88f91596d_en*
[13] *https://social.desa.un.org/issues/disability/crpd/convention-on-the-rights-of-persons-with-disabilities-crpd*
[14] *https://ec.europa.eu/social/main.jsp?langId=en&catId=1138*
[15] *https://www.ibec.ie/influencing-for-business/diversity-and-inclusion/business-case*

approach to perceived target markets, increasing both employability and value of products and services, by addressing AUI issues.

For the purposes of the HeritACT project, a working definition of accessibility, usability and inclusiveness that has been adopted is the following:

- Accessible: able to be accessed (building, environment, & information) by widest range of people, but especially those with a range of disabilities to do with movement, with sensory and/or cognitive abilities and with immunological sensitivities.
- Usable: able to be usable and understandable by widest range of people, including those who are vulnerable, mostly because of external circumstances, (illness, lack of educational and employment opportunities or experience, etc. but also because of 'learning disabilities' stemming from conditions like ADHD, or being on the autism spectrum)
- Inclusive: deliberately designed to include the widest range of people, regardless of (in alphabetical order) ability, age, cultural norms, economic status, educational level, ethnic customs, experience, gender identification, religious beliefs, etc.

AUI is directly impacted by problems that emerge with the core elements that form fundamental parts of NEB: buildings, particularly heritage buildings; community engagement methods and tools; and possible solutions. Therefore, in direct relation to the objectives of the HeritACT project, and to support inclusive, and ultimately, socially just, outcomes, there is a need to focus on ensuring some measures of:

- accessibility to the built environment (the sites and buildings that will be used in the pilots)
- enablement in inclusive participatory design activities (in methods, tools and solutions)
- accessible information provision and AUI staff training for the organisations involved in the participatory design activities and events.

Each of these above elements present some inherent problems and so the following paragraphs offer points to consider.

- With regard to the **built environment**: as legacy buildings, when most of these were built, there was no attention paid to accessibility. Indeed, many cultural heritage buildings in Europe were constructed well before any thought of access, most often equated with a wheelchair icon. Often sites predate mobility aids - the first wheelchair is recorded as being built in 1595 (for use by King Philip II of Spain), and the first documented self-propelling wheelchair in 1655 (designed by a watchmaker, who had broken his back). This means that

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accessibility measures compete with concerns about disturbing immovable heritage. In addition, heritage buildings like those in HeritACT are often no longer used, run down, or partly ruined. They may be part of much larger sites, and "dilapidated urban landscapes"[16], and thus present additional sets of difficulties, in terms of access and use. This is because it is not just the buildings, but their location that may be problematic. For people with mobility problems, requiring high levels of "sustained muscular effort", (walking, navigating uneven ground, climbing over obstacles, etc.) and presenting a lack of "size or space for approach and use" of mobility aids, thereby directly violating 5 and 6 of the 7 principles of Universal Design[17]. Again, if the location is far away, transport of some sort may be required, as this may be problematic in terms of people's economic abilities, or time restrictions.

- With regard to enabling inclusive participatory design activities, HeritACT foresees 3 types of engagement enablers. Participatory Design methods, tools (mostly software based), and solutions. Some points to consider are the following:

  Methods that require good communication skills (group discussions) may exclude those with learning disabilities, with poor language skills, with sensory disabilities, such as being deaf or hard of hearing, and those with cognitive accessibility issues that impact interaction with others. Inadvertently, the use of some activities may exclude groups. Typically, this happens when there is a lack of understanding and knowledge about cultures, races or religions, and restrictions coming from these: an example is holding an event centred around food eating activities during a fasting period. The lack of understanding and knowledge extends to other problems. Due to received attitudes or prejudice a group may be considered unsuited to the activity and de facto excluded: using stereotypes like "rowdy youths" may be enough to limit the inclusion of adolescents. Lack of understanding and consideration for people's socio-economic status may mean excluding those who need to work outside 'normal' hours or take care of a dependent child or family member, or other constraints.

  Software-based tools: Increasingly participatory design takes the form of group activities, such as workshops, and these may include the use of software-based tools. These have many advantages over some of the more traditional uses of sheets of paper, coloured pens and sticky notes: they are

[16] *https://ec.europa.eu/commission/presscorner/detail/en/speech_23_231*
[17] *https://universaldesign.ie/what-is-universal-design/the-7-principles/*

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online collaborative tools that provide many choices. For instance, popular collaborative tools like Google docs or white boards such as Miro (www.miro.com) allow participants to work individually or collectively, asynchronously and synchronously, being physically present, as well as remotely located. The results of the activities are available immediately, emerging as the participants follow the activities on a display. This can add much to the enjoyment of the exercise, the flow of ideas, and the interaction. Further results can be easily and accurately recorded - a big advantage over more traditional methods. However, it is only very recently (December 2022) that users who are blind are able to interface their screen reader tools with Miro. For users with poor sight, who do not use screen readers, this is not a solution. Similarly, those who are unfamiliar with these tools find them frustrating and bewildering to use, excluding them from giving input to the activity, or colouring their experience negatively. It is possible that because of their known advantages, some of the tools to be developed in HeritACT may have foreseen building on common collaborative tools, without fully understanding the accessibility and usability limitations.

The **solutions** in HeritACT 'language' are possibilities for architecturally based temporary or permanent installations to help foster community building and engagement. They represent concepts, as well as tried and tested designs, such as vertical gardens for growing food. Some of the solutions, whether concepts or actual implementation, will play a central role in the pilots, with their design and implementation the focus of some community engagement activities, helping to foster social interactions and learning situations. As with buildings, accessibility and safety considerations, such as stability are a concern, but also their locations may need careful examination to make sure they do not exclude but promote inclusion.

Information provision and **staff training** at the sites and with the organisations involved in the participatory design activities and events. Providing for AUI issues is as much about accommodations such as lifts and ramps in buildings, as it is about attitude. That is, being open and welcoming, overcoming prejudice and stereotypical mentalities, willing to understand and learn about others and having some training and knowledge about their needs and how to respond to those needs, while respecting people's desires for autonomy, independence, and dignity. One of the often overlooked needs is about information provision. A person with a disability, just as a person with economic or social restrictions, will need quality information available before they engage so that they can plan and organise their visit. They will need as well onsite information, particularly good usable signage and wayfinding

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information, as well as safety and emergency instructions. This type of information provision is appreciated by all, but for some people, it is essential. That information itself needs to be accessible. This can be achieved by having it available in different information channels, (online, offline and onsite) and different modes (text, aural) and in the languages that are likely to be needed, and with a possibility for braille, (coded in the languages needed).

Dealing with AUI issues arising in all three elements is key to making the whole experience enjoyable, not just for the visitor with requirements, but for all visitors and in general for all involved: site management, event organisers, etc. Of the measures mentioned above, some may be high cost and require negotiation and funding, some may need study to understand what is most important to implement. However, one of the most important, and yet low cost, is one of attitude. Many people show understanding when accommodations in heritage buildings are not feasible, but it is inexcusable when discrimination occurs as a lack of awareness or knowledge, or worse, from acting on preconceived attitudes. Studies from the UK have shown that in spite of many efforts at increasing awareness and integration of people with disabilities, many misconceptions prevail[18]. On the question of gender equality in EU, the recent 2023 progress report[19] noted that hatred and anti-LGBTIQ narratives are widely spread in European societies, in 2021, anti-LGBTIQ hate crimes were reported in almost every Member State. Finally, although there are no official figures for ethnic and minority discrimination, given the low reporting of racist motivated crimes, it is widely believed to be high: A 2019 survey[20] found that over half of Europeans believe racial or ethnic discrimination to be widespread in their country. With the inhabitants of the HeritACT pilots of Eleusis and Milano coming from a range of ethnic, cultural and religious backgrounds, it is important to share knowledge about their habits and customs to avoid unintentional exclusion. The re-activation efforts of HeritACT are opportunities to celebrate diversity, by learning to promote inclusion at all levels.

[18] *https://www.scope.org.uk/campaigns/research-policy/attitudes-towards-disabled-people/*
[19] *https://commission.europa.eu/system/files/2023-04/JUST_LGBTIQ%20Strategy_Progress%20Report_FINAL_WEB.pdf*
[20] *https://www.europarl.europa.eu/RegData/etudes/BRIE/2023/745691/EPRS_BRI(2023)745691_EN.pdf*

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2. Knowledge and Resources

Having briefly stated some of the requirements for the AUI issues, this discusses what is available in terms of knowledge, tools and best practices for the project to draw on. This section will detail a range of principles and recommendations, relevant standards, research, and best practices.

2.1 Models of disability

A helpful approach when beginning to conceptualise accessibility is understanding the differences between the medical model of disability, and the social model of disability. In the first, the limitations on functional activities that an individual faces may to some degree be 'corrected' or normalised with medical help and individualised aids, such as spectacles or a cochlear implant. Some aids, while being universally recognised as helpful, cannot be used if the circumstances are not amenable. For instance, a wheelchair can only help the individual move around if there are no obstacles and if the surface does not impede the wheels. Paths made with loose gravel and pebbles are difficult or even impossible, and some steep slopes can be out of the question even for power-operated wheelchairs. Such obstacles are not just impacting wheelchair users, but children's pushchairs, delivery carts, and some bicycles.

The social model of disability recognises that society erects barriers and disabled people: here the responsibility for aid is not just left to the individual but shared with society. A society that does not insist on accessibility to buildings prevents people with disabilities from accessing the services located within the buildings, whether this is entertainment (a cinema) or education (a school). This is especially upsetting when the individuals in question would be perfectly capable of enjoying the film, or participating in classes, if only they could get access to them.

In terms of the project, HeritACT partners follow the social model of disability to ensure that the methods, tools and solutions they are responsible for are not inaccessible because of their design, but design for diverse needs. Thus, they should

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be conscious of the need to adapt an activity or participative method. Adaptations might be changing the venue to a more accessible space, providing extra time for the activity, or extra breaks, making sure that personal assistance is available, in the form of the participant's caregiver, or dedicated member of the organisers of the activity, etc.

2.2 Principles, Standards and Guidelines

In terms of general recommendations on accessibility, the 7 principles of Universal Design[21] have, since their establishment, in 1997, formed the basis of much work on AUI issues. These principles can be applied equally to the built environment, to products and to services. They are easy to understand and memorise and help to focus discussions around accessibility. Less well known, but equally useful, as it draws on a wealth of knowledge about accessibility and encapsulates into clear knowledge sets, is the ISO Guide 71:2014[22]. This is free guide for standardisers about accessibility that can be used by anyone to gain a good overview of human characteristics and abilities and how limitations can affect them (Clause 6), to understand specific goals of accessibility for systems and services (Clause 7), and learn about practical strategies to achieve those goals (Clause 8).

Standards

Standards are the distilled wisdom of people with expertise in their subject matter and who know the needs of the organisations they represent.

Standards about the accessibility of buildings have mostly concentrated on finding solutions to ensure better accessibility for those with mobility restrictions. This includes people who use mobility aids (wheelchairs, walking frames, walking supports) on a daily basis to move about, as well as older people who may no longer be so agile and tire easily, young children who are not yet very mobile and so need to be carried or be put in a pushchair. It also includes people with temporary injuries that impede their mobility (sprained ankles, knee injuries etc) as well as people recovering from illnesses with less stamina than normal. Thus a wide range of mobility restrictions can often be overcome by the same set of accessibility

[21] *https://universaldesign.ie/what-is-universal-design/the-7-principles/*
[22] *https://www.iso.org/standard/57385.html*

measures: slopes with a low gradient instead of steps, handrails for balance, places to rest, elevators and uncluttered paths, etc. Additionally, many of these measures benefit people with vision problems, along with other more specialised solutions, such as haptic signage and tactile walking surfaces. Work to include accessibility in buildings is found in standards work at international level (ISO) and European level (CEN) as recommendations from professional societies (e.g.: RIBA, RIAI) as well as building codes of various sorts.

In the EU, the need to take account of accessibility in buildings is reinforced with legislation that takes both a carrot and a stick approach. The stick approach dictates liability, in the sense of being legally responsible, for contraventions and non-compliance of building codes, whereas the carrot approach encourages compliance by requiring that buildings and environments built with public money must employ experts with accreditation in accessibility and must follow the appropriate standards and codes relating to accessibility. The EN Eurocodes are a series of 10 European Standards, EN 1990 - EN 1999, providing a common approach for the design of buildings and other civil engineering works and construction products. They are the recommended reference for technical specifications in public contracts.

Several of the standardisation activities about accessibility that are ongoing, or that are recently published, are of particular relevance to the HeritACT project are about the accessibility of buildings, especially accessibility and immovable cultural heritage:

- Accessibility and usability of the built environment - Functional requirements (EN 17210:2021)[23]
- Accessibility and Immovable Cultural Heritage (ISO/CD 57227:2023 - under development) This standard establishes criteria and a methodology for providing accessibility to immovable cultural heritage through interventions arising from conservation, restoration or specific accessibility needs. It is applicable to immovable cultural heritage and its setting. It is not applicable to general management, organisational and other aspects of a functional nature that are not directly related to the conservation, restoration, or specific accessibility interventions. This document is intended to be used by heritage owners and managers (both private or public), curators, accessibility professionals, conservation and restoration professionals, architects, engineers, designers, user representatives and builders. Requirements and

[23] *https://www.cencenelec.eu/news-and-events/news/2021/eninthespotlight/2021-03-18-en-17210-2021-accessible-and-usable-built-environment/*

recommendations related to the design and constructional aspects of an accessible built environment are covered by ISO 21542: 2021

In addition, and still in the domain of standardisation, three recent standards that are related to services, can be considered as relevant to HeritACT as the work on engaging communities may be as part of ensuring services are accessible. Participation in community activities as part of the project should be seen across the whole value chain of activities. The accessibility measures for those citizens who participate can be similar to the measures to those described in these standards:

- *Tourism and related services- Accessible tourism for all (ISO 21902:2021)* establishes requirements and provides guidelines for "accessible tourism for all" with the aim of ensuring equal access and enjoyment of tourism by the widest range of people of all ages and abilities. It provides information on the key aspects of policy making, strategy, infrastructure, products and services and is addressed to all stakeholders involved in the tourism supply chain, whether from the public or private sector. It applies at local, regional, national and international levels. Stakeholders include, but are not limited to, public administrations, accommodation services, catering and restaurant services, transport, tour operators and travel agencies, MICE (meetings, incentives, conferences, exhibitions) and leisure activities, as well as service providers from other economic sectors related to tourism, travel and destination management, including their contractors and suppliers.
- *ISO draft standard 14785: Tourism and related services-Tourism for all -Tourist information and reception online and onsite services*, provides requirements and guidelines in order to ensure a minimum quality for online and onsite Tourist Information Services provided by Tourist Information Offices (TIO) of any type and size, whether publicly or privately operated, in order to satisfy visitors' expectations.
- *Consumer vulnerability — Requirements and guidelines for the design and delivery of inclusive service (ISO 22458:2022)* specifies requirements and guidelines for organisations on how to design and deliver fair, flexible and inclusive services that will increase positive outcomes for consumers in vulnerable situations and minimise the risk of consumer harm. It covers organisational culture and strategy, inclusive design and how to identify and respond to consumer vulnerability. It is applicable to any organisation that provides services, including service-related products, to consumers, regardless of location or size. Note 1: The term "services" refers to any service provided to consumers online or offline. Service sectors can include, for

example, healthcare, leisure and entertainment, retail, energy, communication, financial services, travel and tourism, digital services, professions and trades. Note 2: Service providers can include private or public organisations, charities, government agencies, local authorities of any size. Note 3: It can be fair and reasonable, in some cases, for an inclusive service provider to limit access for individuals outside of the organisation's target audience, where the main objective is to protect consumers and prevent harm. For example, preventing children from accessing online gambling sites.

In other words, in the HeritACT project pilots, all citizens should be able to reach and use the buildings or sites where activities take place, and should be able to participate in the activities, and not be hindered or excluded from participation because of a lack of services and information about those services, or because available services and information are not accessible by them. For example, adequate information provision, especially about matters that might be of special concern to particular people, such as information about distances to facilities, time and duration of activities, etc. Without such information, people may be reluctant to engage, needing to know if they are able to manage the access and plan the time needed to participate, however interested they might be.

It is essential to see stakeholder/citizen participation as a whole process, much like a customer journey, that enables the user experience to be smooth and pleasant with no difficulties arising from individual parts of that experience.

Finally, in terms of encouraging organisations to adopt accessibility, something of interest to some HeritACT partners, is the following:

- *Design for All. Accessibility following a Design for All approach in products, goods and services. Extending the range of users (EN 17161:2019)* This document specifies requirements that enable an organisation to design, develop and provide products, goods and services so that they can be accessed, understood and used by the widest range of users, including persons with disabilities. This document specifies requirements and recommendations that enables an organisation to extend their range of users by identifying diverse needs, characteristics, capabilities, and preferences, by directly or indirectly involving users, and by using knowledge about accessibility in its procedures and processes. This document specifies requirements that can enable an organisation to meet applicable statutory and regulatory requirements as related to the accessibility of its products, goods and services. The requirements set out in this document are generic and are

intended to be applicable to all relevant parts of all organisations, regardless of type, size or products, goods and services provided. This document promotes accessibility following a Design for All approach in mainstream products goods and services and interoperability of these with assistive technologies. This document does not provide technical design specifications and does not imply uniformity in design or functionality of products, goods and services.

Accessibility in Information and Communication Technologies (ICT)

With ICT such a fundamental part of everyday life, the effort to make the technologies inclusive continues moving from the early web content guidelines (WCAG) standards to recent work on making virtual reality (VR) and augmented reality (AR)technologies more accessible.

For those who are not developers, a high-level understanding can be achieved from the POUR guidelines from the W3C's Web Accessibility Initiative and its Web Content Accessibility Guidelines (WCAG)[24] Using the acronym POUR, the principle underpinning the guidelines state that the content online information) needs to be Perceivable, Operable, Understandable and Robust.

Thus a HeritACT software tool needs to check how accessible it is in terms of a user's ability to perceive the content, (see it on a display, hear it on a speaker, understand a video hearing only the audio description, or understand a video watching it and reading the captions, etc.) Users must be able to perform operations on that content, such as navigating it and making (inputting) choices. The typical choice for a laptop user is to perform these actions by scrolling and clicking on checkboxes. The users must be able to do these operations with devices they can operate. For instance keyboard and a mouse are useless to a person who is blind: even if they can feel the keys on the keyboard, they cannot check the display for accuracy, nor can they use the arrow keys to navigate without checking the display, using the mouse presents similar problems as they cannot locate the cursor, unless they can see the display. Next, is the content on the display, or in the audio track understandable? That is, in a language that is familiar to the user, do the captions accurately describe the action in the video, etc.). The last principle is robust and refers to making sure that the content can be interpreted by other technologies that the user might use, this might be a screen reader, that reads aloud the content of the screen, and is helpful for some users with vision deficiencies.

[24] *https://www.w3.org/WAI/standards-guidelines/wcag/.*

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For developers, there are many tools to guide them in designing their products' accessibility features. It is much more efficient to design these at the early stages, than trying to retrofit the product with the features. All these tools can be found on the W3C WAI web pages[25].

With regard to the proposed solutions using virtual reality (VR) and augmented reality (AR), the very popularity of some of the uses of these technologies, especially games, but also their use in artistic installations, are helping in the push to widen their access. Presently, since they principally use vision, people who are blind and those with vision difficulties are still the most impacted, while gamers with limited dexterity have found some alternatives to the use of controllers, including some forms of brain-computer interfaces. Academic researchers (e.g.: Zhao et al, 2019, Heilemann et al, 2021) and standardisers[26] are actively working to find ways to make alternative modalities to complement the display. One of these is to use captions describing the display and project the captions onto virtual displays for people with low vision.

Best practices

Accessibility recommendations can sometimes appear too difficult or expensive. Recognising this, the concept of reasonable accommodations states that providing accessibility should not place disproportionate burdens on the provider. Reasonable accommodation is also an obligation under the UNCRPD to which the EU and all its Member States are parties. The Convention defines reasonable accommodation as: *"Necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms*" (Article 2). When applied to employment under the EU's Employment Equality Directive, employers have to provide *"reasonable accommodation to employees with disabilities [...]. that may include technical solutions like providing equipment [...] to enable a person with a disability to have access to, participate in, or advance in employment, or to undergo training."*

[25] *https://www.w3.org/WAI/*
[26] *https://www.w3.org/TR/xaur/*

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The EUvsDiscrimination campaign (2019-2020) produced a guide[27] with practical information about how employers could adhere to this rule, which offers some advice that is also applicable to HeritACT situations. For instance, drawing from the case studies on employment, it is possible to adopt some practices for recruiting participants to activities; to see what kinds of accommodations might be relevant, such as changing the height of a working surface, to have interpreters present, and information provision in easy to read format); to better the importance of including organisations representing disabled people, as liaisons; to learn what and how to communicate to others (co-organisers, management staff, event participants) any special accommodations that might need explanation, for instance, the positioning of furniture. In a meeting room, people with hearing disabilities who lipread will want to be able to clearly see the faces of interlocutors, wheelchair users need space, or perhaps a chair to be removed, etc.

Changing attitudes

A final set of barriers to achieving accessibility and inclusiveness stem from Human-to-Human interaction. While the project members already demonstrate in various ways knowledge and sensitivity to AUI issues, it is helpful to understand what disabled people say they experience. The data below represents the top 5 attitudes and behaviours from a 2019 survey on Attitudes to Disabled People in the UK[28]

- Assumptions and judgements about my disability or what I can do 33%
- Rushing me or being impatient 29%
- Dismissing my condition, disabled people, or need for adjustments 27%
- Accusing me of faking or being lazy 25%
- Forgetting, ignoring, or excluding me 23%

With regard to the highest-ranking negative attitude, a respondent commented, "*I've experienced loneliness as an adult, being excluded from social situations or activities due to my condition or people making assumptions about what I am able to do, or not."* Furthermore, people in the survey said that these attitudes and behaviours often had deep social impacts, making them withdraw from social interaction, and that they experienced them in contacts with friends and family as well as with the general public, and at work or in educational or training situations.

[27] *How to put reasonable accommodation into practice: a guide of promising practices (available from https://ec.europa.eu/social/main.jsp?catId=1137*
[28] *https://www.scope.org.uk/campaigns/research-policy/attitudes-towards-disabled-people/*

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While this is disturbing, there is evidence that displaying empathy, patience and positivity towards disability of any form promotes inclusion and openness for the affected individual, and that attitudes towards people with disabilities are gradually becoming better[29].

In terms of being practical, it is possible to derive some guidelines, just by looking at measures to mitigate the behaviours described. Thus, it is important to be aware of making assumptions (often based on stereotypes) about what people are able to do. If possible, always ask those who are directly concerned, the people with the disability, and/or their immediate circle, their caregivers, their family. If not available, then seek out another source such as an organisation that represents their interests. If an event is being organised, put a request for information about requirements on a booking form if one is used for the event. Invite free text, but also give a list of the accommodations you can make.

Equally, it is important not to rush people, but give them the time they need, without displaying impatience. This is, of course, a rule for any interaction, but bears repeating as people feel naturally uncomfortable with silences and may rush to fill them (Koudenberg et al, 2011).

There are many guidelines and tips available, many of them based on common sense and basic rules of courtesy. However, there are also many aids to preparing events so that they are accessible and inclusive, published by event organisers, from governmental organisations[30], as well as businesses[31],[32] and universities,[33],[34],[35] all of which have information relevant to the activities of HeritACT. These extend beyond disability to sensitive DEI related information, such as the use of gender neutral language, the requirements of certain minority groups (times of prayers, place to pray), etc.

The main points are those of acquiring as much knowledge as possible about participants, supplying accessible and relevant information before and during the event (including information to reassure participants about respect for any DEI policies), ensuring accessible and inclusive venue and facilities, and practising respectful open and tolerant language and attitudes during the event.

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[29] https://www.seashelltrust.org.uk/the-importance-of-positive-attitudes-towards-disability/#:~:text=Displaying%20empathy%2C%20patience%20and%20positivity,openness%20for%20the%20affected%20individual.
[30] https://accessibilitycanada.ca/wp-content/uploads/2016/06/Planning-Accessible-Events-May-2016.pdf
[31] https://www.microsoft.com/en-gb/industry/blog/cross-industry/2019/05/14/10-inclusive-behaviours/
[32] https://congrex.com/blog/event-planning-guide-inclusive-accessible-conferences/
[33] https://www.ucl.ac.uk/equality-diversity-inclusion/equality-areas/disability-equality/tips-checklist-making-events-accessible
[34] https://www.colgate.edu/about/campus-services-and-resources/its-event-and-av-support/accessible-and-inclusive-event
[35] https://venues.mmu.ac.uk/wp-content/uploads/2017/03/Planning-Inclusive-Events.pdf

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Changing mentalities, challenging stereotypes, dismantling prejudice, encouraging empathy, and nurturing compassion is an important component of the project's AUI efforts and it is essential to its success. It is worth noting that the NEB approach of engaging citizens is expected to complement other approaches, which have not had much uptake, or worse have stalemated. Governance top-down approaches such as the diversity regulations on quotas for numbers of employees who are identified under DEI policy descriptions. Typically, these tend to be people from ethnic minorities, people who have some disability, and women. After some 20 years of compliance, Ely and Thomas, (2020) caution that approach needs to evolve. "*Being genuinely valued and respected involves more. [...] It involves having the power to help set the agenda, influence what -and- how-work is done, have one's needs and interests taken into account, and have one's contributions recognized and rewarded with further opportunities to contribute and advance*."

The practical way forward is the bottom-up grass-roots approach fostered by NEB to seek to dismantle prejudices by increasing opportunities for people to get to know one another better, adopt more open and tolerant views, adapt to changes, and learn from each other.

2.3 Inclusion in the policies directly governing the three pilots

The local regional and municipal level policies of interest to the HeritACT pilots have been detailed in Deliverable 2.1. Those that contain interesting points about AUI issues are repeated here.

Milan: The policy vision of Milan relevant to inclusion is focused around concrete goals of housing, food production and knowledge about food, the protection of green areas (such as the Cascina Linterno) that are accessible to all, and the development of green oases to act as cooling centres during heatwaves. The particular pieces of policy are:

> At province level[36], the 2013 plan lays out valorisation of the landscape heritage and its role with respect to the inclusion of fragile groups. More concretely, it refers to the development of housing and social policies, essential for inclusion and social cohesion. Still at province level, the importance of activities around food also extends to inclusiveness. The framework, "Milano Metropoli Rurale"[37]

[36] *Piano Territoriale (PTCP) (2013), p.21*
[37] *https://www.milanometropolirurale.regione.lombardia.it/wps/portal/site/milanometropolirurale*

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encompasses one of the actions foreseen by the Food Policy adopted by the Municipality of Milan in 2014. It approaches inclusion from the viewpoint of food production and consumption. The goal is to ensure affordable, healthy and sustainable food in every neighbourhood of the city, via different forms of urban agriculture and horticulture, and establishing and consolidating networks and activities for creating social inclusion, providing food for the weakest segments of the population, for educating and training about healthy and sustainable food.

The Regulation for the Use and Protection of Public and Private Green Areas[38]. The Regulation aims to promote the ecological environmental, landscape, educational, social, recreational, therapeutic, didactic and service functions of green areas in the urban and peri-urban context. It is notable that it specifically mentions promoting "*accessibility and usability for all users of all abilities (motor, sensory)*", while also "*safeguarding the environment from the damage that could result from [users in the case of] their incorrect and irresponsible use*".

Finally, the AIR CLIMATE PLAN[39], (adopted by the City Council with the resolution n. 4 on February 21st, 2022) mentions inclusion in a specific context, describing how the increase in vegetation in urban oases of semi forested areas can provide cooling centres in hotter periods to accommodate the most vulnerable segments of the population, especially children and the elderly.

Eleusis, Greece comes under national level planning, in this case the Annual Operational Plan 2023[40]of the Ministry of Culture and Sports. In its six goals, one is devoted to inclusion, covering a spectrum of initiatives aimed at inclusiveness and equal access to cultural activities as well as the improvement of public space. These specifically mention people with disabilities and senior citizens (people aged over 65) as well as social, economic, and ethnic vulnerable groups. The multicultural and social inclusion actions are also highlighted.

Although not strictly policy, but still governance, the city of Eleusis was eloquent about its proposed inclusion activities and foreseen results in its proposal to become Cultural Capital of Europe 2023. The text specifically states that it aims at the integration of all social groups, in particular, young people and students from all levels of education to vulnerable social groups and immigrants.[41]

In preparation for this year 2023, the Organising Committee have made many contacts and have adopted many accessible practices, and these are detailed in

[38]Comune.milano.it/documents/20126/200623037/Regolam.+d%27Uso+e+Tutela+del+Verde+Pubblico+e+Privato+2021.pdf/9b5cee01-3dba-dd72-ca0d-c366c75ed8e9?t=3
[39] *https://www.comune.milano.it/aree-tematiche/ambiente/aria-e-clima/piano-aria-clima*
[40]*https://www.government.gov.gr/wp-content/uploads/2022/12/%CE%95%CE%A0%CE%99%CE%A4%CE%95%CE%9B%CE%99%CE%9A%CE%97-%CE%A3%CE%A5%CE%9D%CE%9F%CE%A8%CE%97_%CE%95%CE%A3%CE%94-2023_%CE%A5%CE%A0%CE%A0%CE%9F%CE%91-%CF%84.-%CE%A0%CE%BF%CE%BB%CE%B9%CF%84%CE%B9%CF%83%CE%BC%CE%BF%CF%8D.pdf (pp30-36).*
[41] *https://2023eleusis.eu/wp-content/uploads/2023/05/ELEUSIS2021-BIDBOOK.pdf*

the checklist 2 (see next section). Attention has been paid to the accessibility of the industrial sites, and to continuing the legacy of AUI. Efforts at implementing the vision are evident in an already completed funded city plan for urban accessibility[42]. The work of HeritACT will build upon and add to this.

Ballina, Ireland: In terms of DEI, Irish society has been transformed in recent decades. The country has become more diverse, inclusive and equal[43], using the notion of community development. Policy documents use the term 'community' to denote citizens of all abilities and ethnic and minority groups. As noted by Lee 2003 "*community development [is] defined as a process whereby those who are marginalised and excluded are enabled to gain self-confidence, to join with others and to participate in actions to change their situation and to tackle the problems that face their community. Community development from such a perspective, is rooted in a broad understanding of citizenship that sees people as having a right to influence and participate in the decisions that affect them and to have their experiences and views listened to and acted on. Community development is potentially a means or process whereby people can achieve that right.*" (p1).

The National Heritage Policy in Ireland recognises the important role Heritage can play in bringing people together with a shared sense of belonging, sense of place and common identity. It emphasises public engagement in construction of traditional buildings. While there are specific actions for housing (Housing for all) in the National Development Plan, the National Policy on Architecture promotes high-quality built environment design and construction to benefit all and the National Vacant Housing Reuse Strategy wants to bring vacant and underused properties back into reuse, with amongst other actions, urban regeneration schemes. The Irish Heritage Council's Strategic Plan 2023-2028 outlines among its goals, embedding local heritage in national identity and extending the heritage experience to every citizen. Project Ireland 2040 is a framework which aims to create and promote opportunities for Irish citizens, and to protect and enhance the environment, targeting care ities, large and small towns, villages, and rural areas. Finally, Heritage Ireland 2030 (2022) is a new national plan, with three main themes: (i) community, (ii) leadership, and (iii) partnership which highlight the importance of collaboration between government and communities, heritage organisations, stakeholders, and local authorities. Understanding the connotations of community means that at least as far as policy is concerned, the setting for the Irish pilot is well versed in AUI as demonstrated by the following text from the RIAI's toolkit[44]:

"Designing to Include Everyone. Policies and actions intended to achieve intentional inclusivity are key to creating a healthy, happy town that belongs to

[42] *Study: Urban Accessibility Plan Municipality of Eleusina*
[43] *https://ireland.representation.ec.europa.eu/system/files/2022-01/DIVERSITY%20JOURNAL.pdf*
[44] *https://www.riai.ie/uploads/files/general-files/RIAI_TownandVillageToolkit.pdf (p.20)*

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everyone. Maintaining independence and mobility, having everyday social contact and interaction with other people, and knowing that there is someone to help when needed, are key factors to everybody's quality of life. These factors are fundamental to how we plan and manage our towns. Each person has individual traits and characteristics that contribute to the diversity, variety, and interest of a place. Designing our towns to universally accessible standards provides for the needs of all people (young and old regardless of ability), improves the quality of life for everyone, helps build communities and leads to a more inclusive society." (p20)

2.4 Best practices from NEB awards and call for contributions to Inspiration

With the NEB[45] initiative founded on the three values of Sustainability, Inclusiveness and Beauty, it is to be expected to find many examples of work where AUI issues are key. The multi-faceted role of Inclusion is highlighted with statements such as "*Beautiful are the places, practices and experiences that are [...] Inclusive: encouraging a dialogue across cultures, disciplines, genders and ages [...] an invitation to address complex societal problems together through co-creation*"[46] , "*Inclusion: valuing diversity and securing accessibility and affordability*" and "*Inclusion including affordability.*" [47]

The great variance in the work about inclusion can be seen in the examples of NEB award winners, and contributions to the 'inspiration' section of the NEB website. Some of the most relevant to HeritACT are briefly described below, (note that this is a different set than those highlighted in the NEB Compendium from Deliverable 2.2[48] as here the emphasis is on inclusion).

The IF Social Design for Sustainable Cities project[49] was included in the NEB awards. It brought together professionals from the cultural, creative and social design sector, decision makers, intellectuals and activists from all over Europe for conference and workshop events. The workshop held sessions specifically on the themes of diversity

[45] *https://new-european-bauhaus.europa.eu/about/about-initiative_en*
[46] *https://new-european-bauhaus.europa.eu/index_en*
[47] *https://new-european-bauhaus.europa.eu/about/about-initiative_en*
[48] *https://storymaps.arcgis.com/stories/3a12ca115bb94f3fb44f289390ca990e*
[49] *https://if.pja.edu.pl/*

and accessibility. Some of the examples are directly targeting groups of people who stand outside of mainstream society, such as the homeless, (Home4less[50]); several projects are designed by and for children (Playground for all[51], Travelling Architectural Workshops[52]; ArkkiNEB[53]); others deal with making heritage sites more accessible with inclined lifts and walkways as well as achieving other NEB goals, such as more energy efficient lighting, (Acropolis more accessible to all[54]). Other projects include targeting gender inequality, partnering to increase working and incomes for women and girls with a partnership between Germany and Bangladesh (Dipdii[55]).

Of the above-mentioned projects, some are more complex than the brief description given above. For instance, the Home4Less project provides modular temporary housing in two vacant sites, with a view to getting people into more permanent structures. However, it also offers other activities. One site facilitates activities such as learning how to ride a bike, food accessibility, inter-cultural encounters, construction of wooden furniture, mushroom cultures and other activities. On the other site, more than a hundred projects are gathered, with missions such as hosting refugees, cultural activities, food recuperation, an organic market, legal assistance, support for parenting, etc. Such projects can be expected to generate positive social impact around AUI issues, well beyond the initial remit of temporary housing for people who are homeless. In this vein, another housing project, this time, a co-housing collaborative, that itself is part of an organisation aiming to secure the collective ownership and low rents, houses the offices of various groups representing various needs of refugees[56], demonstrating alternative collaborative living and working paradigms.

Some contributions to the NEB website that could be directly related to HeritACT project are:

- a toolkit and examples offered by the Royal Institute of Architects of Ireland offers to guide co-design between citizens and architects. It emphasises the need to provide for the needs of all people and design towns and villages inclusively, in ways that promote social contact[57].
- a product: Vertiwalk[58] a manually operated lift that might be interesting for heritage buildings.

[50] *https://2021.prizes.new-european-bauhaus.eu/node/268484*
[51] *https://new-european-bauhaus.europa.eu/get-inspired/inspiring-projects-and-ideas/popup-raspiua_en*
[52] *https://new-european-bauhaus.europa.eu/get-inspired/inspiring-projects-and-ideas/traveling-architecture-workshops_en*
[53] *https://www.arkki.net/neweuropeanbauhaus/*
[54] *https://new-european-bauhaus.europa.eu/get-inspired/inspiring-projects-and-ideas/acropolis-more-accessible-all_en*
[55] *https://new-european-bauhaus.europa.eu/get-inspired/inspiring-projects-and-ideas/dipdii-textiles_en*
[56] *https://www.projekthaus-potsdam.de/*
[57] *https://www.riai.ie/uploads/files/general-files/RIAI_TownandVillageToolkit.pdf*
[58] *https://www.vertiwalk.com/*

- a possible tool for workshop activities, in the form of readymade cardsets (Metaphor Cards) and examples of their use [59]. This might be helpful for co-design workshops, especially for participants with limited native language skills or people unskilled in verbally expressing their ideas.

2.5 Commitment to keeping the project informed about AUI issues.

In order to maintain up to date information regarding AUI issues, related to the project the Aegean partner:

- will participate in the ENCC seminar from the Working Group on Inclusion and Accessibility in Socio-cultural Centres (28th June 2023) on and present the AUI work of HeritACT (initiative from within the project by ENCC partner)
- will attend the launch of the new European resource centre on Accessibility - Accessible EU[60] (4th July 2023)
- maintain its strong links strong links to standardisation bodies via its membership of ANEC[61] and especially their Working Group on Accessibility that works on standards (both at ISO and European CEN/CENELEC levels)

In conclusion, the aim of this section is to hone partners 's awareness of the needs of a diverse range of users and contexts, and ways to fulfil these requirements, as well as flag up the existing expertise within the consortium, from partners already actively engaged in AUI issues, such as those involved work for the Eleusis Cultural Capital 2023.
The implicit agenda for the horizontal work in HeritACT on AUI, as is the case for most work under the NEB is for partners to learn and incorporate into their own practice, understandings of diversity, by opening up mind sets, accepting difference and thereby widening practice.

[59] *https://shop.imaginari.es/product/new-metaphors-toolkit*
[60] *https://ec.europa.eu/social/main.jsp?catId=1612&langId=en&*
[61] *www.anec.eu*

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3. Methodology

In this first phase, an audit exercise was carried out that encompasses various aspects of the lived experience of the citizens who will be participating in the HeritACT project. This is described more fully below in the subsection on Requirements Analysis Activities. Other methods will be used as the project progresses, for instance, interviews, to assess efforts of project partners towards, and self-reflection about, AUI experiences incurred in the project. The current audit activity, part of the Mapping phase of the ecosystem of HeritACT, has in effect a double goal, of both creating a baseline, but also of establishing a common ground of awareness and understanding that inclusiveness is more that siloed knowledge about wheelchair accessibility to physical venues, or online access to information for people with vision impairment, or knowing about gender diversity. It is about enabling participation in a meaningful inclusive way throughout the whole 'customer journey' of the participants. This is both in order to strive towards social justice, and also to reap the rewards from the very real benefits of having diversity of voices (McKinsey, 2015, 2018[62]; Deloitte, 2018[63]). to achieve the real-life goals that the project will facilitate.

In strict terms, the audit responses and the report on them (Deliverable 2.3) has as an ostensible purpose to inform our baseline of knowledge about inclusion aspects, in terms of building accessibility, usability of methods, tools and solutions, and about contacts with the pilot communities who are expertise in DEI issues. However, the audit work also acts as internal awareness-raising on AUI issues useful for the other phases of the project.

3.1Expectations from the audit

The audit is not meant to be exhaustive, especially not at this stage of the project. Rather the principle of satisficing is being used, in the sense of seeking to create awareness and understanding of the issues involved and to cultivate knowledge that can be applied further to other sites, methods, tools, etc as the project progresses.

[62] *https://www.mckinsey.com/featured-insights/diversity-and-inclusion/diversity-wins-how-inclusion-matters*

[63] *https://www2.deloitte.com/us/en/insights/deloitte-review/issue-22/diversity-and-inclusion-at-work-eight-powerful-truths.html*

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Before launching the audit and the checklists to be filled in by the partners, it was explained that the audit questions, although designed as a typical checklist with 'yes' or 'no' answers, also intended to act as a thought-provoking exercise, so there would be some qualitative comments. In other words, it was quite expected and acceptable for partners to reply to audit questions with the responses such as: "don't know, but will try to find answers" and "too early to say", also, based on their experience from other work, to make some attempt to speculate. This was also an opportunity to flag up issues that they think might be of concern and this was evidenced in the interviews held with various partners. Partners were also invited to collect evidence with regard to the accessibility of venues, tools and solutions, with textual description, photos, or even videos. A call was made for proof-of-contact with organisations external to the project, to provide expertise and insight on matters of accessibility and inclusion such as organisations representing people with disabilities, people with disabilities and their caregivers, minority and other groups at risk of exclusion. Finally, partners were asked to list organisations, including HeritACT partners and the organisations that the pilots will cooperate with, such as the local staff of a Cascina, or in those in charge of sites in Eleusis, about their AUI capacity, in terms of their knowledge and staff training, and experience with accessible knowledge provision.

During the following months, project months 6-34, the AUI work will continue, using the audit methodology, checking issues already flagged up, looking for ways to overcome them or work around them, completing the checklists, and adding new instances of checklists, where needed, thus enhancing the knowledge known about the various aspects of the pilots, but also enriching the pool of awareness and knowledge, increasing contacts, and sharing best practices, etc.)

3.2 Requirements Analysis Activities

The requirements analysis activity was conceived as an AUI audit, and conducted using checklists, with supplementary interviews with project members regarding responses. The AUI audit aimed at collecting information about several constituent parts of the project. In order to have some baseline, all parts were to be covered in this phase, although it was recognised at the outset, that the response to some parts will be more detailed than others, due to the need to follow the phases of work of HeritACT, or from the stages of readiness of various components. To be more explicit, some tools would need to be developed, and some solutions to evolve along with the goals and needs of the community.

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3.3 Audit and Checklists

The audit consisted of a set of 3 checklists, designed and developed specifically for the needs of the project. They looked at 1) buildings and sites; that is the physical locale of the pilots; 2) the activities and events, in terms of participatory methods; software tools to be used during those activities; and solutions: possibilities for architecturally based temporary or permanent installations. 3) the availability for expertise in terms of people with lived experiences of exclusion, (or organisations representing them). The second part of the checklist asked about the AUI capacity of HeritACT partners and the organisations that they will cooperate with on the pilots in terms of staff awareness and training, and information provision.

More specifically,

1. In order to specify requirements, a first task for the partners was to review buildings and sites for each pilot. This was done to map what is available in the three pilots (Greece: Eleusis; Ireland: Ballina; Italy: Milan) in terms of the built environment for issues that may have a bearing on the accessibility of the sites. This activity is mapped in Checklist 1.
2. A further task was to review the planned community engagement methods; (software) tools and (architectural) solutions to be used in the participatory design activities and events. These words have specific meanings in the project: Methods denote methods, as well as specific techniques used in participatory design (e.g. body storming, world café, etc). These are scrutinised to see whether they are suitable for use with special populations, and what adjustments may be required. Some of these activities are already planned and agreed upon, and hence project members can respond to the checklist that probes their accessibility and inclusiveness. Tools in the HeritACT project language denotes a set of (mostly) software-based tools at the project's disposal, some to be developed further, some already available for scrutiny, whereas Solutions refer to some mostly architecturally-based, physical artefacts that can be used potentially to offer temporary or permanent installations at the three pilot sites, and that can be also checked for accessibility issues. As such, these temporary 'ephemeral' (e.g.: canopies) or even permanent structures (vertical communal garden walls) will need to comply also with accessibility and safety measures (e.g. size and space for approach and use, stability requirements).

   As can be understood, in the present timeline of the project, some of these Participatory Design methods and techniques, along with the tools and solutions are available, but it is not yet clear where and in what way they will be used. However, as far as is possible, the AUI dimensions will be examined to ensure that either modifications are made, or that their use does not in other ways contravene

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and compromise achieving high levels of AUI. This activity is mapped in Checklist 2

3. The final task was to fill in a check list to map the potential participants of relevance to issues of AUI with whom the project members have already established contact, or with whom they plan to establish contact. By relevant is meant those participants who will bring aspects of diversity to the project stakeholder community; for example, groups of younger and older people from schools or youth clubs, or old people's homes and community centres respectively; members and representatives of organisations of cultural, ethnic and religious groups, organisations representing disabled people, people from low socio-economic backgrounds, etc. In many cases, these participants may represent more than one group, e.g. children with disabilities from a minority ethnic group. This helps to demonstrate the true nature and multidimensional range of diversity, refuting stereotypes of 'one group with one problem' as evidenced by language such as 'the blind' 'the deaf'.

   This checklist also includes a second part which is a mapping about DEI expertise with regard to two further items:

   - information provision, in terms of information of value to the participants. For example, to check whether information about the accessibility of the building or of access to the site), the expected profile of participants (e.g. children over the age of 12) is provided in a prominent place either online (e.g. on a website), or offline (e.g: leaflets, flyers) to help visitors and participants to understand if they can indeed participate and prepare themselves.
   - staff or "participant-facing" personnel of the organisations involved in the project: it is important to understand availability of staff expertise, what already ready, what is known, what future is envisaged, available resources and those that are needed, what is feasible, and what would future capacity look like when the the project finishes. This activity is mapped in checklist 3.

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4. Results of the AUI audit exercise

4.1 Completing the checklists

While easy to describe, filling in the check lists is not straightforward. As expected, the checklists were challenging to fill in for a number of reasons. Firstly, the final choices have not been made for any of the sites and buildings in each pilot, nor the activities, tools or solutions. In fact, some of the solutions may be the object of discussion in participant activities. Secondly, while some contacts with expert organisations are already established, some contacts are only provisional and subject to further decision-making about choice of buildings and sites, as well as activities and target groups. Thus, it was not possible to carry out further investigation into matters such as staff capacity and information provision. Thirdly, before filling in the checklists the partners had to grapple with understanding the issues, studying the guidelines, and determining the most appropriate sources from whom to collect information. Fourthly, the designated support partners for this task were not always able to provide the information without seeking the help of other partners, who in their turn, sometimes needed to consult with others external to the project, all of which required persistence and perseverance to get to the information needed, if indeed it was available. Finally, there are some differences between the aspirations and feasibility for heritage activation of the different partners, and these will be commented on individually below.

Results from the checklists and some pertinent remarks are given below in tabular form for each checklist.

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4.2 Checklist 1: Access to site, buildings, availability of accessibility features

The table (Table 1) below shows the checklists 1 that were submitted according to pilots.

Pilot	**Building or Site**	**Other Information**
Eleusis (Greece)	Anapsyktirio (old canteen)	Fully operational, used only for ECoC events
	Elaiourgeio (old Soap Factory)	Fully operational, used for ECoC and other events
	Oasis Camping	Just the open air space, not the buildings
	Iris factory	Renovation is approved, work to start soon, accessibility study soon to be shared with partners,
	Cine Eleusis	Renovation work to be approved, no accessibility study available yet
Ballina (Ireland)	1.Mary Robinson Centre 2. Ballina Arts Centre 3.Kennedy Glasgow Centre 4.Craoibhin Ballina	1. The 4 buildings audited here are not candidates for heritage reactivation. Instead, they were put forward as meeting places of consulting and design activities since they meet most of the criteria for building accessibility. It is not envisaged that the candidate sites in Ballina will be ready to host participant activities. Rather, they will be the focus of community engagement activities. 2. See also Table3 b under staff capacity
Milano (Italy)	Cascina Linterno	Some renovation work to start in Sept 2023
	Cascinet (Cascina Sant'Ambrogio	Buildings are currently being renovated, to be completed Aug 2023

Table 1

Table 1 reveals different stages of readiness and detail of results in terms of AUI issues. Eleusis, as expected, has already some experience, since some of these sites

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are being used for the activities of the European Capital of Culture 2023 (ECoC), in the form of events. Two sites, Anapsyktirio and Elaiourgeio are already operational. There is always staff present during the events, who take responsibility to assist the public. Open spaces of the sites will be used rather than the buildings, e.g. the Oasis camping site, so some parts of Checklist 1 are not applicable. Furthermore, there are plans for further development in the city in terms of accessibility.

It is worth adding that at this stage of the project, Eleusis has also designated specific neighbourhoods to implement HeritACT tools and solutions. The neighbourhoods were excluded from the checklists, as the local partners have not yet pinpointed where exactly the HeritACT solutions will be implemented. This process will develop as soon as the first requirements are identified. Therefore submitting the checklists for the neighbourhoods would be premature at this point, and they will be revisited further in time.

In Milan, one of the two designated Cascina sites, Sant'Ambrogio, is just at the beginning of being set up for the public. The refurbishment will be done according to the regulations and laws on accessibility. The site is mainly run by volunteers that are well aware and sensitive to accessibility but have limited resources, in fact they are analysing the possibility to have specific signage for blind people.

The second Cascina , Cascina Linterno, has a whole project dedicated to social farming, currently awaiting evaluation and permits.

Ballina has listed 19 sites (Deliverable 2.2.) that could be considered for the heritage reactivation, at the present time, none of them is expected to be a state that is suitable for use during the timeframe of the project, rather they are seen as the focus of community engagement activities.

4.3 Checklist 2: Activities and Events: Methods, Tools and Solutions

Table 2 shows the Checklists 2 submitted by Method, (Table 2a) Tools (Table 2b)

Method	**Remarks**
Body storming	Can be adjusted to suit the needs of the audience
Thematic Walks	Experience in adjusting activities to suit the audience

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World Cafe	Requires higher level cognitive activities: reasoning and decision making, not suitable for people with cognitive difficulties. Contributor does not dismiss the possibility that adjustments could be made.

Table 1a

As indicated by the HeritACT partners, methods can be very flexible, and methods can be adjusted to suit, and derivatives can be formulated to obtain results in a different way than 'normal'. Such derivatives can often be the basis for new methods. In fact, being faced with the situation of not being able to use an established method with a certain group, may result in innovations, as designers think of different ways to achieve their objectives.

Tool	**Remarks**
SustainACT	
FUND4ACT	
UserSence	Particular case, passive (biometric) data collection from wearable computing rather than participative tool
HERIcraft	Builds on an existing environment, so many accessibility features (e.g., audio description, different language options, avatar customisation) are already integrated. Also, HERIcraft designers suggest timed sessions to avoid fatigue and provision of licences by organisers of interactive sessions
NegoDesign	A game simulates negotiation by planners to mitigate climate change, it uses Unity, therefore has functionality for text-to-speech, and for screen reader plug-ins, also to support different input mechanisms than traditional keyboard and mouse. Uses timed sessions of 5 mins, avoiding fatigue, and attention wandering
ParticiMap	A tool to input data to a map, but to be done in a collaborative way, so that it is not necessary for each individual to input data, could foster mixed ability collaboration, as well as collection of data useful to particular participants, for instance, sensory data (pleasant smelling places or conversely, places where air quality is poor).
Design your Heritage	

Table 2b

Solution	Remarks	

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Digitally Fabricated Vegetable Garden		

Table 2c

It is important to note that not all methods have been decided upon, normally designers have a repertoire or toolbox of such methods and are able to adapt them to the participants and the activity. For 'solutions' the project has a set of proposals, but exactly what form they will take may be part of the participative design activities, that is, part of the community engagement and thus is yet to be determined.

The software tools' developers in their responses to this checklist, show awareness of both accessibility features available in their tools, as well as understanding what measures might be taken to mitigate issues that might arise that are beyond the technical accessibility features of the tools. In this way they are already preparing those who will deploy the tools with a good understanding of where AUI related needs, e.g. for well trained facilitators Tools developed with this awareness are usually robust as well as attractive to future investors.

4.4 Checklist 3: AUI Knowledgeable Stakeholder Contacts and AUI Capacity of HeritACT partners and co-operating organisations

Table 3 shows the number of Checklists 3 submitted by pilot country and type of activity (potential participants – capacity). Table 3a shows the coverage of potential participants, and Table 3b shows the organisations (HeritACT partners and coordinating partners) who display capacity in terms of accessible information provision and DEI training.

Potential Participants Organisations of marginalised groups	**Representing**	**Based in**	**Remarks**

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Association of People with Disabilities of Western Attica	Not specified, but certainly people with mobility restrictions	Elefsina (Eleusis)	Contact already established
OLOI EMEIS	Disability services & support organisation in Eleusis, Day care	Elefsina (Eleusis)	Contact already established
Evrynomie Day Care Centre for People with Mental Disabilities	Includes children	Elefsina (Eleusis)	Contact already established
KEA AMEA (Disabilities)	Vocational Rehabilitation Centre for People with Disabilities	Skaramanga	Contact Already established
Association of people with special needs/with disabilities			Not established, feasible in the lifetime of the project
Schools (highschool and preschool)			Not established, feasible the lifetime of the project
Craoibhín Ballina	Promotes social interaction to help reduce social isolation, including older people, refugees, people with mental health problems	Ballina	Contact already established
Youthreach Ballina	Centre for early school leavers	Ballina	Contact already established
Involve Traveller Youth Project	promote the participation and inclusion of the Traveller Community in Irish society.	Ballina	Contact already established
Mayo Travellers Support Group	address poor health status of the Traveller community and work towards the achievement of human and cultural	Ballina	Not established, feasible in the lifetime of the project

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	rights; deliver Primary Healthcare for Travellers in Ballina.		
ÁIRC	Supporting Children with Disabilities in Mayo	Mayo	Contact already established
Flow Community Project	Creating more inclusive community for people with disabilities in Ballina	Ballina	Contact already established
OUTWEST	OutWest is a Voluntary Social, Support and Advocacy Group for LGBT+ People in Connacht	Connacht	Not established, feasible in the lifetime of the project
Ballina Family Resource Centre	Supporting families and staffed by local people	Ballina	Contact already established
Ballina Community Clean Up Group	Group actively living Social Inclusion with clean up and greening activities in Ballina	Ballina	Not established, feasible in the lifetime of the project

Table 3a Potential Partners/coverage of inclusion targets

As can be seen, **coverage of the inclusion targets** is varied: HeritACT will try to cover a variety of marginalised groups. This, of course, is not only dependent on the HeritACT partners, but also on the opportunities to cooperate and the particular character of the area. For instance, the existence of the Irish Travellers (Irish: an lucht siúil, meaning "the walking people"). They are often incorrectly referred to as "Gypsies", but Irish Travellers are not genetically related to the Romani, who are of Indo-Aryan origin. They are predominantly English-speaking, though many also speak Shelta, a language of mixed English and Irish origin. The majority of Irish Travellers are Roman Catholic, the predominant religion in the Republic of Ireland, and number 32,949, according to the 2022 census[64].

In addition, some organisations may be representing a wider range of people than others, for instance people with cognitive disabilities, covering children and adults,

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https://www.cso.ie/en/releasesandpublications/ep/p-cpsr/censusofpopulation2022-summaryresults/migrationanddiversity/

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or provide a larger range of services, e.g. family centres. This means that these organisations will typically have many more insights that will be of great value to the planning and executing of community engagement events.

Finally, the organisations where contacts are established are all local, either situated in the townships or in close proximity: Skaramanga is located 10 kms away from Elefsina (Eleusis). While the last contact may not yet be established, it is considered an advantage where possible to be in contact with local organisations, or branches that are local, rather than with the larger national groups. As can be understood, this makes for greater awareness and local knowledge of the organisation's staff.

Organisations from Milano are not yet represented in the checklists, although of course, as a large metropolis there are no dearth of suitable organisations, and the partners have supplied information about the ones they know of. However, the preference of the partners here was to wait until some more concrete suggestions for collaborative ventures are established before making contact with these organisations. As well, they would prefer to wait and see what the Cascina management suggests. In interview, they have shared that the Cascina Sant d'Ambrogio, that is run by volunteers, has in the past done some collaborative garden activities with particularly vulnerable groups; some sporadic collaboration with migrant centres; and that they are evaluating the feasibility of collaboration with one of associations for blind people, particularly to work on Signage for people who are blind and visually impaired. In this way, as the project progresses, there will be the opportunity to firm up this information and add it to the checklists. This may be a more viable way of including such organisations, as they will continue their liaison with the Cascina, after the project finishes.

Table 3b shows the capacity of partners, as well as organisations they cooperate with, for instance, organisations that manage the heritage sites.

Capacity building HeritACT Partners and co-operating organisations	**Informati on Provision**	**Staff Training**	**Remarks**
2023 Eleusis ECoC	yes	yes	Have carried out activities with organisations regarding ECoC since 2016
Mentor	yes	No (see remarks)	No formal training, but strong interest in gathering relevant information.
ACT	yes	yes	Company particularly strong in gender diversity
Mary Robinson Centre	yes	Yes (see remarks),	Not yet open to the public

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			Training to be extended to all (employees, representatives and volunteers)
Ballina Arts Centre	yes	yes	
Moy Valley/Kennedy Glasgow House Venue	yes		Strong experience of hosting different types of inclusive activities

Table 3b

Table 3b shows two interesting features. The first is that 3 project members demonstrated that they are aware of and have competence in AUI issues. These 3 organisations (2 companies and 1 organisation that will be dealing with the legacy of ECoC) are located in 2 of the pilot countries. Their experience will be invaluable. The second is that, of the 4 buildings designated by Ballina to be used for participative events, one is also an organisation. Thus, there is a linkage between space and function that may be interesting to explore in the project as a best practice.

4.5 General Remarks

The information at this early stage in the project is still very patchy. This is expected, but it is an essential part of the project AUI strategy to ensure that the accessibility, usability and inclusiveness issues are considered at the outset, and not 'retrofitted' afterwards.

The checklists are considered as 'living documents' that will be further completed and updated as the project proceeds, so that there is constant monitoring of these aspects throughout the project, enabling final reporting to show, in a tangible way, the progress the project makes in these areas.

In addition, it adds to the awareness of partners to further their experience and engagement with AUI issues, contributing as individuals as well as individual partners beyond the lifetime of the project to matters of social justice.

To fulfil the project promises, this initial mapping phase has revealed:

- A number of site features that can be further developed, possibly within the life-time of the project: For instance: from checklist 1s, the description of the Cascina Sant'Ambrogio reveals that within the site adjacent to the Cascina farmhouse, "*there are no paths, one walks on uncultivated grass or gravel*". Thus, it appears that, for the present, wheelchair access is not feasible. In addition, "*there are no seating facilities available in the area outside the building*". This

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seating item is included on the checklist because of the very real need for people, especially older people; people who are obese; people who suffer with abnormal blood pressure; people recovering from illness; to be able to sit down and rest. For these people, sitting on the ground (and/or getting up from the ground) may not be possible.

The requirements revealed in this way should not be taken in the sense of compliance with regulations, where sites will be judged unsuitable, because they 'fail' on these points. Rather they should be understood as opportunities for HeritACT-led community involvement. People who use wheelchairs, people who do not walk very well on rough ground, people who have small children with pushchairs, or experience of this, could contribute their needs and preferences, about materials, about routes, etc. Such co-design sessions are useful for users who are not particularly bothered about paths or seating, to realise how essential they are to others. Such understandings reinforce co-recognition that making paths or seating is a worthwhile endeavour.

However, well before these reach the level of community activity, the very act of completing the checklists by the project partners pushed to the foreground certain requirements and made visible certain deficiencies in such a way that those needs and the rationale for them can be articulated and documented.

- Checklists about tools were the most challenging for the partners. However after a session of interviews, all tool developers completed checklist 2. It is true that some of the tools are still in development, but it is precisely at this stage that developers can incorporate accessibility. They can explore the issues, take into account basic accessibility issues, (for instance apply the POUR principles to the content) and think about ways to incorporate these. They can also be creative with how to mitigate problems with their use. Following some of the guidelines related to accessibility of content could potentially increase the range of people able to use the tools, and to make them more usable to all. Tools that rely on visual renderings of future developments could include audio descriptions, that describe the present reality and future visions

  Once possible problems are identified, it is possible to start to deal with how to mitigate them. For instance, the use of the tools might be delegated to an assistant from the event organisers, so that participants can concentrate on giving input, rather than dealing with how to operate the tool.

- Increasing capacity in terms of people knowledgeable about AUI issues and ways to deal with these issues, is essential to sustain the knowledge and eventually change attitudes. Capacity building in general is being suggested by the authors of the 2023 UNSDG report as a 5th lever to transformations for the SDGs[65]. For the HeritACT partners, having to understand the issues, study the guidelines and

[65]https://sdgs.un.org/gsdr/gsdr2023

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notes for filling in the checklists, as well as their interview responses, show that the activity is in itself an awareness raising and learning exercise. It is encouraging to see that already 3 HeritACT partners consider that they are organisations with capacity according to Checklist 3, i.e.: knowledgeable about the information needs of excluded groups and possessing knowledge and training. The hope is that more partners will be interested and feel competent to add their organisation to this checklist. While we do not expect all partners to put themselves on this list, we expect the numbers to increase by the end of the project.

5. Conclusions and future work

Pillar IV of the HeritACT project of Methodology promises "*WORKING with COMMUNITIES focusing on INCLUSION: In line with the EU Green Deal and the NEB, it is critical to bring everyone along in the transition and to encourage and facilitate dialogue and participation across cultures, disciplines, genders, age, and abilities. HeritACT will develop engagement pathways that ensure optimal levels of inclusion. This will involve: • Identifying and working with existing local networks and organisations • Building relationships based on trust and transparency, initially with key people and/or champions • Exploring active participation activities that engender meaningful and deeper engagement with local issues • Following Universal Design principles in all communications and events, for example relating to font choice/size and accessibility of venues • Providing multiple modes for participation (digital and analogue) to reflect different preferences.*"

In this current phase, *Requirements Mapping Phase*, of the 4 phases of the project, the present deliverable *D.2.3 Accessibility, Usability, Inclusiveness Requirements* corresponds to the (A3) *Inclusivity Diagnostic*: "*Identify key and underrepresented stakeholders including people with disabilities, understanding the essence of each place, mapping the extrinsic and intrinsic factors that make it up and finally documenting the heritage.*"

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5.1 Next phases of the project

During the next phases of the project: the Participatory Design Thinking phase, (WPs 3 and 4) and in the Co-design and Co-action in the Pilots (WP 5) of the Implementation and Validation phase, the focus on AUI issues will be implicit rather than explicit. The partner, along with the other partners knowledgeable about AUI, will closely follow developments, to bring this dimension to bear. Advocating for AUI issues will be done, but not in the sense of thorny problems to be solved, but rather as sources of inspiration for innovation - innovation that benefits all (the design for all approach). In addition, the task of helping ensure all external project information and communications are as accessible as possible, will be an ongoing concern (WP7), while for any ethics issues that arise, e.g.: some kinds of participant consent forms, there will be consultations with the experts of WP8.

In the 3rd phase of the project, the Implementation and Validation phase, the AUI issues will be in view in a dedicated task within WP 6, Task 6.3. *Collective experience and social inclusion evaluation*. Here the metrics from the completed checklists, and information in them and around them, as well as experiences from the pilots in WP 5, will contribute to the evaluation of the efforts to achieve both measurable results and qualitative appraisals of the work carried out. The plans are also to collect information relating to the capacity and sustainability of the AUI sensitive organisations, in the sense of whether such efforts were planned to continue, and in what way: to be maintained, or to be increased, and probably resources: for example, as a special unit in municipality or in capacity building with all staff in municipality.

Beyond these next steps foreseen in the project plan, three final points about other expected results can be made.

5.2 Other Expected results:

Partner benefits

Implied in the HeritACT approach is awareness raising and learning by all the partners. In this way they can conduct their activities in the project and beyond, in their professional and personal lives, confident in their approaches to AUI issues. Links to groups of project members with a special interest in AUI issues, e.g.: the CNCC's Working Group on Inclusion and Accessibility in Socio-cultural Centres are already being established. Many organisations representing cultural interests[66]

[66] https://icom.museum/en/news/accessible-to-all-measures-that-benefit-all-museumgoers/

(Allison and Flys, 2022) and heritage interests[67], and of course the NEB itself, are very interested in collecting and exchanging understandings about AUI issues and practical advice on adopting more inclusive practices. In addition, they are interested in increasing staff capacity with regard to knowing how to anticipate the needs of, how to prepare for, and how to interact with people with a wide range of abilities and characteristics, backgrounds and preferences. (Best practice exchanges).

Input to standardisation

The project partner responsible for the AUI approach is a contributor to various standards and has strong links to standardisation bodies via its membership of ANEC and their Working Group on Accessibility, that works on standards, both at ISO and European CEN/CENELEC levels. Thus, it will ensure a dialogue between the project and the standardisers, both in bringing new knowledge to the project work, as well as taking project results into the standards where appropriate.

Contribution to research

The literature review so far has revealed little in the literature concerning methodologies, methods, tools and techniques for achieving inclusive participatory design. A gap in the literature is one that deals with issues of AUI in participative design. Two main approaches exist: the first approach is to hold participatory design events in a segregated manner: for instance, a workshop where the participants are of similar ages and with similar categories of disabilities. This can be very valuable as it provides a protected environment where participants know their needs are being catered for. From these experiences it is possible on the one hand to see what adjustments are successful, and what needs further investigation. It is already possible to see this approach as building confidence in participants, and acquisition of valuable experience in participating in group work. Some of this may be as basic social skills, like learning turn-taking, and how to listen. Other examples are to sharpen skills in debate, presentation of arguments, and working for consensus.

The other approach is to include participants who can represent minority groups, and who are trained to advocate for them, and so are quite comfortable in situations where they are confronting opposing views from other stakeholders. Some of these encounters can be difficult conflicts of opinion. While this is an efficient way to get minority groups heard, especially when the advocate is convincing and puts up strong and effective opposition. Of course, there needs also to be agreement, and this can be harder to achieve.

Both these approaches are not representative of the real-life situations that often happen in local community engagement activities, where participants with differing abilities, ages, cultures backgrounds and experiences, let alone differing levels of familiarity with community and democratic procedures, are participating. Organisers shrink from such “town hall hearings” fearing that nothing will get done, clashes will

[67] https://www.coe.int/en/web/culture-and-heritage/strategy-21-s2

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be inevitable, and that the end result will be doing more harm than good. Those who are cynical believe that sometimes such public consultations are conducted for views to be aired rather than to be incorporated[68].

Some HeritACT activities may be able to be a testing ground for combining the segregated and the advocate approaches, by focusing on the 'co' part of the activities: *co-design, co envision, co-recognise,* to emphasise collaboration at all levels, and with the people concerned, not at one step removed. Various methods to ensure that all participants can play a role in the activities can be a real asset to partners' AUI capacity. There can be no doubt, that with more experience of mixed audiences and greater tolerance, a really inclusive dialogue can take place, that, even if it does not lead immediately to problem solving, can do an important task of awareness raising and understanding, and learning from one another, essential for inclusion and reduction of inequality, and for eventual consensus to be reached.

[68] https://cordis.europa.eu/project/id/319970

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Appendices

Appendix 1: Checklist elaboration

The checklists were prepared using a variety of sources. Checklist 1 used mostly the 32 checklists from RIBA[69], shortened them and adapted them to HeritACT needs. Also consulted were a variety of other sources, such as the RIAI's toolkit and standards. Checklist 2 was based on the information from ISO Guide 71:2014, and extensive notes were provided to the partners. Checklist 3 divided into 2 parts. The first was a simple way to capture contact information about organisations representing minority groups, and their status with regard to the project partners. The second part, about staff capacity, was prepared using a variety of inclusive event planning resources, DEI training manuals, and examples of good practice in accessible information provision.

Blank checklists are provided below.

Input to Deliverable 2.3

Accessibility, Usability and Inclusiveness Requirements Analysis 2.3

Checklist 1: Access to sites and buildings; availability of 'accessibility features (ramps, lifts, accessible toilets,etc)

Please make multiple copies of the checklist and fill in one copy per site or building.

Name of Site/ Building: _____

1. Is there a pedestrian route to the site or building? If yes,
    a. How far from the nearest vehicle access? (in metres)
    _____

69
https://www.architecture.com/knowledge-and-resources/resources-landing-page/access-audit-handbook-checklists

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b. Is the route suitable for wheelchair use (paved, levelled ground, vegetation and gravel -free)
_____

c. Is the route well illuminated (for night use)_____

d. Is there any seating available (if distance greater than 40 metres)_____

2. Outside of building

a. If there space for vehicle access /setting down space _____

b. Are there ramps for any steps up or down to entrance of building_____

c. Are there handrails for ramps _____

d. Are there handrails for any steps into the building_____

3. External doors, (if there are any)

a. How are the doors opened? Manual operation Push or pull?_____

b. Is there any kind of manually operated system or automatically operated system_____

c. Are there personnel available to open doors to users who cannot open them themselves (such as older people, children, wheelchair users, etc.) _____

d. Is there some kind of alerting system to ask for assistance? _____

4. Inside the buildings

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a. Are there stairs? _____

b. Are there lifts and ramps?_

c. Are the lifts large enough for wheelchair access_____

d. Is there adequate room for wheelchair access via doors (including those of the lifts)? _____

e. Is there adequate room for circulation for people using wheelchairs, or other mobility aids (including children's pushchairs)? _____

f. Is there adequate space for turning a wheelchair? _____

g. Is there seating provided for those who need to rest frequently?_____

5. Are there sanitary facilities (washrooms, toilets)?_____

   a. Are these located in a convenient area (e.g. close to entrance of building?_____

   b. Are these rooms large enough for wheelchair access, parents with families?_____

   c. Does the toilet accessible for wheelchair users (e.g. with to approach and to transfer, with bars to aid in the transfer)?_____

   d. Is the wash basin situated low enough to be used by those in wheelchairs (e.g with space underneath the counter for the wheelchair)_____

   e. Are the containers for disposal of waste. (nappies, etc.) easily accessible and suitably sized_____

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6. Is wayfinding information provided ?
    a. Is there a building plan provided close to the entrance for orientation?_____
    b. Does the wayfinding system rely on human guides?_____
    c. Is wayfinding provided with signage (traditional or digital)?_____
    d. Are other means available (braille or voice systems?)_____
    e. Are translations into other languages available for key places? _____

7. Are help/alarm systems available? If yes
    a. Are they accessible (e.g,. able to be operated by short people or people in a wheelchair) _____
    b. Are they clearly marked? _____
    c. In what rooms is the help system available?_____
    d. What are the alternatives to the help system?_____
    e. Where is the information relating to the help systems available? _____

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Checklist 2: Activities and Events

Please make multiple copies of the checklist and fill in one copy per method/technique, tool or solution.

Section 1: Human Abilities and Characteristics:

1. Does this (method/technique, tool or solution) exclude people with some form of sensory impairment, in:

    1. Seeing?

    2. Hearing?

    3. Touch?

    4. Smell and Taste functions?

2. Does this (method/technique, tool or solution) exclude people with some form of allergies (immunological responses), such as breathing problems and respiratory distress, because they are hypersensitive to dust, to animal fur, or sensitive to substances like certain chemicals that they come into contact with via the skin, ingestion (eating or drinking) or inhaling?

3. Does this (method/technique, tool or solution) exclude people with some physical characteristic or ability, such as:

    1. body size

    2. movement limitations: in upper body and hands, and/or in lower body structures

    3. muscle power and endurance strength

    4. voice and speech

4. Does this (method/technique, tool or solution) exclude people with impaired cognitive abilities, affecting such functions as: perception (ability to recognize and interpret stimuli), attention (ability to sustain, shift, divide, and/or share attention), memory (ability to register, store and/or retrieve information as needed), reasoning, problem solving, decision making, etc.

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Section 2: Inclusiveness

5. Do you foresee that any of the known factors listed below could prevent participants from engaging in this method/technique, tool or solution. Please state your opinion and label it with the appropriate category from the list below. Additionally, if you have suggestions for ways to mitigate the foreseen barriers, please also add these.

1. Their ethnicity (example: may not be a competent native speaker)

2. Their cultural or religious background, (example: may not be permissible to take part in practices that are/ go against their customs or beliefs)

3. gender preferences, (example: may not feel non-traditional preferences are catered for)

4. their educational experience (example: may not be able to express themselves outside of peer group)

5. their socio-economic status (may not have sufficient funds or time, or family support to devote time to participation)

Guidance Notes about Human Abilities and Characteristics for Checklist 2: Activities and Events

In preparation for activities and events in HeritACT, this checklist asks you about the accessibility and inclusiveness of the following:

1. Participatory Design Methods and Techniques (Thematic walks, Bodystorming, etc.)
2. Software 'Tools': (ParticiMap, NegoDesign, HERICraft, DesignYourHeritage, User Sence, Fund4Act, SustainTAG, etc.)
3. Architectural 'Solutions': (Temporary structures from recycled materials, Green Tensegrity Installations, Digitally fabricated gardens, small scale pavilions, urban mobile furnitures, etc.)

Please make multiple copies of the checklist. Use one checklist per method/technique, tool or solution.

The Checklist is phrased as questions for you to answer and is divided into 2 sections:

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Section 1: **Human abilities and characteristics** has 4 questions related to disabilities.

Section 2: **Inclusiveness** has 1 question with 5 sub-questions related to 5 factors that are known to hinder inclusiveness.

In Section 1, the 4 questions are phrased in a similar way. In each case the answer required is to state the reason why the usage might be problematic for some participants, in as far as you can ascertain, and also, if you can, what modifications/ or aids could be used to make the use possible?

The 4 questions refer to 4 categories of abilities

1. sensory abilities, (seeing, hearing, touch, smell and taste)
2. allergies (immunological sensitivities)
3. physical abilities (body size, movement limitations: in upper body and hands, and/or in lower body structures, muscle power and endurance strength, voice and speech)
4. cognitive abilities and limitations to functions such as perception (ability to recognize and interpret stimuli), attention (ability to sustain, shift, divide, and/or share attention), memory (ability to register, store and/or retrieve information as needed), reasoning, problem solving, decision making, etc.

Notes to help you understand what these 4 categories relate to are given below. These are drawn from ISO Guide 71:2014. The questions use the same terminology (**sensory, immunological, physical and cognitive**)as the questions, to help you to locate the relevant parts of the Guide. The start point of each category is highlighted in yellow.

Also, I have made some examples of answers to checklist questions in Section 1 “Does this [method/technique, tool or solution] exclude people with [x,w,y.]?”

This method [name of method] relies on participants voicing their opinions in a group discussion. People without speech, but with understanding, (see category physical abilities: speech and voice) would need to be enabled to use another form of communication to express themselves. For instance, body language (gestures and facial expressions), writing, etc. and ideally for this content to be communicated to other participants in a way that causes the least disruption to the flow of discussion.

This tool [name of tool] relies on the participants ability to interact with a display on a (computer) screen. People who are blind would need an alternative means of interaction, such as hearing a description of the screen display, and the ability to interact with the display (respond with feedback) with input devices such as a braille-to-text input device. Input devices that rely on vision, such as a keyboard + mouse or a touchscreen, are not useful in such cases. If

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independence is not an issue, then the possibility of assistance from an accompanying person may also be feasible.

The solution [name of solution] may cause strong immunological responses in people with sensitivities due to the material from which the solution is constructed (see category 2). Materials known to be potentially hazardous, e.g., some kinds of wood preservative provoke immunological responses, should be avoided, and the solution designers should be at the outset aware of potential risks, and source alternative materials. Dust is also a potential trigger for strong immunological functions, as far as possible, the solutions, especially those that are positioned indoors, and with which the participants will come into close contact, should be kept as dust free as possible.

The following part of the Guidance notes are drawn from the ISO Guide 71:2014 and its Chapter 7 on user abilities and characteristics.

Reading these notes will give you some understanding of what things people may be unable, or find difficult, to do. This in turn could help you to understand what parts of the method/technique, tool or solution could pose problems for these populations. The numbering from Chapter 7 of the Guide has been retained for ease of use. The title of each of the 4 categories relating to the 4 questions in Section 1 of the Checklist is highlighted in yellow to help you to locate it.

Introduction

7.1.2 Diversity of human abilities and characteristics

The abilities and characteristics of people change as they advance from childhood to old age and vary substantially among individuals in any particular age group. Activity limitations and participation restrictions can be experienced by all people and can be the result of unsuccessful interaction between individuals with impairments or health conditions and barriers such as personal and environmental factors. Health conditions (e.g. circulatory, respiratory, neurological), impairments in body functions and structures and related limitations can be temporary or permanent, not visible and generally increase with age. It is important to recognize that sensory, physical and cognitive limitations vary from comparatively minor (such as mild hearing loss, mild seeing impairment, mild mobility impairment or mild memory loss) to significant limitations (such as deafness, blindness, paralysis or significant memory loss).

Although some impairments are minor in nature, combinations of impairments can impose significant limitations, as is often the case in ageing. While not all older persons have impairments, the prevalence of disability or limitations is highest among this demographic group. It is also important to recognize that children with impairments can have specific requirements based on their disabilities; they also have general needs and preferences that are similar to those of other children.

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7.2 **Sensory abilities and characteristics**

7.2.1 General

Sensory functions in this section include:

— seeing functions (see 7.2.2);

— hearing functions (see 7.2.3);

— touch functions (see 7.2.4);

— taste and smell functions (see 7.2.5).

In general, sensory abilities decrease with age.

7.2.2 Seeing functions

7.2.2.1 Description

Seeing functions (ICF: b210) relate to sensing the presence of light and sensing the form, size, shape, contrast and colour of visual stimuli, as well as discriminating the location, distance and speed of objects. The seeing function comprises a variety of aspects such as visual acuity, near and distant vision, accommodation to changes in focus, field of vision, perception of colour and distance (or depth), adaptation to changes in light levels and sensitivity to light.

7.2.2.2 Impairments and limitations

Impairments and limitations can range from slight seeing impairments to complete blindness. Effects of impairments and limitations include:

— reduced ability to see images distinctly;

— reduced ability to change focus from near to distant objects, and vice versa;

— reduced ability to see things in one part of the field of vision (i.e. to the side, top, bottom or centre);

— reduced ability to distinguish colours, including effects due to age-related yellowing of the lens of the eye;

— increased sensitivity to glare;

— increased sensitivity to flashing lights or flickers;

— reduced ability to see contrast;

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— reduced ability to judge distances and speed;

— reduced ability to see while the eye adjusts to different lighting levels;

— reduced sensitivity to light so that more light is needed to see.

Persons with blindness are considered to have very limited or no useful visual abilities and can rely on other sensory functions, such as hearing and touch, to obtain information.

Persons with seeing impairments can receive insufficient or distorted visual information and rely on auditory and tactile stimuli. Factors such as size, clarity (per se as well as in relation to surrounding factors including positioning and prominence in relation to field of vision), luminance and colour contrast can affect perception. Persons with significant seeing impairments (low vision) often require a higher contrast and can prefer light text on a darker background rather than darker text on a light background. They use other sensory functions such as hearing and touch functions to supplement visual information.

Adverse environmental conditions, such as poor lighting, smoke and fog, can reduce visibility and present many of the same types of effects listed above for many persons.

7.2.2.3 Design considerations

Design considerations that can facilitate accessibility include the following:

— multiple means of information presentation such as auditory or tactile to supplement or substitute for visual information;

— appropriate size, contrast, form, luminance, lighting and viewing distance in relation to context of use;

— avoidance of glare;

— redundant forms of coding to supplement or substitute for information conveyed with colour coding, e.g. shape or texture coding;

— appropriate physical construction and properties of fonts such as size, spacing, with or without serif, upright form or italics, and light, medium or bold appearance within a specific context of use;

— visual information and controls placed in a prominent position, or a positioning that is flexible, adjustable or duplicated;

— avoidance of flicker rates with flashing or blinking text, objects or video screens, especially those that can trigger visually induced seizures;

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— distinctive form to facilitate identification of a product/environment and/or parts of a product/environment (including orientation, e.g. top/bottom, front/back, entrance/exit);

— coloured floor markings that draw attention to steps and potentially dangerous places;

— tactile floor indicators that draw attention to stairs, platform edges and pedestrian crossings;

— traffic lights equipped with acoustic signals to indicate when pedestrians can cross streets safely;

— accommodation of and compatibility with relevant assistive products and assistive technology.

NOTE Examples of assistive products, assistive technology and supports for persons with seeing impairments and blindness are guide dogs, guide assistants, talking Global Positioning Systems (GPS) devices, computers with dedicated computer software add-ons (e.g. screen reading software which simulates the human voice reading the text on computer screen or renders hard-copy output into Braille), talking clocks and thermometers, specialised bar code scanners, hand-held computers and tablets.

7.2.3 Hearing functions

7.2.3.1 Description

Hearing functions (ICF: b230) relate to sensing the presence of sounds including speech and discriminating the location, pitch, loudness, and quality of sounds.

7.2.3.2 Impairments and limitations

Impairments and limitations can range from slight hearing impairment to complete deafness. Effects of impairments and limitations include:

— reduced ability to detect the full range of sound frequencies, in particular higher frequencies;

— reduced ability to localise sound;

— reduced ability to detect low volume sound, especially when the ambient noise level is high or the distance between the sound source and the listener is large;

— reduced ability to discriminate sounds or speech especially when there is a high surrounding noise level or a large distance between the sound source and the listener;

— reduced ability to adapt to sudden changes in volume;

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— reduced ability to discriminate and follow speech when two or more people are speaking at the same time;

— reduced ability to tolerate some frequencies and volumes (hyperacusis);

— reduced ability to separate speech, including instructions, from background sounds in recorded audio.

Persons with deafness can rely on other sensory functions to obtain information such as seeing and touch functions. Some people with deafness have difficulty understanding both written and spoken language.

Persons with hearing impairment can receive insufficient or distorted auditory information. The volume,frequency, and clarity of any sound can be important factors that affect audibility. Some persons with hearing impairments can also have difficulty assimilating auditory information that is presented at a rapid rate. They can use other sensory functions, such as seeing and touch, to obtain information.

Adverse environmental conditions such as noise (e.g. train stations, bars, restaurants) and voice messages in a foreign language can reduce audibility and present many of the same types of effects listed above for many people

7.2.3.3 Design considerations

Design considerations that can facilitate accessibility include the following:

— multiple means of information presentation such as visual (text or pictures) or tactile to supplement or substitute for auditory information;

— appropriate volume, pitch and frequency of spoken announcements, warnings and warning sounds in relation to context of use;

— adjustable volume over a wide range and with multiple frequencies;

— avoidance of sudden changes in volume of auditory signals;

— constant signal-to-noise ratio between the level of an announcement and that of the background noise;

— group assistive listening devices or communication systems such as induction loops, infrared or radio systems;

— emergency announcements that are visual with text, and where appropriate, in sign language, as well as of an appropriate volume and pitch decrease risk for persons with hearing impairment;

— a good acoustic environment, that reduces background sounds and promotes sound that is important to be heard;

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— accommodation for and compatibility with relevant assistive products, assistive technology and supports.

NOTE Assistive products, assistive technology and supports for persons with hearing impairments and deafness include sign language, communication assistants, assistive listening devices (ALDs), visual communications technologies, live captioning, telecommunications devices for the deaf (TDD/TTY), text telephones, speech recognition technology, alerting devices with visual signals or vibration, hearing aids (traditional hearing aids and/or implants).

7.2.4 Touch functions

7.2.4.1 Description

Touch functions (ICF: b265) relate to sensing surfaces and their texture or quality. Included are functions of being sensitive to temperature, vibration, shaking, or oscillation, superficial pressure, deep pressure, and other stimuli.

7.2.4.2 Impairments and limitations

Impairments and limitations due to reduced and/or distorted touch function can vary.

Effects of impairments and limitations include:

— reduced ability to feel the difference between objects, surfaces, textures, etc.;

— reduced ability to feel temperatures and noxious stimuli (e.g. sharp edges, corrosive substances);

— reduced ability to handle and manipulate objects and controls;

— reduced ability to use touch screens or similar types of control devices.

Persons with impairments of touch functions can rely on other sensory functions, such as seeing and hearing, to obtain information. Persons with hypersensitive touch can be injured by stimuli which might cause only discomfort to other people. Persons who lack touch sensitivity are more likely to be injured by stimuli such as sharp edges and extremely hot/cold surfaces than are people whose greater sensitivity to touch allows them to take action to prevent injury in the presence of such stimuli.

Adverse environmental conditions, such as low ambient temperature, can present many of the same types of effects listed above for many people

7.2.4.3 Design considerations

Design considerations that can facilitate accessibility include the following:

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— multiple means of information presentation such as visual or auditory information to supplement or substitute for tactile information or biometric controls;

— multiple means of control such as eye and voice control, sensors and automatic or remote controls;

— avoidance of sharp and uneven points/edges/surfaces;

— avoidance of excessively hot or cold surfaces which can be touched (even inadvertently);

— distinctive form to facilitate identification of a product and its parts, which in turn can facilitate use/handling/assembly.

7.2.5 Taste functions and smell functions

7.2.5.1 Description

Taste (ICF: b250) relates to sensing five basic qualities, through receptors on the tongue: bitter, sweet, sour, salt and savouriness (umami). Smell (ICF: b255) relates to the use of receptors in the nose to sense odours and smells. The two senses of taste and smell are used together to identify the odours and flavours which can normally be distinguished.

7.2.5.2 Impairments and limitations

Impairments and limitations due to reduced and / or distorted taste and smell functions can vary.

Effects of impairments and limitations include:

— reduced ability to distinguish odours and flavours;

— reduced ability to identify dangerous or toxic substances such as detecting when food has deteriorated or hazards such as smoke.

Some persons with impairments or limitations of taste and smell functions rely on other sensory functions, such as seeing, hearing and touch, to obtain information.

Adverse conditions such as having a common cold can present many of the same types of effects listed above for many people

7.2.5.3 Design considerations

Design considerations that can facilitate accessibility include the following:

— multiple means of information presentation to supplement or substitute for information gained by taste and smell functions;

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— information in labelling on ingredients, use by and expiration dates;

— visual and auditory signals to alert people to the presence of smoke or dangerous chemicals;

— information or labelling to warn about strong smell or taste;

— provision of minimal odours and taste, except where necessary (e.g. odours and taste are expected in foods).

7.3 Immunological system functions

7.3.1 Description

Immunological system functions (ICF: b435) of the body are related to protection against foreign substances, including infections, by specific and non-specific immune responses.

7.3.2 Impairments and limitations

Impairments related to immunological system functions such as allergies (immunological reaction to a substance) and hypersensitivities (non-specific response to a substance) vary and can cause reactions that range from mild or annoying to life-threatening. These impairments are generally divided into three categories: contact, food and respiratory. For the purposes of this clause, hypersensitivities related to chemicals in the physical environment are included.

Effects of impairments related to immunological system functions include reduced ability to tolerate exposure to, contact with, and/or ingestion of substance/s to which a body reacts. Such substances can act as barriers to the person’s capacity to use systems.

7.3.3 Design considerations

Some design considerations that can facilitate accessibility include the following:

— avoidance of inclusion of allergens, sensitising substances and chemicals known to cause

hypersensitivities in products, foodstuffs and environments;

— appropriate information and labelling of ingredients/contents (including allergens, sensitising and chemical substances known to cause hypersensitivities) in accessible format, the provision of this information being mostly subject to national or international regulation and which can include

— a list of ingredients,

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— a separate statement that declares any major allergens or sensitising substances included, and — warnings such as information regarding any change in composition of significance related to allergens and sensitising substances;

— ventilation systems that filter out respiratory allergens;

— prevention of mould growth, e.g. by controlling level of indoor humidity, and following appropriate cleaning routines;

— avoidance of dust-collecting furnishings in public areas;

— availability of “allergy-free” areas such as smoke-free and allergy-free rooms in hotels, and animal free areas in public transportation.

7.4 Physical abilities and characteristics

7.4.1 General

Activity limitations can result from various characteristics and impairment of physical abilities and result from interacting with systems that do not facilitate accessibility.

Physical abilities and characteristics in this section include:

— body size (see 7.4.2);

— upper and lower body movement (see 7.4.3 and 7.4.4);

— strength and endurance (see 7.4.5);

— voice and speech functions (see 7.4.6).

7.4.2 Body size

7.4.2.1 Description of human body size, shape and related needs

Human body size is represented by sets of anthropometric data values for mass (weight) and a range of static linear dimensions of people measured when standing, sitting, and with arms relaxed or outstretched (arm reach). Significant variability in human size exists across age, gender and in different regions of the world.

Human body size and shape can also differ significantly across a range of impairments or disabilities such as; amputation, short stature, natural height of a human in an upright position, tall stature and obesity. Old age generally causes a decline in stature.

Different anthropometric values are not normally directly proportional (e.g. body shape and mass cannot be calculated from stature). Multiple interrelated human size values affect the considerations related to accessibility.

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Requirements for additional space can be associated with the presence of accompanying persons, service animals (any guide dog, signal dog, or other animal trained to provide assistance to an individual with a disability), assistive products, assistive technology and equipment. Associated equipment that effectively increases human size can include products such as protective clothing, orthotics, personal mobility aids, a child's stroller, and luggage.

The range of dimension and mass values for the smallest and the largest people and their equipment that will be interacting with the system can be used to determine design requirements and recommendations related to size, space and load. Systems that do not accommodate the size, shape or mass of some people can be very inconvenient, potentially hazardous and can completely restrict access.

7.4.2.2 Impairments and limitations

Impairments and variations in body size and space requirements vary and can cause difficulties ranging from slight inconvenience to significant activity limitations. Effects of impairments and variations in body size and space requirements as associated with accessibility can include:

— reduced ability to move around and control or interact with systems due to impairments that affect body size or shape such as amputations, growth variations, and body orientations such as seated postures;

— reduced ability to reach, see, step on to or otherwise interact with systems due to very small or short body size and shape characteristics;

— reduced ability to access, fit comfortably or otherwise interact with systems and / or to move across distances due to very large or tall body size and shape characteristics;

— reduced ability to be present in an environment and interact with systems due to lack of additional space for necessary caregivers, service animals and / or equipment.

7.4.2.3 Design considerations

Design considerations for size, space and load capacities of systems that can facilitate accessibility include the following:

— additional space in built environments;

— space for clothing and personal protective equipment;

— multiple size offerings and / or adjustability;

— height clearance for tall persons;

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— width clearance for large persons;

— step heights and reach distances for small persons;

— space for assistive products, assistive technology, service animals and accompanying persons;

— load capacities of system components appropriate for larger mass (weight) requirements;

— systems with a clear line of sight to important components for seated or standing users;

— systems with a comfortable reach to all components for seated or standing users;

— grip sizes in systems components that accommodate variations in user sizes and shapes.

7.4.3 Movement: Functions of upper body structures and fine hand use abilities

7.4.3.1 Description

Upper extremities (ICF: s730) structures include shoulder, upper arm, elbow, forearm and hand. Fine hand use relates to dexterity and manipulation, and includes:

— picking up, grasping, manipulating and releasing objects and performing the coordinated actions of handling objects;

— picking up, manipulating and releasing objects using one's hand, fingers and thumb, such as when lifting objects off a table or turning a dial or knob.

7.4.3.2 Impairments and limitations

Impairments in movement-related functions of upper body structures can affect the person's balance, coordination, sensation, and movement of head, hands, and body. Effects of impairments and limitations include:

— reduced ability to turn and bend objects and other impairments in range of motion of hands;

— reduced ability to bring thumbs and fingers close together or an inability to separate them very far;

— reduced ability in complex operations, such as pushing and turning objects;

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— reduced ability in tasks that involve coordination and precision, such as opening packaging, dealing with fastenings, threading a needle;

— inadvertent or involuntary movement (e.g. tremor) that interferes with fine hand use;

— reduced ability to reach distant objects, or objects on the floor due to limited range of motion of shoulder joint and/or elbow joint;

— reduced ability to manage heavy or bulky objects due to weakness or musculoskeletal temporal injury in the upper body;

— reduced ability caused by use of non-dominant hand (left or right).

7.4.3.3 Design considerations

Design considerations that can facilitate accessibility include the following:

— manufacturing materials of lighter weight or lower density to reduce the weight of products;

— products shaped to facilitate easy grasping, lifting and carrying with either or both hands;

— manual controls that allow a comfortable grip, avoid the need for twisting of the wrist, and offer minimal resistance;

— controls that avoid the need to manipulate multiple controls at the same time;

— non-slippery surface that aids gripping and manipulating for people with limited dexterity;

— textured surfaces, to increase friction, and facilitate the application of force;

— design and spacing of controls that guard against inadvertent activation of a control other than the one intended;

— containers that allow easy opening and closing with reasonably low attainable operating force;

— simple and straightforward sequences for opening of packaging and assembling, installing or operating a product;

— avoidance of simultaneous double movements, e.g. pushing and twisting;

— alternative controls for accommodation of upper body movement impairments.

NOTE When accurate positioning of an object is required, consideration is taken so that the hand(s) can hold it properly and comfortably with a clearly perceived spatial orientation (taken from ISO/TR 22411:2008,[11] 7.3.1.1).

7.4.4 Movement: Functions of lower body structures

7.4.4.1 Description

Lower extremity (ICF: s750) structures include:

— hip, thigh, knee, lower leg, ankle and foot.

Movements of lower body structures include:

— maintaining and changing the body position and transferring oneself from one area to another;

— walking, climbing stairs, and moving around which might involve using any equipment and/or

assistive products such as wheelchairs or walkers;

— moving objects with lower extremities such as pushing and kicking.

7.4.4.2 Impairments and limitations

Impairments in movement-related functions of lower body structure can affect a person's balance, coordination, sensation, and movement of body, thigh, leg, ankle and foot. Effects of impairments and limitations include:

— reduced ability to walk, move around, climb stairs or ladders, and transfer from one place to another;

— reduced ability to drive or otherwise make use of transportation means;

— reduced ability to control the body when turning, bending, or maintaining balance;

— difficulty in kneeling, sitting down, rising, standing, walking, and /or climbing stairs or ladders;

— reduced ability to perform coordinated actions aimed at moving objects by using legs and feet;

— increased potential for slipping, tripping, or other balance disturbances that can cause falls;

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NOTE Balance disturbances sometimes require rapid responses in joint rotations and limb movements,

placing extraordinary demands on the balance control system. Even very small bumps and protrusions can cause tripping. Impairments in vestibular nerve function can also cause disturbances to balance.

— an increased fear of falling due to balance impairment.

Adverse conditions such as wearing shoes that are heavy or have slippery soles or high heels can impair movement.

7.4.4.3 Design considerations

Design considerations that can facilitate accessibility include the following:

— slip-resistant, threshold-free layout, e.g. in buildings and paved outdoor environments;

— avoidance of sudden changes in surface level, obstacles, bumps or protrusions;

— equipment, such as elevators and other lifting systems;

— ramps with appropriate slopes and adequate space to allow for approach and manoeuvring, and use of wheelchairs, walking frames, or walking aids;

— stairs with appropriate dimensions and bannisters or hand grips alongside;

— ample time for persons with mobility limitations to pass through automatic doors and to use pedestrian crossings.

7.4.5 Muscle power and muscle endurance

7.4.5.1 Description

Muscle power (ICF: b730) functions relate to the force generated by the contraction of a muscle or muscle group.

Muscle endurance (ICF: b740) functions relate to sustaining muscle contraction for the required period of time.

Related activities include lifting and climbing that can involve whole body functions.

7.4.5.2 Impairments and limitations

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Impairments in muscle strength in the body can have a considerable impact on activities of daily living and on the quality of life. Effects of impairments and limitations include:

— reduced muscle power and endurance;

— reduced grip strength making it difficult or painful to operate a system against resistance or torque;

— fatigue when use of a system requires prolonged activity;

— reduced control of passive movement (i.e. when an external force such as gravity causes the motion) resulting in difficulties, e.g. lowering a heavy object to the ground or sitting down on a chair.

Adverse conditions, such as slippery or uneven surfaces, wearing shoes that are heavy, have slippery soles or high heels, present many of the same types of effects listed above for many persons.

7.4.5.3 Design considerations

Design considerations that can facilitate accessibility include the following:

— use of power grip (whole hand) which requires less effort than pinch grip (between thumb and index or middle finger);

— appropriate handling characteristics (e.g. size and weight) for systems that involve lifting, holding, carrying or opening;

— avoidance of long handling time and unnecessary repetition of operations;

— avoidance of long service lines that cause people to stand unsupported for long periods of time;

— alternative means of control in vehicles to accommodate lower body movement.

7.4.6 Voice and speech

7.4.6.1 Description

Voice relates to the sound produced by the vocal organs, usually as speech (ICF: s398).

The voice function (ICF: b310) comprises a variety of aspects such as articulation, volume, fluency, speed, melody and rhythm.

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Impairments include voicelessness (aphonia), defective use of the voice (dysphonia), rough and harsh voice (hoarseness), stammering and stuttering.

Related activities include speaking and conversing.

7.4.6.2 Impairments and limitations

Impairments in voice and speech can affect a person's ability to communicate and convey information with speech. Effects of impairments and limitations include:

— reduced social interaction;

— reduced participation in activities;

— reduced ability to interact with systems that use voice input.

Adverse environmental conditions, such as high levels of ambient noise, can present the same type of effects.

7.4.6.3 Design considerations

Design considerations that can facilitate accessibility include the following:

— alternative forms of communication such as via text, facial expressions, hand movements or signs, body postures, and other forms of body language;

— augmentative and alternative communication based on symbols, aids, techniques, and/or strategies; — support for the use of assistive products such as speech synthesisers and communication amplifier and video communication;

— provision of alternative means to interact with interactive voice systems and intercom systems, such as real-time text.

7.5 Cognitive abilities

7.5.1 Description

Cognition is the understanding, integrating and processing of information which includes abstraction, organisation of ideas, reasoning, analysis and synthesis (ICF: b164). Cognition is complex and dependent on a number of mental functions (ICF: b1) including:

1) global mental functions such as intellect, consciousness, energy and motivation;

2) specific mental functions, such as

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— perception (ability to recognize and interpret stimuli),

— attention (ability to sustain, shift, divide, and/or share attention),

— learning,

— memory (ability to register, store and/or retrieve information as needed),

— language (ability to produce and understand),

— reasoning,

— problem solving,

— decision making, and

— reading;

3) affective (emotional) functions.

7.5.2 Impairments and limitations

Impairment of global mental, specific mental and/or affective function (listed above) can occur and cause limitations for any person including those with average and high intellectual functioning. Cognitive impairments can be related to limitations such as reduced capacity to carry out activities and/or difficulties with social participation. Impairments and related limitations can affect:

— ability to plan, initiate, carry out and terminate activities;

— ability to organise thoughts and activities;

— ability to sustain attention, concentrate on important stimuli/information and ignore distractions;

— ability to mult-task (i.e. to divide attention among several operations, tasks or individual task elements);

— ability to maintain skills (e.g. how to drive a car);

— speed in performing tasks/activities and in responding in a timely manner;

— ability to store and retrieve information (e.g. remember episodes in relation to time, recall facts);

— ability to perceive information (e.g. accurate and fluid word recognition);

— ability to learn;

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— ability to make generalisations and associations;

— ability to solve problems including recognizing the problem, identifying, choosing and implementing solutions, and evaluating outcomes;

— ability to understand and/or express oneself (e.g. comprehension, communication, speech, fluency,writing, repetition, naming, signs, symbols);

— capacity for self-control and self-motivation (including increased irritability, rigidity, lower stress, tolerance, confusion, disorientation, anxiety, loneliness and depression);

— preference for different learning or information understanding styles such as text-based vs.graphics-based styles.

Adverse environmental conditions, such as high levels of environmental stimuli (e.g. flashing lights, crowds of people), can overwhelm or confuse many persons and present the same type of effects listed above for many persons.

7.5.3 Design considerations

Design considerations that can facilitate accessibility include the following:

— information about time and place;

— schedules, structures, signals to indicate start and termination of activities;

— an overview that informs the user what to expect before providing any details;

— appropriate feedback/cues/reminders that hold the user’s attention and give support through a process;

— feedback that is adjustable to the needs and preferences of users;

— environments and presentations that are stimulating but also avoid distractions;

— systems and procedures that adapt to individual situations, abilities and preferences;

— similar arrangement/layout and design of feedback and control logic on products of a similar type;

— similar design of feedback and control logic on products of a similar type;

— error-tolerant operating sequences;

— flexible time period for assimilation of information and response;

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— simple and straightforward sequences for opening of packaging and assembling, installing or operating a product;

— information provided in multiple formats, e.g. text is read out, diagrams are provided in addition to text;

— information and instructions that are easy to understand in the language of the user;

— explicit information on expectations placed on the user;

— systems that can be used (as far as possible) without an instruction manual;

— procedures that facilitate learning (learning by doing is generally easier than memorising instructions, repetitions);

— multiple means of information presentation (e.g. text is read out, widely recognized symbols);

— emergency evacuation routes designed so that they are intuitive and easy to follow which clearly designate any alternative routes that accommodate for persons with disabilities;

— accommodation for/compatibility with relevant supports and assistive products and assistive technology.

NOTE Examples of assistive products, assistive technology and supports for persons with cognitive impairments are assistants, computers with dedicated computer software, hand-held computers and tablets.

Design considerations that accommodate persons with varying cognitive impairments are also advantageous for most people because they reduce cognitive load (e.g. facilitate memory, decrease errors, and facilitate solving complex problems).

Input to Deliverable 2.3

Accessibility, Usability and Inclusiveness Requirements Analysis

Checklist 3: Accessibility, Usability and requirements Analysis

Please make multiple copies of the checklist and fill in one copy per contact

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Section 1: Accessibility and Inclusive Knowledgeable Stakeholder Contacts

Question 1 – Contacts - potential participants in HERITHUBS (e.g., groups of disabled or marginalised people, groups whose members are younger or older people, such as schools, old people's homes, etc.)

Name of HeritACT Partner: _____(e.g. MENTOR)

Please list the name and contact details of the organisations/groups this HeritACT partner knows of, or has established contact with:

Name of Organisation/Group with descriptive label _____(e.g Some name Organisation for the Blind)

Contact person (if known)_____

Address_____

Telephone_____ Email_____

Please indicate which of the below options best describes the nature of your contact

- Already established
- Not established, but feasible in the lifetime of the project,
- Not feasible in the lifetime of the project, suggestions will be retained for future .
- Not applicable/appropriate
- Other. (Free text: In this answer space, please explain what the situation is, (e.g.: The organisation/group is not responding, the organisation/group is under new management, etc)

_____
_____

Section 2: Accessibility and Inclusive Knowledge Capacity of HeritACT partners and co-operating organisations

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Please make multiple copies of section 2 per HeritACT partner, for any organisation that you know will work closely with the project (e.g., management of cascina, or the cascina cafeteria and its staff, etc.)

Question 2: Are you as a HeritACT partner, and any co-operating partners already knowledgeable about accessibility and inclusiveness (any aspect of these) and how do is it manifested in:

a. information provisions to the public
b. in training public-facing staff.

2.1 Name of HeritACT partner or co-operating organisation that is knowledgeable about accessibility and inclusiveness)

Name: _____

2.2. Examples of Information Provision to the public: (free text) list any examples, using the notes below for guidance:
_____

_____
_____
_____

2.3 Examples of Training of Public-facing Staff (free text) list any examples, using the notes below for guidance :
_____
_____
_____
_____

Section 2 Guidance Notes for filling in Questions 2.2 and 2.3 :

2.2 Information Provision: the organisation has:

- An established policy for Diversity Equality and Inclusiveness and includes statements to this effect on its communications. A typical example would be “This organisation /this event space has a zero-tolerance policy for racism,

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sexism, homophobia, transphobia, ableism, ageism, class-ism, and body shaming."

- The Organisation in its communications (website, invitations, registration forms) always includes information about accessibility features of its premises, or of routes to its premises.
- The Organisation routinely offers space for event attendees to include any ability-related needs when registering for the event (e.g., wheelchair accessibility, auditory or sensory impairments, also dietary needs). It also routinely asks invites event attendees to about preferred communication style (e.g., email, text, phone call) titles (Mr, Mrs, Miss, Ms, and preferred pronouns) and in questions about gender includes more options that the traditional choices.

2.2 Staff training for public facing staff:

1. lighting, to the positioning of a pStaff have been given formal training regarding potential needs and preferences of the public they interact with, such that:
2. They know about possible requirements with seating arrangements, (space for wheelchairs or assistive mobility devices, need to be close to speaker or screen, need to have space for assistant, etc.)
3. They know about food service beyond dietary needs, for instance, to offer help with positioning food on a place, cutting up food into bite size pieces, or pouring out a drink, bringing food from a buffet served meal to someone unable to see, to walk, to carry easily, etc.
4. They know to ascertain people's needs without asking, as well incorporate their expressed preferences for interaction and how to adapt to accommodate those needs and preferences, e.g. making small temporary changes the layout of furniture, to person who needs a quieter space, etc.

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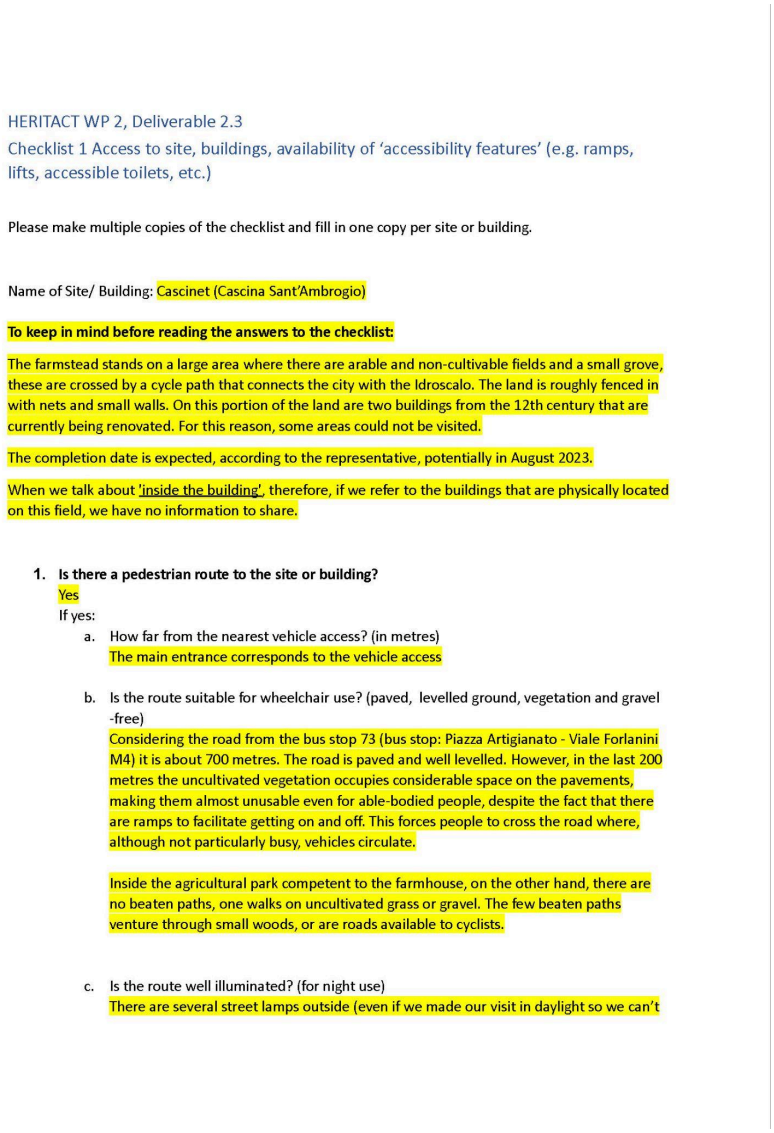
Appendix 2: - Checklist 1: Physical environment at HeritACT Pilots (sites, buildings, facilities)

(Milan) Cascinet



HERITACT WP 2, Deliverable 2.3

Checklist 1 Access to site, buildings, availability of 'accessibility features' (e.g. ramps, lifts, accessible toilets, etc.)

Please make multiple copies of the checklist and fill in one copy per site or building.

Name of Site/ Building: Cascinet (Cascina Sant'Ambrogio)

To keep in mind before reading the answers to the checklist:

The farmstead stands on a large area where there are arable and non-cultivable fields and a small grove, these are crossed by a cycle path that connects the city with the Idroscalo. The land is roughly fenced in with nets and small walls. On this portion of the land are two buildings from the 12th century that are currently being renovated. For this reason, some areas could not be visited.

The completion date is expected, according to the representative, potentially in August 2023.

When we talk about 'inside the building', therefore, if we refer to the buildings that are physically located on this field, we have no information to share.

1. **Is there a pedestrian route to the site or building?**
   Yes
   If yes:
   a. How far from the nearest vehicle access? (in metres)
      The main entrance corresponds to the vehicle access

   b. Is the route suitable for wheelchair use? (paved, levelled ground, vegetation and gravel -free)
      Considering the road from the bus stop 73 (bus stop: Piazza Artigianato - Viale Forlanini M4) it is about 700 metres. The road is paved and well levelled. However, in the last 200 metres the uncultivated vegetation occupies considerable space on the pavements, making them almost unusable even for able-bodied people, despite the fact that there are ramps to facilitate getting on and off. This forces people to cross the road where, although not particularly busy, vehicles circulate.

      Inside the agricultural park competent to the farmhouse, on the other hand, there are no beaten paths, one walks on uncultivated grass or gravel. The few beaten paths venture through small woods, or are roads available to cyclists.

   c. Is the route well illuminated? (for night use)
      There are several street lamps outside (even if we made our visit in daylight so we can't

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guarantee if they actually works perfectly)

d. Is there any seating available (if distance greater than 40 metres)
No, there's no seating available besides some benches right inside the building/cascina

2. **Outside of building**
   a. If there is space for vehicle access /setting down space
   Yes, there is

   b. Are there ramps for any steps up or down to entrance of building
   As written above, the main entrance corresponds to vehicle access. There is the presence of a gate that creates a small obstacle and in that case there are no ramps to overcome it, but if the gate is opened entirely as for the vehicle entrance, this situation does not occur. As for the other entrances, they are all at street level and therefore there is no need for any ramps.
   c. Are there handrails for ramps
   If we always refer to the entrance or the entrances to the structure as there are no ramps, there are no handrails attached to the ramps either.

   d. Are there handrails for any steps into the building
   No there aren't.

3. **External doors, (if there are any)**
   a. How are the doors opened? Manual operation Push or pull?
   The main gate has to be opened manually

   b. Is there any kind of manually operated system or automatically operated system
   No, there isn't

   c. Are there personnel available to open doors to users who cannot open them themselves (such as older people, children, wheelchair users, etc.)
   There is no dedicated personnel to this specific task

   d. Is there some kind of alerting system to ask for assistance?
   No, there isn't

4. **Inside the buildings**
   a. Are there stairs?
   As mentioned in the notes before reading the answers, we could not see the inside of the actual buildings inside the Farmhouse.

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b. Are there lifts and ramps?
No there aren't.
c. Are the lifts large enough for wheelchair access?
N/A

d. Is there adequate room for wheelchair access via doors (including those of the lifts)?
N/A

e. Is there adequate room for circulation for people using wheelchairs, or other mobility aids (including children's pushchairs)?
N/A
f. Is there adequate space for turning a wheelchair?
N/A
g. Is there seating provided for those who need to rest frequently?
N/A

5. Are there sanitary facilities (washrooms, toilets)?
yes, there is a toilet, but currently being refurbished and currently not meant for public access

a. Are these located in a convenient area (e.g. close to the entrance of building?)
They are located a long way from the main entrance to the farmhouse, but quite close (10 metres) to the dining area in the second building.

b. Are these rooms large enough for wheelchair access, parents with families?
No they aren't.

c. Does the toilet accessible for wheelchair users (e.g. with to approach and to transfer, with bars to aid in the transfer)?
No it doesn't.

d. Is the wash basin situated low enough to be used by those in wheelchairs (e.g with space underneath the counter for the wheelchair)
No it doesn't. Plus is located outside of the toilets

e. Are the containers for disposal of waste. (nappies, etc.) easily accessible and suitably sized
There aren't containers for disposal waste

6. Is wayfinding information provided ?
a. Is there a building plan provided close to the entrance for orientation?
No, there isn't

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b. Does the way finding system rely on human guides?
Yes, the Casina's owner also mentioned that he would appreciate to insert better internal signs that can guide groups without any intervention or explanation. There's a possible project with another partner outside HeritACT for designing blind people friendly signs

c. Is wayfinding provided with signage (traditional or digital)?
None of them

d. Are other means available (braille or voice systems?)
No, they aren't

e. Are translations into other languages available for key places?
No, they aren't

7. **Are help/alarm systems available?**
No there aren't.

If yes

a. Are they accessible (e.g,. able to be operated by short people or people in a wheelchair)

b. Are they clearly marked?

c. In what rooms is the help system available?

d. What are the alternatives to the help system?

e. Where is the information relating to the help systems available?

Additional Notes

The current state of the toilets is quite decaying, in fact they are part of the area that is currently closed for renovation. So currently:

- they have no water to flush

- they are neither cleaned nor sanitised

- the locking systems do not work (there is a lanyard which has to be pulled through some handholds to keep the door closed. This is particularly inconvenient even for the normally endowed.

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- there are no systems to tell whether the bathroom is actually occupied or not
- are divided by gender, so not particularly inclusive
- there is no bathroom for the disabled
- they are not marked by any signs or indications

Considering the square metres that make up the Cascina's territory, 2 bathrooms on the whole area are absolutely insufficient.

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(Milan) Cascina Linterno Milan

HERITACT WP 2, Deliverable 2.3

Checklist 1 Access to site, buildings, availability of 'accessibility features' (e.g. ramps, lifts, accessible toilets, etc.)

Please make multiple copies of the checklist and fill in one copy per site or building.

Name of Site/ Building: Cascina Linterno
The farmstead stands on a large area where there are arable and non-cultivable fields and a small grove. The building is from the 12th century and some renovation works of the inner court should start in September 2023 .

1. **Is there a pedestrian route to the site or building?**
   Yes
   If yes:
   a. How far from the nearest vehicle access? (in metres)
      The main entrance corresponds to the vehicle access

   b. Is the route suitable for wheelchair use? (paved, levelled ground, vegetation and gravel -free)
      Considering the route from the closest subway station (Bisceglie M1) there is 1.2 km to walk, where the last 100/200 metres feature the presence of fractioned sidewalks. Whenever the sidewalk is interrupted unfortunately we don't always have a ramp suitable for wheelchair usage nor strollers. In sections where there is no pavement, you are at the roadside where the boundary between cars and pedestrians is marked with a line. These spaces are, however, used as not-allowed parking spaces.As for the other entrances, they are perfectly level with the road, but as they enter a park, they have some gravel and some dirt passages.

   c. Is the route well illuminated? (for night use)
      There are several street lamps (even if we made our visit in daylight so we can't guarantee if they actually works perfectly)

   d. Is there any seating available (if distance greater than 40 metres)
      No, there's no seating available besides some benches right outside the building/cascina

2. **Outside of building**
   a. If there is space for vehicle access /setting down space
      Yes, there is

   b. Are there ramps for any steps up or down to entrance of building
      As written above, the main entrance corresponds to vehicle access. There is the

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presence of a gate that creates a small obstacle and in that case there are no ramps to overcome it, but if the gate is opened entirely as for the vehicle entrance, this situation does not occur. As for the other entrances, they are all at street level and therefore there is no need for any ramps.

c. Are there handrails for ramps
If we always refer to the entrance or the entrances to the structure as there are no ramps, there are no handrails attached to the ramps either.

d. Are there handrails for any steps into the building
No there aren't.

3. **External doors, (if there are any)**
   a. How are the doors opened? Manual operation Push or pull?
   The main gate has to be opened manually and when the site is open to the public, the gate is open.

   b. Is there any kind of manually operated system or automatically operated system
   No, there isn't

   c. Are there personnel available to open doors to users who cannot open them themselves (such as older people, children, wheelchair users, etc.)
   There is no dedicated personnel to this specific task

   d. Is there some kind of alerting system to ask for assistance?
   No, there isn't

4. Inside the buildings
   a. Are there stairs?
   Yes, there are, only to access upper floors

   b. Are there lifts and ramps?
   There are some makeshift ramps on the way to only certain entrances (e.g. the entrance to the small church). To go up to the upper level (Casa Petrarca) there is a lift, but this does not take you to the upper level of the Casa del Glicine.

   c. Are the lifts large enough for wheelchair access?
   To be checked

   d. Is there adequate room for wheelchair access via doors (including those of the lifts)?
   There are many doors on the first floors that are not wide enough, while on the ground floor there are large spaces to pass through. It must also be said that we have noticed that potential obstacles or impediments are often placed which make the passage a little

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more complex.

e. Is there adequate room for circulation for people using wheelchairs, or other mobility aids (including children's pushchairs)?
Not in all the rooms or areas.
f. Is there adequate space for turning a wheelchair?
Not in all the rooms or areas.
g. Is there seating provided for those who need to rest frequently?
Yes there is

5. Are there sanitary facilities (washrooms, toilets)?
yes, there are toilets
   a. Are these located in a convenient area (e.g. close to entrance of building?
   There are 2 toilets situated at the entrance of one the buildings.

   b. Are these rooms large enough for wheelchair access, parents with families?
   1 of the 2 toilets is accessible for wheelchair users and there is a table in it for changing babies.

   c. Does the toilet accessible for wheelchair users (e.g. with to approach and to transfer, with bars to aid in the transfer)?
   Yes, it is

   d. Is the wash basin situated low enough to be used by those in wheelchairs (e.g with space underneath the counter for the wheelchair)
   Yes, it is

   e. Are the containers for disposal of waste. (nappies, etc.) easily accessible and suitably sized
   The trash bin was not present at the moment of visit (but we wouldn't exclude that it had been moved to be emptied)

6. Is wayfinding information provided ?
   a. Is there a building plan provided close to the entrance for orientation?
   No, there isn't

   b. Does the way finding system rely on human guides?
   Yes, the Cascina's owner also mentioned that he would appreciate to insert better internal signs that can guide groups without his intervention or explanation

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c. Is wayfinding provided with signage (traditional or digital)?
None of them

d. Are other means available (braille or voice systems?)
No, they aren't

e. Are translations into other languages available for key places?
No, they aren't

7. Are help/alarm systems available? If yes
No, they aren't
   a. Are they accessible (e.g,. able to be operated by short people or people in a wheelchair)
   _____
   b. Are they clearly marked?
   _____
   c. In what rooms is the help system available?
   _____
   d. What are the alternatives to the help system?
   _____
   e. Where is the information relating to the help systems available?
   _____

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(Eleusis) Oasis

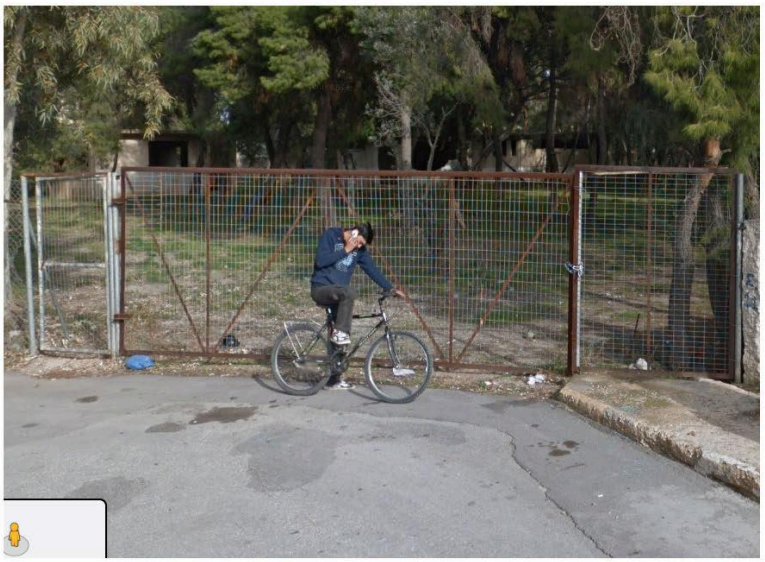
HERITACT WP 2, Deliverable 2.3

Checklist 1 Access to site, buildings, availability of 'accessibility features' (e.g. ramps, lifts, accessible toilets, etc.)

Please make multiple copies of the checklist and fill in one copy per site or building.

Name of Site/ Building: Oasis Camping area* use of outdoor space only, not the buildings.

1. Is there a pedestrian route to the site or building. If yes,
   a. How far from the nearest vehicle access? (in metres) 5m
   b. Is the route suitable for wheelchair use (paved, levelled ground, vegetation and gravel -free) ____no____
   c. Is the route well illuminated (for night use)___some street lamps
   d. Is there any seating available (if distance greater than 40 metres)__needs to be placed



2. Outside of building
   a. If there space for vehicle access /setting down space __yes_____
   b. Are there ramps for any steps up or down to entrance of building___levelled___

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c. Are there handrails for ramps ____no_____
d. Are there handrails for any steps into the building_____no

3. External doors, (if there are any)
   a. How are the doors opened? Manual operation Push or pull?_____
   b. Is there any kind of manually operated system or automatically operated system_____
   c. Are there personnel available to open doors to users who cannot open them themselves (such as older people, children, wheelchair users, etc.)
   _____
   d. Is there some kind of alerting system to ask for assistance?
   _____

4. Inside the buildings / *accessing the buildings?
   a. Are there stairs? _____
   b. Are there lifts and ramps?_
   c. Are the lifts large enough for wheelchair access_____
   d. Is there adequate room for wheelchair access via doors (including those of the lifts)?
   _____
   e. Is there adequate room for circulation for people using wheelchairs, or other mobility aids (including children's pushchairs)? _____
   f. Is there adequate space for turning a wheelchair?
   _____
   g. Is there seating provided for those who need to rest frequently?_____

5. Are there sanitary facilities (washrooms, toilets)?_____chemical ones, placed per event
   a. Are these located in a convenient area (e.g. close to entrance of building?_____no_____
   b. Are these rooms large enough for wheelchair access, parents with families?_____
   c. Does the toilet accessible for wheelchair users (e.g. with to approach and to transfer, with bars to aid in the transfer)?_____
   d. Is the wash basin situated low enough to be used by those in wheelchairs (e.g with space underneath the counter for the wheelchair)_____
   e. Are the containers for disposal of waste. (nappies, etc.) easily accessible and suitably sized_____

6. Is wayfinding information provided ?

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a. Is there a building plan provided close to the entrance for orientation?_____
b. Does the way finding system rely on human guides?_____
c. Is wayfinding provided with signage (traditional or digital)?_____
d. Are other means available (braille or voice systems?)_____
e. Are translations into other languages available for key places? _____

7. Are help/alarm systems available? **no**
   If yes
   a. Are they accessible (e.g,. able to be operated by short people or people in a wheelchair)
      _____
   b. Are they clearly marked?
      _____
   c. In what rooms is the help system available?_____
   d. What are the alternatives to the help system?_____
   e. Where is the information relating to the help systems available?
      _____

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(Eleusis) IRIS

HERITACT WP 2, Deliverable 2.3

Checklist 1 Access to site, buildings, availability of 'accessibility features' (e.g. ramps, lifts, accessible toilets, etc.)

Please make multiple copies of the checklist and fill in one copy per site or building.

Name of Site/ Building: IRIS factory - renovation is approved, soon to be renovated according to specific measures and studies

Is there a pedestrian route to the site or building. If yes,

a. How far from the nearest vehicle access? (in metres) ____800 m - parking area_
b. Is the route suitable for wheelchair use (paved, levelled ground, vegetation and gravel -free) _____work in progress
c. Is the route well illuminated (for night use)_____street lamps but will include more lighting
d. Is there any seating available (if distance greater than 40 metres)_____no

2. Outside of building
   a. If there space for vehicle access /setting down space _____
   b. Are there ramps for any steps up or down to entrance of building: generally it is levelled, there are ramps predicted with slopes less than 50cm height.
   c. Are there handrails for ramps ___no
   d. Are there handrails for any steps into the building____no

3. External doors, (if there are any)
   a. How are the doors opened? Manual operation Push or pull?___Manually_
   b. Is there any kind of manually operated system or automatically operated system____no
   c. Are there personnel available to open doors to users who cannot open them themselves (such as older people, children, wheelchair users, etc.) __the use of the premises will be event based, and there will be staff at the door
   d. Is there some kind of alerting system to ask for assistance? ___no

4. Inside the buildings
   a. Are there stairs? ____no
   b. Are there lifts and ramps? ramps yes
   c. Are the lifts large enough for wheelchair access_____-
   d. Is there adequate room for wheelchair access via doors (including those of the lifts)? _ yes
   e. Is there adequate room for circulation for people using wheelchairs, or other mobility aids (including children's pushchairs)? ___yes

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f. Is there adequate space for turning a wheelchair? __yes
g. Is there seating provided for those who need to rest frequently?_____

5. Are there sanitary facilities (washrooms, toilets)?____yes
   a. Are these located in a convenient area (e.g. close to entrance of building?_____one of the entrances will be close to the toilets
   b. Are these rooms large enough for wheelchair access, parents with families?_____yes
   c. Is the toilet accessible for wheelchair users (e.g. with to approach and to transfer, with bars to aid in the transfer)?_____yes
   d. Is the wash basin situated low enough to be used by those in wheelchairs (e.g with space underneath the counter for the wheelchair)_____?_____
   e. Are the containers for disposal of waste. (nappies, etc.) easily accessible and suitably sized_____?

6. Is wayfinding information provided ?
   a. Is there a building plan provided close to the entrance for orientation?___Yes
   b. Does the way finding system rely on human guides?_____Yes_____
   c. Is wayfinding provided with signage (traditional or digital)?___traditional_____
   d. Are other means available (braille or voice systems?)_____no_____
   e. Are translations into other languages available for key places? _____can provide English translations_

7. Are help/alarm systems available? No info on that ye
   If yes
   a. Are they accessible (e.g,. able to be operated by short people or people in a wheelchair) _____
   b. Are they clearly marked? _____
   c. In what rooms is the help system available?_____
   d. What are the alternatives to the help system?_____
   e. Where is the information relating to the help systems available? _____

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(Eleusis) Elaiourgeio

3. External doors, (if there are any)
    a. How are the doors opened? Manual operation Push or pull?_____
    b. Is there any kind of manually operated system or automatically operated system_____
    c. Are there personnel available to open doors to users who cannot open them themselves (such as older people, children, wheelchair users, etc.) _____yes_____
    d. Is there some kind of alerting system to ask for assistance? _____

4. Inside the buildings
    a. Are there stairs? _____no_____
    b. Are there lifts and ramps?_no
    c. Are the lifts large enough for wheelchair access_____-_____
    d. Is there adequate room for wheelchair access via doors (including those of the lifts)? _____yes_____
    e. Is there adequate room for circulation for people using wheelchairs, or other mobility aids (including children's pushchairs)? _____yes_____
    f. Is there adequate space for turning a wheelchair? _____yes_____
    g. Is there seating provided for those who need to rest frequently?_____if requested or provided_____

5. Are there sanitary facilities (washrooms, toilets)?_____yes?_____
    a. Are these located in a convenient area (e.g. close to entrance of building?_____no_____
    b. Are these rooms large enough for wheelchair access, parents with families?_____
    c. Is the toilet accessible for wheelchair users (e.g. with to approach and to transfer, with bars to aid in the transfer)?_____
    d. Is the wash basin situated low enough to be used by those in wheelchairs (e.g with space underneath the counter for the wheelchair)_____
    e. Are the containers for disposal of waste. (nappies, etc.) easily accessible and suitably sized_____
    —

6. Is wayfinding information provided ?
    a. Is there a building plan provided close to the entrance for orientation?_____
    b. Does the way finding system rely on human guides?_____
    c. Is wayfinding provided with signage (traditional or digital)?_____

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d. Are other means available (braille or voice systems?)_____
e. Are translations into other languages available for key places? _____

7. Are help/alarm systems available? If yes
   a. Are they accessible (e.g,. able to be operated by short people or people in a wheelchair) _____
   b. Are they clearly marked? _____
   c. In what rooms is the help system available?_____
   d. What are the alternatives to the help system?_____
   e. Where is the information relating to the help systems available? _____

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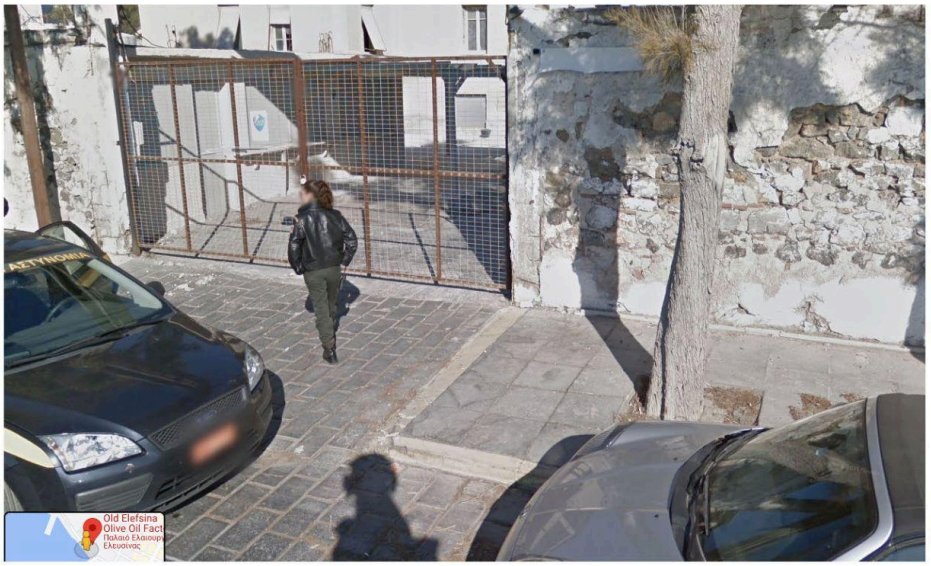
HERITACT WP 2, Deliverable 2.3

Checklist 1 Access to site, buildings, availability of 'accessibility features' (e.g. ramps, lifts, accessible toilets, etc.)

Please make multiple copies of the checklist and fill in one copy per site or building.

Name of Site/ Building: ___Old Soap Factory_____

1. Is there a pedestrian route to the site or building. If yes,
   a. How far from the nearest vehicle access? (in metres) _____5 m_____
   b. Is the route suitable for wheelchair use (paved, levelled ground, vegetation and gravel -free) _____yes_____
   c. Is the route well illuminated (for night use)____street lamps_____
   d. Is there any seating available (if distance greater than 40 metres)_____no_____



2. Outside of building
   a. If there space for vehicle access /setting down space ____yes_____
   b. Are there ramps for any steps up or down to entrance of building_____ramp_____
   c. Are there handrails for ramps _____no_____
   d. Are there handrails for any steps into the building_____no_____

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(Eleusis) Cine Eleusis

d. Is there adequate room for wheelchair access via doors (including those of the lifts)?
_____
e. Is there adequate room for circulation for people using wheelchairs, or other mobility aids (including children's pushchairs)? _____
f. Is there adequate space for turning a wheelchair?
_____
g. Is there seating provided for those who need to rest frequently?_____

5. Are there sanitary facilities (washrooms, toilets)?_____
   a. Are these located in a convenient area (e.g. close to entrance of building?_____
   b. Are these rooms large enough for wheelchair access, parents with families?_____
   c. Does the toilet accessible for wheelchair users (e.g. with to approach and to transfer, with bars to aid in the transfer)?_____
   d. Is the wash basin situated low enough to be used by those in wheelchairs (e.g with space underneath the counter for the wheelchair)_____
   e. Are the containers for disposal of waste. (nappies, etc.) easily accessible and suitably sized_____
   —

6. Is wayfinding information provided ?
   a. Is there a building plan provided close to the entrance for orientation?_____
   b. Does the way finding system rely on human guides?_____
   c. Is wayfinding provided with signage (traditional or digital)?_____
   d. Are other means available (braille or voice systems?)_____
   e. Are translations into other languages available for key places? _____

7. Are help/alarm systems available? If yes
   a. Are they accessible (e.g,. able to be operated by short people or people in a wheelchair)
   _____
   b. Are they clearly marked?
   _____
   c. In what rooms is the help system available?_____
   d. What are the alternatives to the help system?_____
   e. Where is the information relating to the help systems available?
   _____

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HERITACT WP 2, Deliverable 2.3

Checklist 1 Access to site, buildings, availability of 'accessibility features' (e.g. ramps, lifts, accessible toilets, etc.)

Please make multiple copies of the checklist and fill in one copy per site or building.

Name of Site/ Building: _____Cine Eleusis_____

1. Is there a pedestrian route to the site or building. If yes,
    a. How far from the nearest vehicle access? (in metres) _____
    b. Is the route suitable for wheelchair use (paved, levelled ground, vegetation and gravel -free) _____
    c. Is the route well illuminated (for night use)_____
    d. Is there any seating available (if distance greater than 40 metres)_____

2. Outside of building
    a. If there space for vehicle access /setting down space _____
    b. Are there ramps for any steps up or down to entrance of building_____
    c. Are there handrails for ramps _____
    d. Are there handrails for any steps into the building_____

3. External doors, (if there are any)
    a. How are the doors opened? Manual operation Push or pull?_____
    b. Is there any kind of manually operated system or automatically operated system_____
    c. Are there personnel available to open doors to users who cannot open them themselves (such as older people, children, wheelchair users, etc.) _____
    d. Is there some kind of alerting system to ask for assistance? _____

4. Inside the buildings
    a. Are there stairs? _____
    b. Are there lifts and ramps?_
    c. Are the lifts large enough for wheelchair access_____

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(Eleusis) Anapsyktirio

c. Are there handrails for ramps __No
d. Are there handrails for any steps into the building__TBC__

3. External doors, (if there are any)
   a. How are the doors opened? Manual operation Push or pull?_____
   b. Is there any kind of manually operated system or automatically operated system_____
   c. Are there personnel available to open doors to users who cannot open them themselves (such as older people, children, wheelchair users, etc.)
      _____
   d. Is there some kind of alerting system to ask for assistance?
      _____

4. Inside the buildings
   a. Are there stairs?_____
   b. Are there lifts and ramps? No lifts
   c. Are the lifts large enough for wheelchair access_____

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d. Is there adequate room for wheelchair access via doors (including those of the lifts)? Yes
e. Is there adequate room for circulation for people using wheelchairs, or other mobility aids (including children's pushchairs)? __Yes
f. Is there adequate space for turning a wheelchair? ____Yes?
g. Is there seating provided for those who need to rest frequently?___Yes

5. Are there sanitary facilities (washrooms, toilets)?_____
    a. Are these located in a convenient area (e.g. close to entrance of building?_____
    b. Are these rooms large enough for wheelchair access, parents with families?_____
    c. Does the toilet accessible for wheelchair users (e.g. with to approach and to transfer, with bars to aid in the transfer)?_____
    d. Is the wash basin situated low enough to be used by those in wheelchairs (e.g with space underneath the counter for the wheelchair)_____
    e. Are the containers for disposal of waste. (nappies, etc.) easily accessible and suitably sized_____
    __

6. Is wayfinding information provided ?
    a. Is there a building plan provided close to the entrance for orientation?_____
    b. Does the way finding system rely on human guides?_____
    c. Is wayfinding provided with signage (traditional or digital)?_____
    d. Are other means available (braille or voice systems?)_____
    e. Are translations into other languages available for key places? _____

7. Are help/alarm systems available? If yes
    a. Are they accessible (e.g,. able to be operated by short people or people in a wheelchair)
    _____
    b. Are they clearly marked?
    _____
    c. In what rooms is the help system available?_____
    d. What are the alternatives to the help system?_____
    e. Where is the information relating to the help systems available?
    _____

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HERITACT WP 2, Deliverable 2.3

Checklist 1 Access to site, buildings, availability of 'accessibility features' (e.g. ramps, lifts, accessible toilets, etc.)

Please make multiple copies of the checklist and fill in one copy per site or building.

Name of Site/ Building: Anapsyktirio

1. Is there a pedestrian route to the site or building. If yes,
    a. How far from the nearest vehicle access? (in metres) 30 m
    b. Is the route suitable for wheelchair use (paved, levelled ground, vegetation and gravel -free) Yes, includes ramp
    c. Is the route well illuminated (for night use) : only with street lamps
    d. Is there any seating available (if distance greater than 40 metres) some benches

2. Outside of building
    a. If there space for vehicle access /setting down space : if chains are removed there is vehicle access
    b. Are there ramps for any steps up or down to entrance of building: Entrance is leveled (TBC if there is small step)

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Appendix 3: - Checklist 2: Activities and Events (Methods, Tools, Solutions)

(Method) World Cafe

HERITACT WP 2, Deliverable 2.3

Checklist 2 Activities and Events

Please make multiple copies of the checklist and fill in one copy per method/technique, tool or solution

Section 1 Human abilities and characteristics:

1. Does this (method/technique, tool or solution) exclude people with some form of sensory impairment, in:
   1. Seeing? will need a guide
   2. Hearing? can provide sign language
   3. Touch? no
   4. Smell and Taste functions? no

2. Does this (method/technique, tool or solution) exclude people with some form of allergies (immunological responses), such as breathing problems and respiratory distress, because they are hypersensitive to dust, to animal fur, or sensitive to substances like certain chemicals that they come into contact with via the skin, ingestion (eating or drinking) or inhaling?

This will take place indoors, only any sensitivity to dust in buildings might be an issue.

3. Does this (method/technique, tool or solution) exclude people with some physical characteristic or ability, such as:
   1. body size
   2. movement limitations: in upper body and hands, and/or in lower body structures
   3. muscle power and endurance strength
   4. voice and speech

   Not necessarily unless the premises are not inclusive

4. Does this (method/technique, tool or solution) exclude people with impaired cognitive abilities, affecting such functions as: perception (ability to recognize and interpret stimuli), attention (ability to sustain, shift, divide, and/or share attention), memory (ability to register, store and/or retrieve information as needed), reasoning, problem solving, decision making, etc.

   Yes, it requires opinion sharing, reasoning, decision making, suggesting, understanding problems and coming up with solutions.

Section 2: Inclusiveness

5. Do you foresee that any of the known factors listed below could prevent participants from engaging in this method/technique, tool or solution. Please state your opinion and label it with the appropriate category from the list below. Additionally, if you have suggestions for ways to mitigate the foreseen barriers, please also add these.

   1. Their ethnicity (example: may not be a competent native speaker) - no, for non native speakers we may provide interpretation

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2. Their cultural or religious background, (example: may not be permissible to take part in practices that are go against their customs or beliefs) - not that we know of, but we might have a lack of knowledge on this area
3. gender preferences, (example: may not feel non-traditional preferences are catered for) - the activities do not exclude genders, the facilities might though
4. their educational experience (example: may not be able to express themselves outside of peer group) - might be an obstacle for them, not for the activity per se
5. their socio-economic status (may not have sufficient funds or time, or family support to devote time to participation) - could potentially exclude people working at those specific times

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(Method) Bodystorming & Thematic walks

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Checklist 2 Activities and Events

Please make multiple copies of the checklist and fill in one copy per method/technique, tool or solution

Section 1 Human abilities and characteristics:

1. Does this (method/technique, tool or solution) exclude people with some form of sensory impairment, in:
    1. Seeing? will need a guide
    2. Hearing? can provide sign language
    3. Touch? no
    4. Smell and Taste functions? no

2. Does this (method/technique, tool or solution) exclude people with some form of allergies (immunological responses), such as breathing problems and respiratory distress, because they are hypersensitive to dust, to animal fur, or sensitive to substances like certain chemicals that they come into contact with via the skin, ingestion (eating or drinking) or inhaling?

    These are outdoor activities, therefore sensitivity to dust, pollen, cement dust, industrial odour might be an issue.

3. Does this (method/technique, tool or solution) exclude people with some physical characteristic or ability, such as:
    1. body size
    2. movement limitations: in upper body and hands, and/or in lower body structures
    3. muscle power and endurance strength
    4. voice and speech

    The activities include movement in the form of a stroll, whether this is walking or using a wheelchair. The activity can be adjusted to people with limited mobility or respiratory / heart problems that may cause fatigue, in terms of duration, stops, etc

4. Does this (method/technique, tool or solution) exclude people with impaired cognitive abilities, affecting such functions as: perception (ability to recognize and interpret stimuli), attention (ability to sustain, shift, divide, and/or share attention), memory (ability to register, store and/or retrieve information as needed), reasoning, problem solving, decision making, etc.

these activities serve as informative sessions therefore some people with impaired cognitive abilities can physically attend but it might not be useful for them. (shall we make them useful perhaps?)

Section 2: Inclusiveness

5. Do you foresee that any of the known factors listed below could prevent participants from engaging in this method/technique, tool or solution. Please state your opinion and label it with the appropriate category from the list below. Additionally, if you have suggestions for ways to mitigate the foreseen barriers, please also add these.

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1. Their ethnicity (example: may not be a competent native speaker) - no, for non native speakers we may provide interpretation
2. Their cultural or religious background, (example: may not be permissible to take part in practices that are go against their customs or beliefs) - not that we know of, but we might have a lack of knowledge on this area
3. gender preferences, (example: may not feel non-traditional preferences are catered for) - the activities do not exclude genders, the facilities might though
4. their educational experience (example: may not be able to express themselves outside of peer group)
5. their socio-economic status (may not have sufficient funds or time, or family support to devote time to participation) - could potentially exclude people working at those specific times

(Tool) ParticiMapAccessibility

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Input to Deliverable 2.3

Accessibility, Usability and Inclusiveness Requirements Analysis 2.3

Checklist 2: Activities and Events ParticiMap

Please make multiple copies of the checklist and fill in one copy per method/technique, tool or solution.

Section 1: Human Abilities and Characteristics:

1. Does this (method/technique, tool or solution) exclude people with some form of sensory impairment, in:

    1. Seeing?

ParticiMap is a tool for collecting placed-based data and content using digital maps and web surveys. Therefore, it is necessary for a user to find and spatially link a real-world observation or knowledge to an existing place or geographic feature using a web map as the main interface (i.e., a digital screen on mobile or PC devices). A survey is then completed which is linked to a point (i.e., geographic coordinates on the map) and posted online. However, even, if currently, this is the only means of data entry, ParticiMap seeks to encourage group or collaborative activities where community members can help each other to identify the exact location of a feature of interest on basemaps representing their city, and start a discussion enabling conversations to collect and record any insights, comments, opinions, etc. that members with some visual impairment may have, regarding their own experiences.

Also, several basemaps options are available for users to select, which one makes it the easiest for them to visualize and find a place on the map.

    2. Hearing?

ParticiMap's main interface is visually based. Therefore, it does not exclude any hearing impairment group.

    3. Touch?

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The common user interfaces to interact with the tool are keyboard and mouse when using PC devices or touch screen when using mobile devices like a smartphone. However, as with the visually impaired groups, ParticiMap highlights that local and geographic knowledge of a city is best captured when community groups engage in conversations together, whereby some group members can help others input their place-based experiences on the map.

4. Smell and Taste functions?

The tool itself does not incorporate any kind of functionality based on smell or taste.

However, it openly allows users to create any geosurvey to collect information about their city, features, and heritage. If a user would be interested in geolocating information about smells and flavors in their city, this activity might not be available to all members of the community.

2. Does this (method/technique, tool or solution) exclude people with some form of allergies (immunological responses), such as breathing problems and respiratory distress, because they are hypersensitive to dust, to animal fur, or sensitive to substances like certain chemicals that they come into contact with via the skin, ingestion (eating or drinking) or inhaling?

Activities around ParticiMap and their relationship to allergies or respiratory problems will depend on the outdoor location where a user collects an observation or input for a map. If the place of interest to collect data exposes some dangerous immune responses to a person, the user always has the possibility to map their city online from their home by navigating to the location, without needing to be at the location.

3. Does this (method/technique, tool or solution) exclude people with some physical characteristic or ability, such as:

1. body size

ParticiMap does not impose any restrictions based on body size.

2. movement limitations: in upper body and hands, and/or in lower body structures

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Users can map their city in an outdoor activity using a smartphone, but also indoors from their PC without having to navigate to the location if they experience movement limitations.

In cases where users have some limitation in arm or hand movement, it will be necessary for another member of the community to help them enter an observation on the map.

3. muscle power and endurance strength

When there is a quest to find more remote locations in the city, it is recommended that the participant plan ahead for the duration, time, breaks and route to reach a place of interest to collect data. The latter to avoid any risk caused by fatigue and weather conditions.

4. voice and speech

As a tool primarily based on text and typed input, it doesn't impose any restrictions.

4. Does this (method/technique, tool or solution) exclude people with impaired cognitive abilities, affecting such functions as: perception (ability to recognize and interpret stimuli), attention (ability to sustain, shift, divide, and/or share attention), memory (ability to register, store and/or retrieve information as needed), reasoning, problem solving, decision making, etc.

ParticiMap's main focus is to recognize the diversity of knowledge, experiences, values, opinions, etc. that builds the culture and heritage of cities. So, any member of the community, regardless of the degree of development of their cognitive abilities, experiences the city in a unique way and their contributions are valuable and necessary. In the context of making decisions to transform and build places and communities, ParticiMap facilitates collaborative decisions where the individual contributions can be combined to deliver a collective result or value.

Section 2: Inclusiveness

5. Do you foresee that any of the known factors listed below could prevent participants from engaging in this method/technique, tool or solution. Please state your opinion and label it with the appropriate category from the list below. Additionally, if you have suggestions for ways to mitigate the foreseen barriers, please also add these.

1. Their ethnicity (example: may not be a competent native speaker)

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ParticiMap offers the ability to create multilingual maps and geosurveys that can be translated into any language.

2. Their cultural or religious background, (example: may not be permissible to take part in practices that are/ go against their customs or beliefs)

3. gender preferences, (example: may not feel non-traditional preferences are catered for)

4. their educational experience (example: may not be able to express themselves outside of peer group)

5. their socio-economic status (may not have sufficient funds or time, or family support to devote time to participation)

To participate, users must have access to a smartphone or PC device. The usability of the tool is designed for multiple devices in any of its price ranges and screen sizes, making it more probable with the current ubiquity of mobile devices, having at least one device at home or in a community interested in mapping the places where it lives.

(Tool) NegoDesign

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Input to Deliverable 2.3

Accessibility, Usability and Inclusiveness Requirements Analysis 2.3

Checklist 2: Activities and Events NegoDesign

Please make multiple copies of the checklist and fill in one copy per method/technique, tool or solution.

Section 1: Human Abilities and Characteristics:

1. Does this (method/technique, tool or solution) exclude people with some form of sensory impairment, in:

    1. Seeing?

NegoDesign is a simulation-based game that seeks to engage players with local planning to mitigate the effects of climate change in a virtual environment using a web browser (Chrome, Edge, etc) that can support Unity WebGL. Unity WebGL is a specialised software that allows the game engine Unity to run online in web browsers. This software provides several built-in accessibility options that will be utilised as the game is further developed to enhance the experience for users with impairments.

- Text-to-Speech (TTS): Unity WebGL supports TTS functionality, allowing developers to integrate speech synthesis into their games. This feature can be used to provide auditory information, such as reading out text instructions or conveying important game updates.
- Screen Readers: Unity WebGL games can be designed to work with screen readers. By properly labelling visual elements and using appropriate accessibility APIs, screen readers can effectively interpret and communicate game information to visually impaired users.

Assistance of a mediator would be necessary to facilitate the user interface control (keyboard, mouse, touch screen) and to provide detailed description of the in-game environment and mechanics (navigating the map interface, placing pins).

    2. Hearing?

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NegoDesign is solely based on text and map navigation to convey information to players during gameplay, facilitating access to the game experience for individuals with hearing impairments.

3. Touch?

NegoDesign is designed to be played over timed rounds lasting less than 5 minutes, this brief playtime can be further refined to facilitate shorter periods of play and reduced fatigue. The game engine itself supports various input methods such as keyboard, mouse, or gamepad. Alternative input options can be implemented to ensure users with touch impairments can play the game using their preferred input method.

4. Smell and Taste functions?

The activities related to NegoDesign do not include the use of smell and taste functions.

2. Does this (method/technique, tool or solution) exclude people with some form of allergies (immunological responses), such as breathing problems and respiratory distress, because they are hypersensitive to dust, to animal fur, or sensitive to substances like certain chemicals that they come into contact with via the skin, ingestion (eating or drinking) or inhaling?

The accessibility of NegoDesign in relation to allergies will depend on the location where the activity takes place. Since NegoDesign is an online tool, the activity can occur in environments that do not pose exclusionary risks for individuals with allergies.

3. Does this (method/technique, tool or solution) exclude people with some physical characteristic or ability, such as:

1. body size

NegoDesign does not impose any restrictions based on body size. However, the physical setting for accessing the game can impact the user experience. In order to ensure accessibility for individuals with different body sizes, it may be necessary to make adaptations to the table and chair.

2. movement limitations: in upper body and hands, and/or in lower body structures

The nature of the games may exclude individuals with movement limitations due to the physical interaction requirements with mouse, keyboard, etc. To mitigate these challenges, alternative control schemes can be implemented and/or support for

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alternative input devices (as noted above). A facilitator could also be present to assist participants with their gameplay.

3. muscle power and endurance strength

NegoDesign is designed for timed rounds lasting less than 5 minutes, playtime can be adjusted to accommodate shorter periods of play and minimize fatigue. Gameplay is based on minimal physical performance, but reliant on strategic decision-making and problem-solving.

4. voice and speech

Voice and speech limitations can pose challenges in communication with other players/the facilitator. However, the game itself uses textbox features for players to describe their design ideas and provide feedback to each other which offers an effective solution to overcome these difficulties.

4. Does this (method/technique, tool or solution) exclude people with impaired cognitive abilities, affecting such functions as: perception (ability to recognize and interpret stimuli), attention (ability to sustain, shift, divide, and/or share attention), memory (ability to register, store and/or retrieve information as needed), reasoning, problem solving, decision making, etc.

NegoDesign may have limited usability for individuals with the mentioned characteristics due to the complexity of certain gameplay interactions and game mechanics options. However, to address this issue, all in-game interactions and text can be modified to provide clear information about the actions players need to take. Facilitators can offer additional assistance and supplementary information to support the players with specific needs.

Section 2: Inclusiveness

5. Do you foresee that any of the known factors listed below could prevent participants from engaging in this method/technique, tool or solution. Please state your opinion and label it with the appropriate category from the list below. Additionally, if you have suggestions for ways to mitigate the foreseen barriers, please also add these.

1. Their ethnicity (example: may not be a competent native speaker)

As a web browser game, standardised translation plugins/services can be incorporated into the game design to allow for players to choose their native language.

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NegoDesign will be available in at least the following languages: Greek, Italian and English.

2. Their cultural or religious background, (example: may not be permissible to take part in practices that are/ go against their customs or beliefs)

The gameplay concept of NegoDesign (local planning to mitigate climate change) does not inherently prevent players from participating based on their cultural or religious background. It is possible that individuals with specific personal beliefs may have objections or concerns regarding the themes or content presented in the game, particularly if those beliefs conflict with the concepts of climate change mitigation or certain aspects of local planning. However, the game provides information that explains the scientific basis and evidence supporting the selected climate change mitigation measures.

3. gender preferences, (example: may not feel non-traditional preferences are catered for)

NegoDesign avoids assuming or enforcing specific gender identities or roles and does not incorporate any themes or game mechanics related to gender. Players are specifically offered ungendered roles ('developer', 'government', 'young person', 'environmentalist') and subsequently given the choice to articulate their design choices based on these assumed roles. This allows players to project their own gender preferences or identities onto the characters, promoting inclusivity and accommodating a wide range of gender expressions.

4. their educational experience (example: may not be able to express themselves outside of peer group)

Users who lack experience in interacting with computers or computer games may encounter difficulties when engaging with the game. To address this challenge, a facilitator can offer assistance to users while they interact with the game.

5. their socio-economic status (may not have sufficient funds or time, or family support to devote time to participation)

While NegoDesign is a free to play game, to participate in activities within the game, players require access to a computer and an internet connection. To address this issue workshops can be held in community spaces (university, schools, libraries, etc.) that provide computers and an internet connection or in a hybrid online format to allow for users to have flexibility with where they can take part.

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(Tool) Design Your Heritage

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Input to Deliverable 2.3

Accessibility, Usability and Inclusiveness Requirements Analysis 2.3

Checklist 2: Activities and Events

Please make multiple copies of the checklist and fill in one copy per method/technique, tool or solution.

Section 1: Human Abilities and Characteristics:

1. Does this (method/technique, tool or solution) exclude people with some form of sensory impairment, in:

    1. Seeing?

People with visual impairment might have a different way of approaching the experience with the DYH tool. They might need to have a facilitator who can help to describe the site and the solutions included in the tool as well as the impact of each solution. Another experience could be to go through the physical space together with a facilitator while playing the tool in order to connect physical and digital space.

    2. Hearing?

Before starting the activity with tool there is usually an explanation made by a moderator about how the tool works. This could be difficult to be received by people with hearing impairments and this barrier could be reduced by preparing a text with the instructions and explanation to be given to the participants with hearing impairments.

It should also be paid attention to the tutorial videos explaining how the tool works who should include captions.

    3. Touch?

The drag and drop action to play the tool might be difficult for people with touch impairments. In this case, a person helping in this action would reduce the barrier.

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4. Smell and Taste functions?

The activities does not include the use of smell and taste functions.

2. Does this (method/technique, tool or solution) exclude people with some form of allergies (immunological responses), such as breathing problems and respiratory distress, because they are hypersensitive to dust, to animal fur, or sensitive to substances like certain chemicals that they come into contact with via the skin, ingestion (eating or drinking) or inhaling?

This will depend on the place where the activity is taking place. Being an online tool, the activity with the DYH tool could take place in places that do not exclude people with some form of allergies.

3. Does this (method/technique, tool or solution) exclude people with some physical characteristic or ability, such as:

1. body size

2. movement limitations: in upper body and hands, and/or in lower body structures

Limitations in the movement of the hands could impede the use of the tool, since it requires drag and drop actions on a touch screen. In this case a facilitator should assist the participant.

3. muscle power and endurance strength

There could be difficulties hanging the tablet where the DYH tool is installed.

4. voice and speech

This would limit the interaction between the participant and the facilitator.

4. Does this (method/technique, tool or solution) exclude people with impaired cognitive abilities, affecting such functions as: perception (ability to recognize and interpret stimuli), attention (ability to sustain, shift, divide, and/or share attention), memory (ability to register, store and/or retrieve information as needed), reasoning, problem solving, decision making, etc.

The tool could limitate the participation of people with impaired attention since the participant in this case would have difficulties concentrating on using the tool for a long time. Different sessions of smaller duration could be carried out in this case.

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The difficulty to associate the digital representation of the solutions or of the site to the physical objects and places could create some difficulties in the experience. The icons representing the solutions might be misinterpreted, so a facilitator could help the participant to better understand their meaning. (The story of the hat/elephant).

Section 2: Inclusiveness

5. Do you foresee that any of the known factors listed below could prevent participants from engaging in this method/technique, tool or solution. Please state your opinion and label it with the appropriate category from the list below. Additionally, if you have suggestions for ways to mitigate the foreseen barriers, please also add these.

1. Their ethnicity (example: may not be a competent native speaker)

The descriptions included in the game might not be understandable for people who speak a different language.

2. Their cultural or religious background, (example: may not be permissible to take part in practices that are/ go against their customs or beliefs)

People of any gender would participate in the activities with DYH all together. In case this would not be possible for religious or cultural background, different activities should be organised.

3. gender preferences, (example: may not feel non-traditional preferences are catered for)

4. their educational experience (example: may not be able to express themselves outside of peer group)

The descriptions included in the game might not be understandable for people who have difficulties to read. A facilitator accompanying the participant in the activity would overcome the barrier.

5. their socio-economic status (may not have sufficient funds or time, or family support to devote time to participation)

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(Solution) Digitally Fabricated Vegetable Garden

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Input to Deliverable 2.3

Accessibility, Usability and Inclusiveness Requirements Analysis 2.3

Checklist 2: Activities and Events

Please make multiple copies of the checklist and fill in one copy per method/technique, tool or solution.

Section 1: Human Abilities and Characteristics:

1. Does this (method/technique, tool or solution) exclude people with some form of sensory impairment, in:

1. Seeing?

People with visual impairment might have a different way of approaching the experience with the solution. They might need to have a facilitator who can help to describe the wall and the plants cultivated as well as to get closer to the wall and reconstruct the different elements. The facilitator would help to make the recognition of the different elements of the wall easier. Similar barrier could happen if a small scale prototype has to be evaluated by the stakeholders.

During the co-design phase, attention has to be paid to the activities. Activities stimulating the touch (as the selection of a specific pattern or texture for the wall) could be included in the workshops. In the co-selection of the plants for the wall, activities where smell and taste are used could be included.

2. Hearing?

During the activities of co-selection/co-design/co-implementation, it might be needed to have written instructions.

3. Touch?

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There might be activities that expect the use of the touch, for instance touching different materials/textures/patterns in the co-design phase could exclude people with touch impairment.

4. Smell and Taste functions?

The activities of plant co-selection could include the use of smell. The participants experiment with the smell of the aromatic herbs/plants/flowers to drive their selection.

2. Does this (method/technique, tool or solution) exclude people with some form of allergies (immunological responses), such as breathing problems and respiratory distress, because they are hypersensitive to dust, to animal fur, or sensitive to substances like certain chemicals that they come into contact with via the skin, ingestion (eating or drinking) or inhaling?

This could happen depending on the place where the activity is taking place and on the plants cultivated in the wall. As well, if a co-installation activities is taking place, dust could be generated. Providing the participants who have allergies with a mask could reduce this barrier.

3. Does this (method/technique, tool or solution) exclude people with some physical characteristic or ability, such as:

1. body size

It might be difficult to participate in co-design activities if the space where the activity is taking place is not complying with the needs of these people. Gardening activities on the upper part of the wall could be difficult for short people. In this case, a step ladder could reduce the barrier.

2. movement limitations: in upper body and hands, and/or in lower body structures

Limitations in the movement of the hands could impede the participation in gardening activities, such as irrigation, planting, harvesting.

3. muscle power and endurance strength

If a co-installation/co-implementation is realized, there could be difficulties to hang the pots, move soil bags or plants of large size.

4. voice and speech

This would limit the interaction between the participant and the facilitator.

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4. Does this (method/technique, tool or solution) exclude people with impaired cognitive abilities, affecting such functions as: perception (ability to recognize and interpret stimuli), attention (ability to sustain, shift, divide, and/or share attention), memory (ability to register, store and/or retrieve information as needed), reasoning, problem solving, decision making, etc.

The tool could limitate the participation of people with impaired attention since the participant might need to follow instructions for instance in the co-design phase and co-implementation phase.

Section 2: Inclusiveness

5. Do you foresee that any of the known factors listed below could prevent participants from engaging in this method/technique, tool or solution. Please state your opinion and label it with the appropriate category from the list below. Additionally, if you have suggestions for ways to mitigate the foreseen barriers, please also add these.

1. Their ethnicity (example: may not be a competent native speaker)

The descriptions and explanation of the activities might not be understandable for people who speak a different language.

2. Their cultural or religious background, (example: may not be permissible to take part in practices that are/ go against their customs or beliefs)

People of any gender would participate in the activities (co-design, co-implementation, etc.) all together. In case this would not be possible for religious or cultural background, different activities should be organized.

3. gender preferences, (example: may not feel non-traditional preferences are catered for)

4. their educational experience (example: may not be able to express themselves outside of peer group)

5. their socio-economic status (may not have sufficient funds or time, or family support to devote time to participation)

(Tool) HERIcraft_UCD

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Input to Deliverable 2.3

Accessibility, Usability and Inclusiveness Requirements Analysis 2.3

Checklist 2: Activities and Events

Please make multiple copies of the checklist and fill in one copy per method/technique, tool or solution.

Section 1: Human Abilities and Characteristics:

1. Does this (method/technique, tool or solution) exclude people with some form of sensory impairment, in:

1. Seeing?

HERIcraft is a fusion of tools and the digital game Minecraft. The game offers a native audio description option, which can be activated when individuals with visual impairments interact with the virtual environment. This feature enhances the tool's accessibility. However, the assistance of a mediator would be necessary to facilitate the user interface control (keyboard, mouse, touch screen) and to provide detailed description of the in-game environment and mechanics (quests, task, interactive characters and items).

2. Hearing?

HERIcraft utilizes text messages to convey information to players during gameplay, facilitating access to the game experience for individuals with hearing impairments. However, sound effects and ambient sounds are integral to the immersive experience. To address this, Minecraft offers a native sound description tool that can display sound effects as text.

3. Touch?

The common user interfaces for interacting with the tool are the keyboard and mouse or touchscreen. The gameplay entails a substantial number of actions that need to be performed by the player. Given the target group's profile (children), fatigue or stress

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may arise when using the keyboard and mouse setup. To address this, it is advisable to implement a time limit for the activity, which can help manage these issues.

4. Smell and Taste functions?

The activities related to HERIcraft do not include the use of smell and taste functions.

2. Does this (method/technique, tool or solution) exclude people with some form of allergies (immunological responses), such as breathing problems and respiratory distress, because they are hypersensitive to dust, to animal fur, or sensitive to substances like certain chemicals that they come into contact with via the skin, ingestion (eating or drinking) or inhaling?

The accessibility of HERIcraft in relation to allergies will depend on the location where the activity takes place. Since HERIcraft is an online tool, the activity can occur in environments that do not pose exclusionary risks for individuals with allergies.

3. Does this (method/technique, tool or solution) exclude people with some physical characteristic or ability, such as:

1. body size

HERIcraft does not impose any restrictions based on body size. However, the physical setting for accessing the game can impact the user experience. In order to ensure accessibility for individuals with different body sizes, it may be necessary to make adaptations to the table and chair.

2. movement limitations: in upper body and hands, and/or in lower body structures

Impairments or limitations in hand movement can hinder the use of HERIcraft, as it necessitates interaction with the game's virtual environment through the use of a keyboard, mouse, or touchpad. In such cases, the presence of a facilitator is crucial to assist the participant.

3. muscle power and endurance strength

Extended gameplay sessions with HERIcraft may potentially lead to wrist fatigue. In such cases, it is recommended to consider shorter gameplay sessions or incorporate periodic short breaks to alleviate the strain.

4. voice and speech

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Voice and speech limitations can pose challenges in communication with the facilitator. However, utilizing the in-game chat feature allows for communication through written text, offering an effective solution to overcome these difficulties.

4. Does this (method/technique, tool or solution) exclude people with impaired cognitive abilities, affecting such functions as: perception (ability to recognize and interpret stimuli), attention (ability to sustain, shift, divide, and/or share attention), memory (ability to register, store and/or retrieve information as needed), reasoning, problem solving, decision making, etc.

HERIcraft may have limited usability for individuals with the mentioned characteristics due to the complexity of certain gameplay interactions and game mechanics options. However, to address this issue, all in-game interactions are facilitated through customizable non-player characters (NPCs) that can be modified to provide clear information about the actions players need to undertake. Moreover, facilitators can offer supplementary information and assistance, and informative videos or printed materials can also be provided to support the players.

Section 2: Inclusiveness

5. Do you foresee that any of the known factors listed below could prevent participants from engaging in this method/technique, tool or solution. Please state your opinion and label it with the appropriate category from the list below. Additionally, if you have suggestions for ways to mitigate the foreseen barriers, please also add these.

1. Their ethnicity (example: may not be a competent native speaker)

Being a custom Minecraft server, HERIcraft uses a translation plugin that allows participants to choose from one of the available languages. In the context of Heritact, the game will be available in at least the following languages: Greek, Italian and English.

2. Their cultural or religious background, (example: may not be permissible to take part in practices that are/ go against their customs or beliefs)

3. gender preferences, (example: may not feel non-traditional preferences are catered for)

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Users may express a desire to use an avatar that aligns with their gender identity. To address this, HERIcraft can offer options that allow players to choose custom skins, enabling them to select an avatar that represents their gender identity.

4. their educational experience (example: may not be able to express themselves outside of peer group)

Users who lack experience in interacting with computers or video games, especially those who have never played Minecraft before, may encounter difficulties when engaging with the game. To address this challenge, a facilitator can offer assistance to users while they interact with the game on a computer, tablet, or phone.

5. their socio-economic status (may not have sufficient funds or time, or family support to devote time to participation)

To participate in activities within the game, players require a license to access Minecraft and play HERIcraft. However, this requirement can hinder their participation, particularly for those who do not possess a license or are unable to afford one. To address this issue, an effective mitigation strategy is to provide licenses to players who lack them or face financial constraints. Facilitators can purchase licenses in advance and distribute them during activities involving children.

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(Tool) SustainACT

T3.2.3 SustainACT tool

HERITACT WP 2, Deliverable 2.3

Checklist 2 Activities and Events

Please make multiple copies of the checklist and fill in one copy per method/technique, tool or solution

Section 1 Human abilities and characteristics:

1. Does this (method/technique, tool or solution) exclude people with some form of sensory impairment, in:
    1. Seeing?
    2. Hearing?
    3. Touch?
    4. Smell and Taste functions?

    The SustainACT tool does not necessarily 'exclude' people, however, its format may make it difficult to access for the following sensory impairments:
    Seeing: the tool is digital and accessed via an internet browser. Text can be resized via the user (similar to any other website), however, it may be that those with sever visual impairments (e.g. the blind) may need to use text reading software.

2. Does this (method/technique, tool or solution) exclude people with some form of allergies (immunological responses), such as breathing problems and respiratory distress, because they are hypersensitive to dust, to animal fur, or sensitive to substances like certain chemicals that they come into contact with via the skin, ingestion (eating or drinking) or inhaling?

    The tool itself does not, however, if this was conducted in a workshop setting (which is an option if the assessment tool is used in group exercises) then the workshop space, timing and general format would need to consider all of these allergies.

    A possible solution is to gather responses before the workshop from those people with some form of allergies in a survey asking what they are allergic to and their requirements. The facilitator and workshop format should be prepared appropriately.

3. Does this (method/technique, tool or solution) exclude people with some physical characteristic or ability, such as:
    1. body size
    2. movement limitations: in upper body and hands, and/or in lower body structures
    3. muscle power and endurance strength

4. 4. voice and speech

    The tool itself does not, however, if this was conducted in a workshop setting (which is an option if the assessment tool is used in group exercises) then the workshop space, timing and general format would need to consider all of these physical characteristics or abilities.

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A possible solution is to gather responses before the workshop from those people with some physical characteristics or abilities in a survey asking what are their requirements. The facilitator and workshop format should be prepared appropriately.

5. Does this (method/technique, tool or solution) exclude people with impaired cognitive abilities, affecting such functions as: perception (ability to recognize and interpret stimuli), attention (ability to sustain, shift, divide, and/or share attention), memory (ability to register, store and/or retrieve information as needed), reasoning, problem solving, decision making, etc.

   As it is a digital tool that deals with complex themes and topics related to sustainable development it may exclude certain groups.

   A possible solution is to gather responses before the workshop from those people with impaired cognitive abilities in a survey asking what are their requirements. The facilitator and workshop format should be prepared appropriately.

Section 2: Inclusiveness

6. Do you foresee that any of the known factors listed below could prevent participants from engaging in this method/technique, tool or solution. Please state your opinion and label it with the appropriate category from the list below. Additionally, if you have suggestions for ways to mitigate the foreseen barriers, please also add these.

   1. Their ethnicity (example: may not be a competent native speaker)
   2. Their cultural or religious background, (example: may not be permissible to take part in practices that are go against their customs or beliefs)
   3. gender preferences, (example: may not feel non-traditional preferences are catered for)
   4. their educational experience (example: may not be able to express themselves outside of peer group)
   5. their socio-economic status (may not have sufficient funds or time, or family support to devote time to participation)

1. Those attendees whose second language is English may struggle with some of the more complex terms. One possible solution is to further simplify/clarify complex terms and topics.

   4. The tool is digital and so those that may struggle with using technology, for whatever reason this may be, may struggle applying the tool. Knowledge of sustainable development themes is important but not required.

   5. If this was conducted in a workshop setting (which is an option if the assessment tool is used in group exercises) then the workshop space, timing and general format would need to consider when best to hold the workshop so that it can be possible for as many diverse groups as possible to attend.

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(Tool) Fund4ACT

T3.2.5 Fund4ACT tool

HERITACT WP 2, Deliverable 2.3

Checklist 2 Activities and Events

Please make multiple copies of the checklist and fill in one copy per method/technique, tool or solution

Section 1 Human abilities and characteristics:

7. Does this (method/technique, tool or solution) exclude people with some form of sensory impairment, in:
   1. Seeing?
   2. Hearing?
   3. Touch?
   4. Smell and Taste functions?

   The Fund4ACT tool does not necessarily 'exclude' people, however, its format may make it difficult to access for the following sensory impairments:
   Seeing: the tool is digital and accessed via an internet browser. Text can be resized via the user (similar to any other website), however, it may be that those with sever visual impairments (e.g. the blind) may need to use text reading software.

8. Does this (method/technique, tool or solution) exclude people with some form of allergies (immunological responses), such as breathing problems and respiratory distress, because they are hypersensitive to dust, to animal fur, or sensitive to substances like certain chemicals that they come into contact with via the skin, ingestion (eating or drinking) or inhaling?

   The tool itself does not, however, if this was conducted in a workshop setting (which is an option if the assessment tool is used in group exercises) then the workshop space, timing and general format would need to consider all of these allergies.

   A possible solution is to gather responses before the workshop from those people with some form of allergies in a survey asking what they are allergic to and their requirements. The facilitator and workshop format should be prepared appropriately.

9. Does this (method/technique, tool or solution) exclude people with some physical characteristic or ability, such as:
   1. body size
   2. movement limitations: in upper body and hands, and/or in lower body structures
   3. muscle power and endurance strength

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10. 4. voice and speech

The tool itself does not, however, if this was conducted in a workshop setting (which is an option if the assessment tool is used in group exercises) then the workshop space, timing and general format would need to consider all of these physical characteristics or abilities.

A possible solution is to gather responses before the workshop from those people with some physical characteristics or abilities in a survey asking what are their requirements. The facilitator and workshop format should be prepared appropriately.

11. Does this (method/technique, tool or solution) exclude people with impaired cognitive abilities, affecting such functions as: perception (ability to recognize and interpret stimuli), attention (ability to sustain, shift, divide, and/or share attention), memory (ability to register, store and/or retrieve information as needed), reasoning, problem solving, decision making, etc.

As it is a digital tool that deals with complex themes and topics related to sustainable development it may exclude certain groups.

A possible solution is to gather responses before the workshop from those people with impaired cognitive abilities in a survey asking what are their requirements. The facilitator and workshop format should be prepared appropriately.

12.

Section 2: Inclusiveness

13. Do you foresee that any of the known factors listed below could prevent participants from engaging in this method/technique, tool or solution. Please state your opinion and label it with the appropriate category from the list below. Additionally, if you have suggestions for ways to mitigate the foreseen barriers, please also add these.

    1. Their ethnicity (example: may not be a competent native speaker)
    2. Their cultural or religious background, (example: may not be permissible to take part in practices that are go against their customs or beliefs)
    3. gender preferences, (example: may not feel non-traditional preferences are catered for)
    4. their educational experience (example: may not be able to express themselves outside of peer group)
    5. their socio-economic status (may not have sufficient funds or time, or family support to devote time to participation)

1. Those attendees whose second language is English may struggle with some of the more complex terms. One possible solution is to further simplify/clarify complex terms and topics.

4. The tool is digital and so those that may struggle with using technology, for whatever reason this may be, may struggle applying the tool. Knowledge of sustainable development themes is important but not required.

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5. If this was conducted in a workshop setting (which is an option if the assessment tool is used in group exercises) then the workshop space, timing and general format would need to consider when best to hold the workshop so that it can be possible for as many diverse groups as possible to attend.

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(Tool) Usersence

T3.2.7 Usersence tool

Section 1: Human Abilities and Characteristics:

1. Does this (method/technique, tool or solution) exclude people with some form of sensory impairment, in:

1. Seeing?
2. Hearing?
3. Touch?
4. Smell and Taste functions?

>Usersense tool is collecting, analyzing and visualizing data based on bio-sensors and with a selection of the appropriate methods is assisting in evaluating the design of a user experience. Every participant uniquely shapes their experience through the ambient stimuli that they are able to detect and distinguish and thus, people with some form of sensory impairment in Seeing, Hearing, Touch, Smell or Taste functions are welcome to use this tool. Evaluators will be able to switch between auditory, visual and tactile stimuli in order to help participants evaluate their activity.

2. Does this (method/technique, tool or solution) exclude people with some form of allergies (immunological responses), such as breathing problems and respiratory distress, because they are hypersensitive to dust, to animal fur, or sensitive to substances like certain chemicals that they come into contact with via the skin, ingestion (eating or drinking) or inhaling?

>Furthermore, it's important to mention that bio-sensors are located in wearable devices, which are suitable for repeated use by multiple participants. Evaluators have to properly disinfect each device before being transferred between individuals. More specifically, the evaluators have to carefully clean all parts of the device that come in contact with participants' skin. People with some form of skin allergies must be informed about the cleaning agents that are involved in the disinfection process, because the wearable device, and thus the cleaning agent, will come into contact with their skin.

3. Does this (method/technique, tool or solution) exclude people with some physical characteristic or ability, such as:

1. body size
2. movement limitations: in upper body and hands, and/or in lower body structures
3. muscle power and endurance strength
4. voice and speech

>In addition, the wearable devices such as empatica E4, are easy to wear either on the top of participants' wrist (like wearing a watch), main body or head. The Usersence tool does not predispose any specific movement, muscle power or endurance strength and does not exclude any particular body size (adjustability in wearability). In case of impairments in voice and speech, a screen display (text-based communication) or a communication assistant should assist in order to achieve the communication between the evaluator and the participant.

4. Does this (method/technique, tool or solution) exclude people with impaired cognitive abilities, affecting such functions as: perception (ability to recognize and interpret stimuli), attention (ability

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to sustain, shift, divide, and/or share attention), memory (ability to register, store and/or retrieve information as needed), reasoning, problem solving, decision making, etc.

>Last but not least, if any person with with impaired cognitive abilities would like to evaluate a user experience using the Usersense tool, is also welcome to do so. The Evaluators will be adjustable to their needs and preferences and flexible regarding the approximate needed time for the evaluation process (expand participant's activity time). Of course the assistance from an accompaning person is feasible too.

Section 2: Inclusiveness

5. Do you foresee that any of the known factors listed below could prevent participants from engaging in this method/technique, tool or solution. Please state your opinion and label it with the appropriate category from the list below. Additionally, if you have suggestions for ways to mitigate the foreseen barriers, please also add these.

1. Their ethnicity (example: may not be a competent native speaker)
2. Their cultural or religious background, (example: may not be permissible to take part in practices that are/ go against their customs or beliefs)
3. gender preferences, (example: may not feel non-traditional preferences are catered for)
4. their educational experience (example: may not be able to express themselves outside of peer group)
5. their socio-economic status (may not have sufficient funds or time, or family support to devote time to participation)

>Usersence tool is aiming to include and integrate all the above-mentioned groups in its evaluation activity (without having any particular preference). There are not any predetermined criteria that participants are obligated to fulfill. It should be, also, noted that in order to guarantee every user's participation, evaluators must obtain beforehand an explicit consent that remains relevant. If consent is not possible to be given in writing, then non-written consent should be obtained (formally documented and independently witnessed).

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Appendix 4: Checklist 3: AUI knowledgeable stakeholder contacts & AUI knowledge capacity of HeritACT partners and co-operating organisations

ACT

HERITACT WP 2, Deliverable 2.3

Checklist 3

Accessibility and Inclusiveness knowledgeable Stakeholder Contacts

and

Accessibility and Inclusive Knowledge Capacity of HERITACT partners and co-operating organisations

Please make multiple copies of Checklist 3 and fill in one copy per HERITACT partner, or any organisation that you know will work closely with the project (e.g., management of cascina, or even the cascina cafeteria and its staff, etc.)

Question 1 – Contact with accessibility and/or inclusiveness knowledgeable organisations/groups - potential participants in HERITHUBS (e.g., groups of disabled or marginalised people, groups whose members are younger or older people, such as schools, old people's homes, etc.)

Name of Heritact Partner or co-operating organisation: _ACT

Please list the name and contact details of the organisations/groups this HERITACT partner knows of, or has established contact with:

A)

Name of Organisation/Group___Craoibhín Ballina

Contact person (if known)___NA_____

Address_____ Moy Valley Business Centre, Cathedral Rd, Ballina

Telephone_____ 087 278 5365

Email_____ craoibhínballina@gmail.com

Please indicate which of the below options best describes the nature of your contact

- Already established

B)

Name of Organisation/Group___Youthreach Ballina

Contact person (if known)___NA

Address____ Further Education Centre, Cathedral Rd, Ballina

Telephone____ (096) 71237

Email_____ Youthreachballina@msletb.ie

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Please indicate which of the below options best describes the nature of your contact

- Not established, but feasible in the lifetime of the project

C)

Name of Organisation/Group___ Involve Traveller Youth Project

Contact person (if known)___NA

Address___ Teeling St, Ballina

Telephone___0872379132

Email____ involveballina@gmail.com

Please indicate which of the below options best describes the nature of your contact

- Not established, but feasible in the lifetime of the project,

D)

Name of Organisation/Group___ Mayo Travellers Support Group (MTSG) CLG

Contact person (if known)___NA

Address_____ 19 Thomas Street, Castlebar, Mayo___

Telephone_____ 949028400__

Email___ pippadanielmtsg@gmail.com

Please indicate which of the below options best describes the nature of your contact

- Not established, but feasible in the lifetime of the project

E)

Name of Organisation/Group___ Ballina Family Resource Centre

Contact person (if known)___NA

Address____ Abbey Street, Ardnaree , Ballina

Telephone___ (096) 75573

Email_____ admin@ballinafrc.com

Please indicate which of the below options best describes the nature of your contact

- Not established, but feasible in the lifetime of the project,

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Question 2: Capacity of HERITACT partners and cooperating partners, (e.g., Cascina management, but not organisations representing disabled and marginalised groups from Question 1).

The intention is to capture which HERITACT partners and cooperating partners are already knowledgeable about accessibility and inclusiveness (any aspect of these) and how do they manifest it in:

a. information provisions to the public

b. in training public-facing staff.

2.1 Name of HERITACT partner or co-operating organisation __ACT____
(that is knowledgeable about accessibility and inclusiveness)

2.2. Examples of Information Provision to the public: (free text) list any examples, using the notes below for guidance: _____ACT has a gender equality, diversity and inclusion policy which is bases on the latest template developed by the Irish Centre for Diversity.

_____

_____

2.3 Examples of Training of Public-facing Staff (free text) list any examples, using the notes below for guidance :

_____

_____

_____

_____

(Please repeat this section of the checklist as many times as needed to describe the situation with each stakeholder contact of the HERITACT partner or co-operating organisation)

Notes for filling in Question 2. Some guidance

2.2 Information Provision: the organisation has:

An established policy for Diversity Equality and Inclusiveness

and includes statements to this effect on its communications. A typical example would be "This organisation /this event space has a zero-tolerance policy for racism, sexism, homophobia, transphobia, ableism, ageism, class-ism, and body shaming."

The Organisation in its communications (website, invitations, registration forms) always includes information about accessibility features of its premises, or of routes to its premises.

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The Organisation routinely offers space for event attendees to include any ability-related needs when registering for the event (e.g., wheelchair accessibility, auditory or sensory impairments, also dietary needs). It also routinely asks invites event attendees to about preferred communication style (e.g., email, text, phone call) titles (Mr, Mrs, Miss, Ms, and preferred pronouns) and in questions about gender includes more option that the traditional choices.

2.3 Staff training for public facing staff:

Staff have been given formal training regarding potential needs and preferences of the public they interact with, such that:

They know about possible requirements with seating arrangements, (space for wheelchairs or assistive mobility devices, need to be close to speaker or screen, need to have space for assistant, etc.)

They know about food service beyond dietary needs, for instance, to offer help with positioning food on a place, cutting up food into bite size pieces, or pouring out a drink, bringing food from a buffet served meal to someone unable to see, to walk, to carry easily, etc.

They know to ascertain people's needs without asking, as well incorporate their expressed preferences for interaction and how to adapt to accommodate those needs and preferences, e.g. making small temporary changes the layout of furniture, to lighting, to the positioning of a person who needs a quieter space, etc.

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Mentor

HERITACT WP 2, Deliverable 2.3

Checklist 3

Accessibility and Inclusiveness knowledgeable Stakeholder Contacts and Accessibility and Inclusive Knowledge Capacity of HERITACT partners and co-operating organisations

Please make multiple copies of Checklist 3 and fill in one copy per HERITACT partner, or any organisation that you know will work closely with the project (e.g., management of cascina, or even the cascina cafeteria and its staff, etc.)

Question 1 – Contact with accessibility and/or inclusiveness knowledgeable organisations/groups - potential participants in HERITHUBS (e.g., groups of disabled or marginalised people, groups whose members are younger or older people, such as schools, old people's homes, etc.)

Name of Heritact Partner or co-operating organisation: ___MENTOR

Please list the name and contact details of the organisations/groups this HERITACT partner knows of, or has established contact with:

Name of Organisation/Group____ΑμεΑ assocation_____

Contact person (if known)___Βαγγελης Κακοσαίος (not sure if he is member of the association)____

Address_____

Telephone_____

Email_____

Please indicate which of the below options best describes the nature of your contact

- Already established
- Not established, but feasible in the lifetime of the project,
- Not feasible in the lifetime of the project, suggestion will be retained for future development.
- Not applicable/appropriate
- Other. (Free text: In this answer space, please explain what the situation is, (e.g.: The organisation/group is not responding, the organisation/group is under new management, etc)

_____

_____

(Please repeat this section of the checklist as many times as needed to describe the situation with each stakeholder contact of the HERITACT partner or co-operating organisation)

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Name of Organisation/Group____School teachers _(2 high school and one pre-school)

Contact person (if known)___Sophia Laskou, Eleni Tsigkou, Hara Soldatou____

Address_____

Telephone_____

Email_____

Please indicate which of the below options best describes the nature of your contact

- Already established
- Not established, but feasible in the lifetime of the project,
- Not feasible in the lifetime of the project, suggestion will be retained for future development.
- Not applicable/appropriate
- Other. (Free text: In this answer space, please explain what the situation is, (e.g.: The

Question 2: Capacity of HERITACT partners and cooperating partners, (e.g., Cascina management, but not organisations representing disabled and marginalised groups from Question 1).

The intention is to capture which HERITACT partners and cooperating partners are already knowledgeable about accessibility and inclusiveness (any aspect of these) and how do they manifest it in:

a. information provisions to the public

b. in training public-facing staff.

2.1 Name of HERITACT partner or co-operating organisation MENTOR -(that is knowledgeable about accessibility and inclusiveness)

2.2. Examples of Information Provision to the public: (free text) list any examples, using the notes below for guidance:
Providing accessibility information for events through our communication channels and press material

2.3 Examples of Training of Public-facing Staff (free text) list any examples, using the notes below for guidance :

_____
_____
_____
_____

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(Please repeat this section of the checklist as many times as needed to describe the situation with each stakeholder contact of the HERITACT partner or co-operating organisation)

Notes for filling in Question 2. Some guidance

2.2 Information Provision: the organisation has:

An established policy for Diversity Equality and Inclusiveness and includes statements to this effect on its communications. A typical example would be "This organisation /this event space has a zero-tolerance policy for racism, sexism, homophobia, transphobia, ableism, ageism, class-ism, and body shaming."

We do not have a set policy but we always try to include a diverse profile of attendees by inviting members of minority groups, aiming for diverse representation and multiple gender expressions, and always try to create an inclusive environment for everyone.

The Organisation in its communications (website, invitations, registration forms) always includes information about accessibility features of its premises, or of routes to its premises.

In most cases

The Organisation routinely offers space for event attendees to include any ability-related needs when registering for the event (e.g., wheelchair accessibility, auditory or sensory impairments, also dietary needs). It also routinely asks invites event attendees to about preferred communication style (e.g., email, text, phone call) titles (Mr, Mrs, Miss, Ms, and preferred pronouns) and in questions about gender includes more option that the traditional choices.

no

2.3 Staff training for public facing staff:

Staff have been given formal training regarding potential needs and preferences of the public they interact with, such that:

They know about possible requirements with seating arrangements, (space for wheelchairs or assistive mobility devices, need to be close to speaker or screen, need to have space for assistant, etc.)

They know about food service beyond dietary needs, for instance, to offer help with positioning food on a place, cutting up food into bite size pieces, or pouring out a drink, bringing food from a buffet served meal to someone unable to see, to walk, to carry easily, etc.

They know to ascertain people's needs without asking, as well incorporate their expressed preferences for interaction and how to adapt to accommodate those needs and preferences, e.g. making small temporary changes the layout of furniture, to lighting, to the positioning of a person who needs a quieter space, etc.

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We haven't been given formal training but we try to gather as much information as possible.

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Eleusis, Cultural Capital of Europe

HERITACT WP 2, Deliverable 2.3

Checklist 3

Accessibility and Inclusiveness knowledgeable Stakeholder Contacts

and

Accessibility and Inclusive Knowledge Capacity of HERITACT partners and co-operating organisations

Please make multiple copies of Checklist 3 and fill in one copy per HERITACT partner, or any organisation that you know will work closely with the project (e.g., management of cascina, or even the cascina cafeteria and its staff, etc.)

Question 1 – Contact with accessibility and/or inclusiveness knowledgeable organisations/groups - potential participants in HERITHUBS (e.g., groups of disabled or marginalised people, groups whose members are younger or older people, such as schools, old people's homes, etc.)

Name of Heritact Partner or co-operating organisation: **2023 Eleusis ECoC**

The main staff of 2023 Eleusis that is related to accessibility and inclusiveness issues are the following:

- **Yannis Koukmas, Director of Audience Development & Participation, yannis.koukmas@2023eleusis.eu, +30 6947 803141**
- **Chryssa Martini, Director of Premises & Infrastructure, chryssa.martini@2023eleusis.eu, +30 6974992651**

Please always keep in cc, Angeliki Lampiri, Director of Cultural Training (angeliki.lampiri@2023eleusis.eu) and Georgia Voudouri, Director of Cultural Development (georgiavoudouri@2023eleusis.eu).

Please list the name and contact details of the organisations/groups this HERITACT partner knows of, or has established contact with:

Name of Organisation/Group: **ASSOCIATION OF PEOPLE WITH DISABILITIES OF WESTERN ATTICA**

Contact person (if known): **Vangelis Kakosaios**

Address: **Nikolaidou 35, 19200 Elefsina**

Telephone: **+30 6977451863**

Email: **vaggokako@yahoo.gr**

Please indicate which of the below options best describes the nature of your contact

- Already established
- Not established, but feasible in the lifetime of the project,

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- Not feasible in the lifetime of the project, suggestion will be retained for future development.
- Not applicable/appropriate
- Other. (Free text: In this answer space, please explain what the situation is, (e.g.: The organisation/group is not responding, the organisation/group is under new management, etc)

(Please repeat this section of the checklist as many times as needed to describe the situation with each stakeholder contact of the HERITACT partner or co-operating organisation)

Name of Organisation/Group: **Evrynomi Day Care Center for People with Mental Disabilities (https://eurinomie.wordpress.com/)**

Contact person (if known): -

Address: **Iakchou 19, 19200 Elefsina**

Telephone: **+30 21 0556 3302**

Email: **eurinomi@hotmail.com**

Please indicate which of the below options best describes the nature of your contact

- Already established
- Not established, but feasible in the lifetime of the project,
- Not feasible in the lifetime of the project, suggestion will be retained for future development.
- Not applicable/appropriate
- Other. (Free text: In this answer space, please explain what the situation is, (e.g.: The organisation/group is not responding, the organisation/group is under new management, etc)

Name of Organisation/Group: **OLOI EMEIS (https://oloiemeis.org/)**

Contact person (if known):

Address: **Afon Kypraiou & Stamati Moira, 19200 Elefsina**

Telephone: **210 5560464, 210 5561589**

Email: **oloiemeis17@gmail.com**

Please indicate which of the below options best describes the nature of your contact

- Already established
- Not established, but feasible in the lifetime of the project,

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- Not feasible in the lifetime of the project, suggestion will be retained for future development.
- Not applicable/appropriate
    - Other. (Free text: In this answer space, please explain what the situation is, (e.g.: The organisation/group is not responding, the organisation/group is under new management, etc)

Name of Organisation/Group: **KEA AMEA (https://kea-amea.gr/index.php/gr/)**

Contact person: **Zefi Papastratakou**

Address: **Str. Theologou 11, Skaramagkas**

Telephone: **697 2059339, 2102848733**

Email: **kea-amea@cosmotemail.gr**

Please indicate which of the below options best describes the nature of your contact

- Already established
- Not established, but feasible in the lifetime of the project,
- Not feasible in the lifetime of the project, suggestion will be retained for future development.
- Not applicable/appropriate
    - Other. (Free text: In this answer space, please explain what the situation is, (e.g.: The organisation/group is not responding, the organisation/group is under new management, etc)

Question 2: Capacity of HERITACT partners and cooperating partners, (e.g., Cascina management, but not organisations representing disabled and marginalised groups from Question 1).

The intention is to capture which HERITACT partners and cooperating partners are already knowledgeable about accessibility and inclusiveness (any aspect of these) and how do they manifest it in:

a. information provisions to the public

b. in training public-facing staff.

2.1 Name of HERITACT partner or co-operating organisation **2023 Eleusis ECoC** (that is knowledgeable about accessibility and inclusiveness)

2.2. Examples of Information Provision to the public: (free text) list any examples, using the notes below for guidance:

- **Reduced ticketing policy for people with disabilities to all our cultural and artistic activities (ex.: https://2023eleusis.eu/en/events/mystirio-76-don-t-look-back-2023-05-22/)**

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- **The cultural venues that we are using are barrier-free https://2023eleusis.eu/politistikoi-xoroi/**
- **In case, the cultural venues are not accessible, we are informing the audience in advance, through our communication channels and press material**
- **For all our activities that are held in the public space, we are hiring chemical wc accessible to people with disabilities.**
- **2023 Eleusis has hired an external partner with an expertise to accessibility issues, so that all our events are accessible. The partner is working together with the artists and their production teams so that they follow the accessibility guidelines.**
- **2023 Eleusis is organising speeches and seminars around local accessibility issues (ex.: https://2023eleusis.eu/en/events/mystery-7-free-university-of-elefsina-in-situ-2nd-open-educational-meeting/)**

2.3 Examples of Training of Public-facing Staff (free text) list any examples, using the notes below for guidance :

- **Specific guidance and training for all the front-line staff that is working in 2023 Eleusis activities.**
- **Working and testing the accessibility of the cultural venues we are using in collaboration with the Association of people with disabilities of Western Attica.**
- **In our ticketing platform we have a specific strand to fill in in case there are people with disabilities, so that our front line staff can be able to help upon arrival to our events.**

(Please repeat this section of the checklist as many times as needed to describe the situation with each stakeholder contact of the HERITACT partner or co-operating organisation)

Notes for filling in Question 2. Some guidance

2.2 Information Provision: the organisation has:

An established policy for Diversity Equality and Inclusiveness and includes statements to this effect on its communications. A typical example would be "This organisation /this event space has a zero-tolerance policy for racism, sexism, homophobia, transphobia, ableism, ageism, class-ism, and body shaming."

We do not have a statement but we always try to create a safe environment for everyone. Be open to everyone regardless of religion, nationality, sex, age. For the above reason, in all our events we are working with all the different local minorities.

The Organisation in its communications (website, invitations, registration forms) always includes information about accessibility features of its premises, or of routes to its premises. **yes**

The Organisation routinely offers space for event attendees to include any ability-related needs when registering for the event (e.g., wheelchair accessibility, auditory or sensory impairments, also dietary needs). **yes**

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It also routinely asks invites event attendees to about preferred communication style (e.g., email, text, phone call) titles (Mr, Mrs, Miss, Ms, and preferred pronouns) and in questions about gender includes more option that the traditional choices. **no, we need to work more on that aspect**

2.3 Staff training for public facing staff:

Staff have been given formal training regarding potential needs and preferences of the public they interact with, such that:

They know about possible requirements with seating arrangements, (space for wheelchairs or assistive mobility devices, need to be close to speaker or screen, need to have space for assistant, etc.)

Yes that are

They know about food service beyond dietary needs, for instance, to offer help with positioning food on a place, cutting up food into bite size pieces, or pouring out a drink, bringing food from a buffet served meal to someone unable to see, to walk, to carry easily, etc.

Yes, especially when we are organising conferences, meetings, seminars, capacity building and educational programmes we have a special strand related to dietary needs.

They know to ascertain people's needs without asking, as well incorporate their expressed preferences for interaction and how to adapt to accommodate those needs and preferences, e.g. making small temporary changes the layout of furniture, to lighting, to the positioning of a person who needs a quieter space, etc.

Yes they do

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Kennedy Glasgow Centre

1. Access to site, buildings, availability of 'accessibility features' (e.g., ramps, lifts, accessible toilets, etc.)

Name of Site/ Building: **Kennedy Glasgow House**

1. Is there a pedestrian route to the site or building YES
   If yes,
   a. How far from the nearest vehicle access? (In metres) 5m
   b. Is the route suitable for wheelchair use (paved, levelled ground, vegetation and gravel - free) PARTLY
   c. Is the route well illuminated (for night use) NO - some lighting but not great in winter.
   d. Is there any seating available (if distance greater than 40 metres) NO.

2. Outside of building
   a. If there is space for vehicle access /setting down space YES
   b. Are there ramps for any steps up or down to entrance of building. YES
   c. Are there handrails for ramps NO
   d. Are there handrails for any steps into the building N/A.

3. External doors, (if there are any)
   a. How are the doors opened? Manual operation Push or pull MANUAL
   b. Is there any kind of manually operated system or automatically operated system NO.
   c. Are there personnel available to open doors to users who cannot open them themselves (such as older people, children, wheelchair users, etc.) IF ASKED FOR IN ADVANCE YES.
   d. Is there some kind of alerting system to ask for assistance? NO.

4. Inside the buildings
   a. Are there stairs? NO
   b. Are there lifts and ramps? NO
   c. Are the lifts large enough for wheelchair access N/A
   d. Is there adequate room for wheelchair access via doors (including those of the lifts)? YES
   e. Is there adequate room for circulation for people using wheelchairs, or other mobility aids (including children's pushchairs)? YES
   f. Is there adequate space for turning a wheelchair? YES
   g. Is there seating provided for those who need to rest frequently? YES

5. Are there sanitary facilities (washrooms, toilets)? YES
   a. Are these located in a convenient area (e.g., close to entrance of building? YES

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b. Are these rooms large enough for wheelchair access, parents with families> 1 WHEELCHAIR ACCESSIBLE TOILET
c. Does the toilet accessible for wheelchair users (e.g., with to approach and to transfer, with bars to aid in the transfer? AS ABOVE
d. Is the wash basin situated low enough to be used by those in wheelchairs (e.g with space underneath the counter for the wheelchair) YES
e. Are the containers for disposal of waste. (Nappies, etc.) easily accessible and suitably sized YES

6. Is wayfinding information provided?
   a. Is there a building plan provided close to the entrance for orientation? NO
   b. Does the way finding system rely on human guides? N/A
   c. Is wayfinding provided with signage (traditional or digital)? YES - FOR TOILETS
   d. Are other means available (braille or voice systems?) NO
   e. Are translations into other languages available for key places? NO

7. Are help/alarm systems available? _____ If yes:
   a. Are they accessible (e.g., able to be operated by short people or people in a wheelchair) _____
   b. Are they clearly marked? _____
   c. In what rooms is the help system available? _____
   d. What are the alternatives to the help system? _____
   e. Where is the information relating to the help systems available? _____

2. The intention is to capture which HERITACT partners and cooperating partners are already knowledgeable about accessibility and inclusiveness (any aspect of these) and how do they manifest it in:
   a. information provisions to the public
   b. in training public-facing staff.

2.1 Name of HERITACT partner or co-operating organisation (that is knowledgeable about accessibility and inclusiveness): The Mary Robinson Centre

2.2. Examples of Information Provision to the public (Please see guidance notes below): Policy MVR has a diversity, Equality & Inclusion recently created for employees/staff etc

We have begun the process of publically acknowledging/informing about this with in-house signage re LGBTQ+ community.

New website coming on-stream in Q4 will include information on our ethos of DE+I and accessibility to our premises.

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2.3 Examples of Training of Public-facing Staff (Please see guidance notes below):
No formal training has taken place to date.

Notes for filling in Question 2. Some guidance

2.2 Information Provision: the organisation has:

An established policy for Diversity Equality and Inclusiveness

and includes statements to this effect on its communications. A typical example would be "This organisation /this event space has a zero-tolerance policy for racism, sexism, homophobia, transphobia, ableism, ageism, class-ism, and body shaming."

The Organisation in its communications (website, invitations, registration forms) always includes information about accessibility features of its premises, or of routes to its premises.

The Organisation routinely offers space for event attendees to include any ability-related needs when registering for the event (e.g., wheelchair accessibility, auditory or sensory impairments, also dietary needs). It also routinely asks invites event attendees to about preferred communication style (e.g., email, text, phone call) titles (Mr, Mrs, Miss, Ms, and preferred pronouns) and in questions about gender includes more option that the traditional choices.

2.3 Staff training for public facing staff:

Staff have been given formal training regarding potential needs and preferences of the public they interact with, such that:

They know about possible requirements with seating arrangements, (space for wheelchairs or assistive mobility devices, need to be close to speaker or screen, need to have space for assistant, etc.)

They know about food service beyond dietary needs, for instance, to offer help with positioning food on a place, cutting up food into bite size pieces, or pouring out a drink, bringing food from a buffet served meal to someone unable to see, to walk, to carry easily, etc.

They know to ascertain people's needs without asking, as well incorporate their expressed preferences for interaction and how to adapt to accommodate those needs and preferences, e.g. making small temporary changes the layout of furniture, to lighting, to the positioning of a person who needs a quieter space, etc.