COME-IN!
GUIDELINES

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FOREWORD

Accessibility represents a cultural principle, affecting all activities of everyday life and from a more innovative point of view it should concern every aspect of a person's private and public life. The concept and the right to accessibility must be observed in a broader sense, for each person individually, with their different needs and abilities (motor, sensorial, cognitive and emotional) whether they are permanent or temporary, ensuring the right of every person to access autonomously and safely products, environments, systems and services. An accessibility project requires an integrated and interconnected approach of various actors, operating in synergy within a European framework. It is fundamental to involve final users in the planning phase to get familiar and understand their needs, as it is also necessary to involve training centres and staff working at the institution and dealing with the public.

When dealing with cultural heritage, accessibility is not only an opportunity for social growth, but also an investment as it favours tourism and in particular cultural tourism.

Based on these principles, the COME-IN! Project brings together a wide network of museums, associations of people with disabilities, academics, training institutions and policy makers, led by the Central European Initiative Executive Secretariat, intended to develop an innovative strategic approach to promote accessibility in all museums. Firstly, it aims to identify transnational standards and define guidelines for organizing accessible exhibitions and cultural events that are often not comparable, due to different accessibility levels and different national legislation.

Following project implementation, the "COME-IN!" brand will be developed, a label to be conferred to Museums complying with the accessibility standards identified over the three years of project lifetime. The idea to extend these standards to other museums and cultural institutions could become an incentive for change, involving other actors in the area, as an accessible town is a benefit for all.

THE COME-IN! PROJECT

The *COME-IN! GUIDELINES* have been developed for the COME-IN! project. COME-IN! intends to valorise the CE cultural heritage, increasing the capacities of small and medium size museums, by making them accessible to a wider public. The overarching goal of the project is INCLUSION which influences the whole process based on:

- Participation: NOTHING about people with disabilities WITHOUT people with disabilities involved!
- Non-Discrimination: people with disabilities are treated on an equal basis with others
- Respecting the dignity and the right of people with disabilities
- Correct wording

COME-IN! coordinates a network of Museums, associations of people with disabilities, Academic representatives, Training institutions and Policy makers, that will jointly define an innovative strategic approach on how to promote the accessibility to museums.

Associations of people with disabilities, representing the final users, contributed by identifying existing barriers and restraints, and by defining standards to be applied in exhibitions/collections:

- ÖZIV Federal Association, Interest group for people with disabilities (Austria)
- Regional Council of Associations of the People with Disabilities and their Families of the Friuli Venezia Giulia region (Italy)

The University of Applied Sciences of Erfurt has given theoretical and practical expertise in terms of improving accessibility for all users.

A network of Central European small and medium size museums and municipalities will apply and test the COME-IN! standards of accessibility:

- Archaeological Museum in Krakow (Poland)
- Archaeological Museum of Istria – Pula (Croatia)
- Civic Museum and Galleries of History and Art - Udine (Italy)
- Maritime Museum "Sergej Mašera" - Piran (Slovenia)
- Museum of the Working World – Steyr (Austria)
- Thuringian Museum for Pre- and Early History – Weimar (Germany)
- Municipality of Piran (Slovenia)

Training institutions have defined the training curriculum needed for museum staff and employees in order to be able to organise inclusive collections and exhibitions, and to provide good visitor services (including services to people with disabilities):

- BBRZ - Vocational Training and Rehabilitation Centre (Austria)
- ENAIP FVG, ACLI Vocational Training Body of the Friuli Venezia Giulia Region (Italy)

NEZ for designing the label and promoting the project at European level

All the activities carried out to produce the *COME-IN! GUIDELINES* have been coordinated by the **the Central European Initiative Executive Secretariat**.

For details see: **www.central2020.eu/Content.Node/COME-IN.html**

INTRODUCTION

Purpose of the Guidelines

The *COME-IN! GUIDELINES* are meant as guidance for museums and galleries in ensuring and promoting the widest possible access for everyone. They can be useful for those museums which need to adequate their visitor services to satisfactory standards of accessibility.

The *COME-IN! GUIDELINES* are first of all a practical tool for designing and organising exhibitions and collections accessible to people with disabilities. They can be used to assess the whole service chain of museums and collections.

Contents of the Guidelines

The *COME-IN! GUIDELINES* provide the following chapters: principles, criteria, staff training, and information sources.

The chapter **COME-IN! PRINCIPLES** describes the principles that are the basis of the COME-IN! project and Guidelines. It outlines the **approach to accessibility** issues (section 1) adopted by the COME-IN! project and presents the **European and national legal frameworks** taken as reference for the COME IN! accessibility standards (section 2). In section 3 you find some guidelines about the **appropriate language** and a **glossary for the accessibility of museums**. The section 4 deals with the **different kinds of accessibility** regarding museums.

The chapter **COME-IN! CRITERIA** defines in detail (section 5) the **accessibility criteria** based on the **Service Chain**, which is an effective way to ensure and evaluate consistent accessibility to a museum or an exhibition. In section 6 there is an example of **accessibility assessment mapping** based on the four observation elements: physical access, access to information, social access, and economical access.

The chapter **STAFF TRAINING** defines the specifications for the training of the museum staff and employees. The **training curriculum** is made up of three modules (section 8): Accessible museums and the service chain approach, Awareness raising, and Designing accessible exhibitions. Staff training is mandatory to get the COME-IN! Label.

The **INFORMATION SOURCES** chapter contains useful references to relevant on-line sources, surveys and studies.

COME-IN! PRINCIPLES

1. Inclusion and Accessibility for all

The *COME-IN! approach* is based on two fundamental concepts: **inclusion** and **accessibility** for **all**.

Inclusion means to respect everyone just the way he or she is. It means that all people have the opportunity to take part fully in the life of society.

Here below are some key principles regarding museum policies for people with disabilities:

- *Disabled people have a right to be included in all the activities of museums and galleries.*

- *Museums and galleries should engage in a dialogue with people with disabilities to find out what they need and wish, and how to deliver it.*

- *The use of the social model of disability should be adopted. This model is one in which disability is acknowledged as resulting from barriers created by society.*

- *These barriers to access for people with disabilities should be identified and dismantled to enable and empower them to participate.*

- *Disability issues are clearly positioned within the broader agenda of human rights, equal opportunities and diversity.*

- *Universal design principles should be the basis for inclusive practice in museums and galleries.*

- *The implementation of best, inclusive, practice should be adopted to ensure that disability issues are included in all areas of a museum or gallery's activities.*

- *This process must be ongoing, long-term, achievable and sustainable. It should be reflected in the museum's policies and strategic planning, and implementation should be led by senior management.*[1]

The other fundamental concept is accessibility as stated by Article 9 of UN Disability Rights Convention: *"Accessibility or freedom from barriers is an essential condition for the equality of people with disabilities and their participation in society"*.

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[1] Online: Disability directory for museums and galleries, (09.02.2017).
http://www.accessibletourism.org/?i=enat.en.reports.451.

Accessibility has to take into account:

- **Physical access**

  Physical access means access to public buildings, roads, transportation and other indoor and outdoor facilities, including museums. Especially persons with mobility impairments are dependent on physical access.

  Regarding museums the concept of universal design is important: *"Starting out from the concept of 'design for all' or 'universal design', the physical environment and products and services should be designed in such a way that it can be used as simply, without problems and efficiently by as large as possible a group of persons with different conditions, abilities, preferences or needs"*.[2]

- **Access to information and communication**

  Access to information and communications includes i.a. electronic services and emergency services. Especially people with sensory or intellectual impairments are often confronted with barriers of information and communication. This includes for example measures to provide in buildings and other facilities open to the public signage in Braille and in easy to read and understand forms. Furthermore, guides and sign language interpreters should be available in public buildings.

- **Social access**

  Among physical barriers, such as steps in a building, negative attitude towards people with disabilities can also be a barrier to access for all persons with disabilities. Since people with disabilities have the same rights to be included in society as anybody else, they should have equal opportunities to participate to all aspects of social life: education, work, leisure sport, etc. Regarding museums, *"The challenge in this field is not only ensuring the accessibility of buildings, but to enable people with sensory impairments and those with learning disabilities to experience and understand the arts and culture, e.g. by means of tactile, visual and audio presentations. In addition, the active participation of people with disabilities in cultural events should be promoted and the wariness of society with regard to such artistic events reduced."*.[3]

- **Economical access**

  People with disabilities are also often confronted with economical disadvantages. Museums should promote initiatives that offer free admission, reductions, and priority access for people with disabilities and/or the accompanying persons. Alternatively, they should provide equal service for all and therefore have equal fees (and no fee for an accompanying person).

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[2] National action plan on disability 2012-2020, Strategy of the Austrian federal government for the implementation of the UN disability rights convention, p. 43.

[3] National action plan on disability 2012-2020, Strategy of the Austrian federal government for the implementation of the UN disability rights convention, p. 50.

2. The Legal Framework

COME-IN! project guidelines are based on:

- The UN Convention on the Rights of People with Disabilities
- The European Disability strategy 2010-2020
- National laws of COME-IN! partners' countries

2.1 The United Nation Convention on the Rights of Persons with Disabilities (CRPD)

"*The Convention on the Rights of Persons with Disabilities is an agreement by countries around the world to make sure that people with disabilities and people without disabilities are treated equally*"[4] and that discrimination against people with disabilities will not be allowed.

The CRPD promotes respect for the dignity, choices and inclusion of all people with disabilities and requires countries to include people with disabilities in decisions that affect their lives. The CRPD covers all areas of life to ensure people are treated equally and included in all areas of life. The Articles most relevant for COME-IN! are:

- General principles (article 3)
- Accessibility (article 9)
- Education (article 24)
- Work and employment (article 27)
- Participation in cultural life (article 30).

Article 3 – General Principles

The general principles of the Convention are described in Article 3 and represent the meaning of inclusion. They are:

- Respect for dignity, individual autonomy and independence of persons
- Non-discrimination
- Participation and inclusion in society
- Respect for difference and acceptance
- Equality of opportunity
- Accessibility
- Equality between men and women
- Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities.

Article 9 – Accessibility

Another part of the Convention which is of particular importance for the present paper is Article 9, which deals with Accessibility. Article 9 demands the **equal access to the physical environment, to transportation, to information and communications**, including information and

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[4] Online: http://www.unicef.org/publications/files/Its_About_Ability_final_.pdf, p. 7 (10.10.2016)

communications technologies and systems, and to facilities and services open or provided to the public, both in urban and in rural areas.

Article 24 – Education

Article 24 of the UN CRPD specifies that all States Parties shall ensure an inclusive education system at all levels and life-long learning. On the one hand, appropriate measures shall be taken to employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille. On the other hand, professionals and staff who work at all levels of education should be trained. Such training shall incorporate awareness of disability, the use of appropriate augmentative and alternative modes, means and formats of communication, as well as educational techniques and materials to support persons with disabilities.

Article 27 – Work and employment

Article 27 states that the right of persons with disabilities to work, on an equal basis with others has to be ensured. This includes the right to the opportunity to gain a living by work freely chosen or accepted in a labour market and work environment that is open, inclusive and accessible to persons with disabilities. That includes:

- conditions of recruitment
- hiring and employment
- career advancement
- safe and healthy working conditions
- equal remuneration for work of equal value
- protection from harassment, and the redress of grievances
- access to vocational and continuing training

Article 30 – Participation in cultural life, recreation, leisure and sport

Article 30 is about the right of people with disabilities to **take part in cultural life**. Persons with disabilities should be able to enjoy access to cultural materials in accessible formats, to television programmes, films, theatre and other cultural activities, in accessible formats and to places for cultural performances or services. Furthermore, they should be able to enjoy access to monuments and sites of national cultural importance as far as possible. To make sure that disabled people actually do get treated equally the countries agreed to do this by:

"Doing as much as they can to make sure no one discriminates against disabled people.
Making sure things are designed for everyone to use or that can be easily changed.
Using new technology to help disabled people.
Giving accessible information to disabled people about the things that will help them.
Training people about this agreement."[5]

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[5] Online: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/345108/easy-read-un-convention.pdf „pp.5-6„(10.10.2016)

2.2 The European Disability strategy 2010-2020

The European Commission promoted the European Disability strategy 2010-2020, suggesting among the different actions to make use of the European Regional Development Fund (ERDF) for contributing to the accessibility and participation of people with disabilities to cultural materials and events.

The European Disability Strategy 2010-2020 builds upon the UN-CRPD. *"It lays out a strategy to empower people with disabilities so that they can fully enjoy their rights and participate in society and the economy on an equal basis with others.*

There are 8 areas for joint action between the EU and EU countries highlighted in this strategy:

- *Accessibility: ensuring that people with disabilities have access to goods, services and assistive devices;*
- *Participation: ensuring that people with disabilities can exercise all their fundamental rights as European citizens;*
- *Equality: ensuring that policies are implemented (both at EU and national level) that promote equality;*
- *Employment: ensuring an increase in the number of disabled workers in the labour market, and ensuring better accessibility to workplaces;*
- *Education and training: ensuring that disabled pupils benefit from an accessible education system and lifelong learning programmes. The European Commission has already launched several initiatives concerning education, such as the European Agency for Development in Special Needs Education;*
- *Social protection: tackling widespread social challenges endured by people with disabilities, such as income inequality, poverty risk and social exclusion. EU Structural Funds and EU countries' national measures can be used to ensure this social protection;*
- *Health: ensuring that people with disabilities receive equal and affordable access to (mental) health services and facilities;*
- *External action: promoting the rights of people with disabilities at an international level."*[6]

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[6] Online: http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=URISERV:em0047 (10.10.2016)

2.3 Legal frameworks in project partners' countries

The following tables contain a list of the most important laws and regulations regarding accessibility in the five partners' countries.

Country	Ratification of UN CRPD	Non-discrimination laws on national level
Austria	Yes	• Law about the equality of people with disability (Behinderteneinstellungsgesetz - BEinstG) first version from 1970 • Federal Law about the equality of people with disability (Bundes-Behindertengleichstellungsgesetz - BGStG) first version from 2005
Croatia	Yes	• Anti-Discrimination Law from 2008 • The Law on the Croatian Sign Language and other systems of communication of deaf and deaf-blind people in Croatia from 2015
Germany	Yes	• Federal Law about the equality of people with disability (Gesetz zur Gleichstellung von Menschen mit Behinderungen (BGG) from 27. April 2002 • Social Security Code IX (Sozialgesetzbuch (SGB) Neuntes Buch (IX) - Rehabilitation und Teilhabe behinderter Menschen") from 19. Juni 2001 • General Equalisation Law (Allgemeines Gleichbehandlungsgesetz (AGG) from 14 August 2006
Italy	Yes	• Law no. 67 of 1 March 2006 ("Provisions for judicial protection of persons with disabilities, victims of discrimination") • Legislative Decree no. 216 of 9 July 2003 (implementing European Directive 2000/78/EC on equal treatment in employment and occupation)
Poland	Yes	• Resolution by the Sejm of the republic of Poland of 1 August 1997 • Charter of Persons with Disabilities (M.P. of 13.08.1997, No 50 item 475) • Commission for Human Rights Legal acts for Equal Treatment
Slovenia	Yes	• Law on ratification of the UN Convention on the Rights of Persons with disabilities – of 15 April 2008 • Law on equal treatment of disabled persons (ZIMI) of 24 November 2010 • Law on use of the Slovenian sign language (ZUSZJ) of 29 November 2002 • Law on protection against discrimination (ZVarD) of 24 May 2016

3. Language Guidelines

3.1 Why it is always important to use appropriate language

Appropriate wording and phrases are important when speaking to or about people with disabilities. Language can be either a strong inclusive tool or a way to reinforce stereotypes and social barriers. For this reason, it is very important to focus on the person, not on the disability.

Here below some useful suggestions:

- *Never use the article 'the' with a specific disability to describe people with that disability. The preferred term, 'people with disabilities', stresses the humanity of the individuals and avoids objectification.*

- *Never use the word 'normal' to refer to people who do not have a disability in contrast to people with disabilities. Use 'non-disabled'[7] or 'people without disabilities' instead.*

- *Do not use language that implies a person with disability is heroic because they experience disability. Conversely, do not make out that people with disability are victims or objects of pity[8].*

- *Avoid phrases like 'suffers from' which suggest discomfort, constant pain and a sense of hopelessness.*

- *Wheelchair users may not view themselves as 'confined to' a wheelchair – try thinking of it as a mobility aid instead.*

- *Most disabled people are comfortable with the words used to describe daily living. People who use wheelchairs 'go for walks' and people with visual impairments may be very pleased – or not – 'to see you'. An impairment may just mean that some things are done in a different way.*

- *Common phrases that may associate impairments with negative things should be avoided, for example 'deaf to our pleas' or 'blind drunk'.*

- *Avoid passive, victim words. Use language that respects disabled people as active individuals with control over their own lives[9].*

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[7] Online. Appropriate Terminology, Student and employee Accessibility Service, Brown University, Providence, Rhode Island, USA:
https://www.brown.edu/campus-life/support/accessibility-services/resources-teaching-students-disabilities/appropriate-terminology (12.10.2016)

[8] Online. Australian Network on Disability: http://www.and.org.au/pages/inclusive-language.html (12.10.2016)

[9] Online: Inclusive language: words to use and avoid when writing about disability:
https://www.gov.uk/government/publications/inclusive-communication/inclusive-language-words-to-use-and-avoid-when-writing-about-disability (14.10.2016)

3.2 Do's and don'ts: words to use and avoid

Avoid	Use
(the) handicapped, (the) disabled	people with disabilities, disabled people
afflicted by, suffers from, victim of	has [name of condition or impairment]
confined to a wheelchair, wheelchair-bound	wheelchair user
mentally handicapped, mentally defective, retarded, subnormal	with a learning disability (singular) with learning disabilities (plural)
cripple, invalid	person with disabilities
spastic	person with cerebral palsy
able-bodied	non-disabled
mental patient, insane, mad	person with a mental health condition
deaf and dumb; deaf mute	deaf, user of Sign Language (SL), person with a hearing impairment
the blind	people with visual impairments; blind people; blind and partially sighted people
an epileptic, diabetic, depressive, and so on	person with epilepsy, diabetes, depression or someone who has epilepsy, diabetes, depression
dwarf; midget	someone with restricted growth or short stature
fits, spells, attacks	seizures[10]

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[10] Online: Inclusive language: words to use and avoid when writing about disability:
https://www.gov.uk/government/publications/inclusive-communication/inclusive-language-words-to-use-and-avoid-when-writing-about-disability (14.10.2016)

3.3 Glossary for the Accessibility of Museums

The definitions and recommendations listed below are an extract taken from the document "Glossary for the accessibility of museums" developed by the Thematic Commission "Accessibility of museums" of ICOM Italia[11] and translated for the COME-IN! project.

TERMINOLOGY	DEFINITIONS AND RECOMMENDATIONS
Accessibility	*Accessibility means the possibility of being able to reach a building and its individual spaces and surroundings as well as being able to effortlessly enter them and to make use of spaces and equipment in an adequately secure and autonomous manner also for persons with reduced or impeded mobility or sensorial capacity.*
Accessible museum	*An institute designed and conceived as a comfortable, welcoming and qualitatively functioning place, for any type of audience, in order to ensure free access to its spaces, information, communication and collections for everyone, in full implementation of the museums' social role.* An accessible museum opens its doors to any type of audience, pursuing the use of its spaces and its collections through itineraries devoid of architectural and sensorial barriers and with educational activities aimed at everyone as its main objective
Adaptability	*Adaptability means the possibility of modifying a built environment at limited costs and on time, with the goal to render it completely and effortlessly usable also by persons with reduced or impeded mobility or sensorial capacity.*
Architectural barriers	*Architectural barriers stand for:* *a) the physical obstacles which create discomfort in anyone's mobility, in particular for those who have, for whatever reason, permanently or temporarily reduced or impeded motoric capacity;* *b) the obstacles limiting or impeding anyone a comfortable and safe usage of parts, equipment or components;* *c) the lack of arrangements and warning signs that allow orientation and identification of places and sources of danger for anyone and in particular for the blind, visually impaired, deaf and hard of hearing.*
Inclusion	*In the economic, social and political linguistic usage, the pair equality/inequality is increasingly replaced by the pair inclusion/exclusion. It is important for the individual to not be equal, but included, that is to say admitted to the process which allows the access to opportunities.* From its space to its educational activities, the whole inside of a museum must be designed in order to achieve maximum inclusion.
Institutions and places of culture	*The public purpose of these institutions imposes not only the obligation of the cultural heritage preserved therein being used but also requires the accessibility of their spaces and services.*

Online. The original document in Italian "*Glossario dell'accessibilità museale*" is available at:
http://www.icom-italia.org/index.php?option=com_phocadownload&view=category&id=31:documenti&Itemid=103

	The structure's design and the activity's organisation, as well as the organisation of chosen content and communication methods, must guarantee access, enjoyment and free use of the content equally for all visitors.
Multisensory visits	*Museum activities devised and structured to guarantee a dynamic and interactive typology of visit, unfolding in a stimulating manner and captivating for all the senses characterising a person.* *A multisensory visit uses sensory channels and kinaesthetics in order to transmit cultural knowledge and heritage values to the activities' users, by using the vicarious senses, when some peculiarities are missing.* Tactile exploration, olfactory and auditory inputs, stimulation by flavour.
Museum	*Museum: a permanent structure that acquires, preserves, organises and exhibits cultural assets with the purpose of education and study.* The museum is an integral part of "institutions and places of culture" and therefore has to be equally usable for all visitors.
Participation	*Participation is a person's involvement in a life situation. It represents the social perspective of functioning.*
Promotion	*Promotion consists of practicing its purpose and in the discipline of its activities aimed at promoting the awareness of the cultural heritage and ensuring the best conditions for its public usage. This also includes the promotion and support of preservative interventions for the cultural heritage.* For the presentation to the public the museum has to resort all possible instruments, adopting the most efficient museal as well as museographic choices, accompanied by the most efficient means of communication, enhanced also by the activities aimed at the audiences, to allow the visitors, all indiscriminately, to understand the asset's value.
Reception	*Reception is what a museum offers its visitors to favour their comfort, clear information and correct orientation for their visit; it is expressed in particular through its spaces, instruments and designated personnel.* From the moment reception constitutes the first encounter/impact between visitor and museum, a lot of care has to be taken of it and it has to be able to express the museum's capacity of wanting to be open, welcoming, inclusive and accessible to its visitors without exception…
Universal design **Design for all**	*Universal design is the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.*
Usability	*Usability refers to the perception on how well the design of an environment allows functioning, service and well-being, above all from the user's viewpoint. This type of definition is in accordance with the current ISO, often defined in the area of Human Factors Research. According to norm ISO 9241-11, usability is a measure of efficacy, efficiency and satisfaction, which allows specified users to reach specific objectives in a particular environment.*
Visitability	*Visitability means the possibility of accessing meeting places and at least one restroom in every building unit also for persons with reduced or impeded mobility or sensorial capacity. Meeting places are lounge and dining areas of accommodations as well as workplaces, places providing services and encounters, in which a citizen enters in order to make use of the services offered therein.*

4. Accessibility to museums

Here below there is a list of measures necessary to guarantee accessibility in a museum. Of course this list should not be considered exhaustive.

There are at least four important kinds of accessibility that must be taken in account regarding museums:

- Physical accessibility
- Information and communication accessibility
- Social accessibility
- Economical accessibility

4.1 Physical accessibility

In order to promote physical access to buildings, cultural institutions (libraries, archives, museums) and archaeological sites, and make them accessible to a wider range of visitors, we need to remove architectural barriers.

This is achievable through these points:

- **External accessibility**: providing designated parking lots for people with disabilities near the entrance, accessible links to means of transport, exhibition itineraries clearly recognizable through signage and primary communication tools, ramps, etc.
- **Internal and exhibition tours accessibility**: providing adequate access to all areas and exhibition spaces with:
  . exhibition itineraries that are not fatiguing
  . resting areas.
- **Lavatory accessibility**: essential for visitors' comfort and primary structural equipment.
- **Enjoyable exhibition itineraries**: providing primary communication tools and devices for an easy orientation and identification of the exposition areas. Every user should be able to choose freely and autonomously each itinerary depending of single user needs.

4.2 Information and communication accessibility

This kind of accessibility gives the opportunity for all the users to access and retrieve in real-time and beforehand the visit through indirect and multi-media access (on line services) updated and effective information about:

- the services and supports provided by the museum
- details like provision and dimensions of lifts, door widths, existence of steps/ramps
- all the aspects dedicated to reception and orienteering at the entrance
- virtual tour guides and maps
- external and internal environmental signage
- indicative and informative signage
- information about the museum objects or items or contents

- communication (face to face, etc.) guides, etc.
- informative panels and/or movable sheets that can integrate museum itineraries
- clear, essential and understandable exposition tag-lines in different languages
- guide services, also provided by people with disabilities
- audio guide and audio descriptive services
- brief guides in different languages for people with and without disabilities

4.3 Social accessibility

With this concept we imply that the access to the cultural experience should be aimed to all people without making differences and categories. The aim is to include people with disabilities in all aspects. This could mean for example to include employees with disabilities, to have exhibitions of artists with disabilities or to choose an exhibition that deals with inclusion. Social access means that the diversity and variety of our society can be seen in all parts of the museum (visitors, artists, employment, exhibitions, events, etc.). And decisions makers should be encouraged to create effective regulations and compulsory quotas for inclusive exhibitions.

Another important aspect is the involvement of families with disabilities, making sure they are acknowledged and involved in the planning, especially in the presence of minors and children with cognitive disabilities, and helping them with support actions and periodically including young volunteers specialized in different disabilities besides museum staff.

So all people should access freely, intellectually and perceptibly at all the contents of the exposition. This can be done for example through a suitable reception service and tools, removing all cognitive, perceptive and sensorial barriers. Adequate tools for a good enjoyable experience are:

- assistance, support and entourage services dedicated to groups of certain users and users with disabilities;
- entourage service, that takes place periodically or on request for all visitors, should be managed in partnership with associations and authorities that deal with all disabilities;
- special services and didactic work offered by individual museums.

4.4 Economical accessibility

Museums should promote policies that provide free admission, reductions or priority access for people with disabilities and/or accompanying persons.

4.5 Additional supporting elements

Training

- Form, in collaboration with associations and private institutions, staff with disabilities in order for them to be permanently included in museums and cultural activities.
- Engage training institutions in order to tutoring museum staff.
- Plan workshops open to all schools
- Provide work experience grants in museums for people with disabilities.
- Captivate universities in order for them to take care about exhibition itineraries in museums, making them accessible to all kind of disabilities through prizes or raising the final graduation grades.

Service network

- Create a network of services that links schools (starting by primary schools), universities and associations in order to promote cultural accessibility.

COME-IN! CRITERIA

5. The service chain accessibility requirements

The present Service Chain is an example for a typical museum. The Service Chain is a tool to ensure or evaluate consistent accessibility to a museum. It defines all aspects that are relevant for visitors of a museum. Generally speaking, a Service Chain of a museum should consider the following components:

- Input - Information and communication before the visit
- Arrival
- Entrance
- Cash desk
- Wardrobe
- Exhibition area
- Toilet
- Shop
- Output - Information and communication after the visit

COME-IN! accessibility criteria are based on the Service Chain elements cross-checked with the four relevant aspects of accessibility:

- physical access
- information and communication access
- social access
- economical access

Accessibility / Service chain	Physical access	Information and communication access	Social access	Economical access
Input				
Arrival				
Entrance				
Cash desk				
Wardrobe				
Exhibition area				
Toilet				
Shop				
Output				

The Service Chain analysis based on this matrix can be adjusted individually according to the respective museum. The matrix can be used to check whether the current situation in the museum is compliant or not with the requirements described in the next chapters. The Matrix defines only minimum standards. If there is nothing filled in, this does not mean there are no requirements possible.

The benefits of using the Service Chain as a tool to evaluate the accessibility are:

- complete evaluation of all relevant areas and services,
- structured procedure,
- consideration of the access for ALL visitors.

The following sections define the COME-IN! accessibility requirements for each step of the Service chain.

5.1 INPUT – INFORMATION AND COMMUNICATION BEFORE THE VISIT

INFORMATION ACCESS

REQUIREMENT TITLE	REQUIREMENT DESCRIPTION
Access Statement	An Accessibility Statement listing in clear form all the accessibility services provided by the Museum and information that could be relevant for people with disabilities
Web access level A/AA or AAA	Webpages and social network pages are compliant with the W3C levels A/AA or AAA[12]
Web pages with video components in sign language	Webpages and social network pages contain video components in sign language and audio description to make messages more accessible
Information and data	All information and data requires the 2-senses principle, i.e. be perceivable by a minimum of two senses out of three (hearing, sight and touch). All important information are accessible without assistance (e.g. information and data are available in simplified language, easy to read, videos in sign-language, subtitles and audio description).
Braille and tactile signage and information products	Printed information products are available in Braille and tactile signage
Accessible design of printed information	Printed information is accessible (font type, font size, visual contrast font/background etc.)

SOCIAL ACCESS

REQUIREMENT TITLE	REQUIREMENT DESCRIPTION
Awareness raising	Raising awareness in all public and private organisations and associations, like schools or other institutions, e.g. pupils and students are involved too activities and services dedicated to people with disabilities
Participation	Include and collaborate with people with disabilities and their association, e.g. Associations of people with disabilities are involved and collaborate with in the identification, design and marketing of services for disabled customers
Inclusion	Include people with disabilities in all roles e.g. welcome visitors with disabilities, employees with disabilities, pupils with disabilities

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[12] for further information: https://www.w3.org/WAI/standards-guidelines/wcag/

ECONOMICAL ACCESS

REQUIREMENT TITLE	REQUIREMENT DESCRIPTION
Equal service for equal price	Equal costs for people with and without disabilities but no further costs for Personal Assistant. Any kind of information and communication must be available for people with disabilities the same way as it is for people without disabilities. E.g. information in easy to read or Braille shall not be of any extra cost e.g. no entrance fee for Personal Assistant

5.2 ARRIVAL

PHYSICAL ACCESS

REQUIREMENT TITLE	REQUIREMENT DESCRIPTION
Norms/rules compliance	Accessibility measures comply with national technical specifications
Parking facilities for people with disabilities	Reserved parking lots are available near the entrance of the Museum
Connection to accessible public transport	Public transport with accessible characteristics is available nearby the Museum premises
Tactile/sensorial trails	Tactile and/or sensorial trails are available in the access area of the museum

INFORMATION ACCESS

REQUIREMENT TITLE	REQUIREMENT DESCRIPTION
Information about the arrival (access statement)	Information about the arrival to the museum is available in the access statement
Accessible orientation system	The orientation system outside the museum provides accessible orientation signals for people with disabilities about how to find the entrance

ECONOMICAL ACCESS

REQUIREMENT TITLE	REQUIREMENT DESCRIPTION
Equal service for equal price	Equal costs for people with and without disabilities but no further costs for Personal Assistant
	e.g. Parking lots must be available for people with disabilities the same way as they are for people without disabilities.
	e.g. no parking fee for Personal Assistant

5.3 ENTRANCE

PHYSICAL ACCESS

REQUIREMENT TITLE	REQUIREMENT DESCRIPTION
Norms/rules compliance	Accessibility measures comply with national technical specifications
Accessible doors	The doors of the entrance hall are suitable to allow easy access to people with disabilities
Ergonomic stairs	Height and depth of the stairs are suitable to allow easy access to disabled people
If stairs then also ramp/elevator	Stairs are avoided and if there are stairs, then a suitable ramp or elevator is available
Moving space	Proper moving space to allow for example wheelchair users to move in comfort is foreseen in the entrance area
Floor conditions	Avoid rough lining (gravel, cobble, etc.)
	Use lining that is rigid and not slippery
	Carpet shouldn't affect the driving behaviour

INFORMATION ACCESS

REQUIREMENT TITLE	REQUIREMENT DESCRIPTION
Accessible information about the entrance (access statement)	Information about the entrance area of the museum is available in the Accessibility Statement
Orientation maps (easy to read, tactile, etc.)	Orientation maps are available in different formats (easy to read, Braille, tactile, audio) and provided in the entrance area

5.4 CASH DESK

PHYSICAL ACCESS

REQUIREMENT TITLE	REQUIREMENT DESCRIPTION
Norms/rules compliance	Accessibility measures comply with national technical specifications
Ergonomic desk	The desk's height and depth is suitable for wheelchair users
Moving space	Cash desk area has proper moving space to allow people with physical disabilities to move in comfort
Tactile trails	The access to the cash desk is marked by tactile/sensorial trails
Inductive Loop	The cash desk is equipped with an inductive loop
Clear marking	The cash desk is marked in a clear and accessible way

INFORMATION ACCESS

REQUIREMENT TITLE	REQUIREMENT DESCRIPTION
Accessible pricing information	Requires the 2-senses principle, i.e. be perceivable by a minimum of two senses out of three (hearing, sight and touch).
	Guarantees access to all important information without assistance e.g. Brochures/leaflets/banners are available in alternative formats (easy to read, big type, Braille, multimedia, audio, etc.)

SOCIAL ACCESS

REQUIREMENT TITLE	REQUIREMENT DESCRIPTION
Awareness raising	Raising awareness in all public and private organisations and associations, like schools or other institutions, e.g. The cash desk operators with or without disabilities are trained to interact with disabled customers
Inclusion	Include people with disabilities in all roles e.g. A customer care service providing support and information to people with disabilities or inclusive groups is available (leading and guiding customers to cash desk, wardrobe, exhibition and other service areas of the Museum)

ECONOMICAL ACCESS

REQUIREMENT TITLE	REQUIREMENT DESCRIPTION
Equal service for equal price	Equal costs for people with and without disabilities but no further costs for Personal Assistant
	Any kind of information and communication must be available for people with disabilities the same way as it is for people without disabilities.

5.5 WARDROBE

PHYSICAL ACCESS

REQUIREMENT TITLE	REQUIREMENT DESCRIPTION
Norms/rules compliance	Accessibility measures comply with national technical specifications
Accessible wardrobe	The wardrobe is accessible also for people with disabilities and the desk's height and depth is suitable for wheelchair users
Accessible lockers	The lockers are accessible also for people with disabilities, lockers are provided with tactile/sensorial numbers and signs, hanger for clothes are positioned in different heights, and moving space for wheelchair users is provided
Clear marking	The wardrobe is marked in a clear and accessible way

INFORMATION ACCESS

REQUIREMENT TITLE	REQUIREMENT DESCRIPTION
Accessible pricing information	Requires the 2-senses principle, i.e. be perceivable by a minimum of two senses out of three (hearing, sight and touch). Guarantees access to all important information without assistance e.g. pricing information in easy to read and available in alternative formats (easy to read, big type, Braille, multimedia, audio, etc.)

SOCIAL ACCESS

REQUIREMENT TITLE	REQUIREMENT DESCRIPTION
Awareness raising	Raising awareness in all public and private organisations and associations, like schools or other institutions, e.g. The wardrobe operators with or without disabilities are trained to interact with disabled customers

ECONOMICAL ACCESS

Equal service for equal price	Equal costs for people with and without disabilities but no further costs for Personal Assistant Any kind of wardrobe service must be available for people with disabilities the same way as it is for people without disabilities

5.6 EXHIBITION AREA

PHYSICAL ACCESS

REQUIREMENT TITLE	REQUIREMENT DESCRIPTION
Norms/rules compliance	Accessibility measures comply with national technical specifications
Floor suitable for wheels	The floor of the exhibition is suitable for wheelchair users, baby buggies, walking frame, etc.
Moving space	Exhibition area has proper moving space to allow people with physical disabilities to move in comfort
If stairs, then also ramps or elevators	If there are stairs, as an alternative ramps or elevators should be provided
Exhibition's orientation system	An accessible orientation system in the exhibition is available, (eventually including tactile trails)
Stream of visitors does not differ in people with or without disabilities	There is one route through the exhibition for everybody
Position of the artefacts	The artefacts of the exhibition are positioned (height, view, etc.) in a suitable way to make them easily accessible to everybody
Resting areas	Chairs and sittings corners are available in the museum/exhibition and are suitable for persons with or without disabilities

INFORMATION ACCESS

REQUIREMENT TITLE	REQUIREMENT DESCRIPTION
Information about the exhibition area (Access Statement)	Information about the permanent and/or temporary exhibition area is available in the Access Statement
Exhibition's orientation system	A clear and accessible information and orientation system(symbols, consistence, contrasts, etc.) of the exhibition is available to guarantee customers of any kind find autonomously their way in the exhibition rooms
Description of the artefact	Requires the 2-senses principle, i.e. be perceivable by a minimum of two senses out of three (hearing, sight and touch)
	Labels, panels and guides that describe artefacts are available in different formats, e.g. simplified language and easy to read for all visitors
Audio and video guides	Requires the 2-senses principle, i.e. be perceivable by a minimum of two senses out of three (hearing, sight and touch)
	Audio/Video/Multimedia/etc. guides are available to guarantee accessibility to different visitor groups, e.g. sign-language, subtitles, audio description, etc.)
Offer of devices	Support devices are available for specific types of customers
	e.g. tour guide systems with sound induction systems, induction loop, magnifying lenses

SOCIAL ACCESS

Awareness raising	Raising awareness in all public and private organisations and associations, like schools or other institutions, e.g. The tour guides and security operators with or without disabilities are trained to interact with disabled customers Create inclusive jobs using strength of people with disabilities
Participation	Include and collaborate with people with disabilities and their association
Inclusion	Include people with disabilities in all roles e.g. Tours for groups of visitors are planned for all. People with disabilities get an opportunity to experience the exhibition with other senses. And people without disabilities re-experience the exhibition in another way. e.g. The entrance to the exhibition is allowed to assistance dogs

ECONOMICAL ACCESS

Equal service for equal price	Equal costs for people with and without disabilities but no further costs for Personal Assistant
	Any kind of service must be available for people with disabilities the same way as it is for people without disabilities, e.g. All social inclusion services and on demand guided tours for specific target groups

5.7 TOILET

PHYSICAL ACCESS

REQUIREMENT TITLE	REQUIREMENT DESCRIPTION
Norms/rules compliance	Accessibility measures comply with national technical specifications
Accessible toilet	The toilet is suitable for wheelchair users and one accessible toilet is available in each floor of the exhibition
Euro Key	Toilets are accessible using the Euro Key to toilets for people with disabilities

INFORMATION ACCESS

REQUIREMENT TITLE	REQUIREMENT DESCRIPTION
Information about the toilet in the access statement	Information about the toilets is available in the Accessibility Statement
Clear marking of the toilets	Orientation system (signage) Information provided in the entrance area in different formats (easy to read, simplified language, braille, tactile, audio)

SOCIAL ACCESS

REQUIREMENT TITLE	REQUIREMENT DESCRIPTION
Awareness raising	Raising awareness in all public and private organisations and associations, like schools or other institutions, e.g. The staff with or without disabilities is trained to interact with customers with disabilities

ECONOMICAL ACCESS

REQUIREMENT TITLE	REQUIREMENT DESCRIPTION
Equal service for equal price	Equal costs for people with and without disabilities but no further costs for Personal Assistant Any kind of service must be available for people with disabilities the same way as it is for people without disabilities, e.g. If toilet services foresee a fee than equal service for equal price

5.8 SHOPS

PHYSICAL ACCESS

REQUIREMENT TITLE	REQUIREMENT DESCRIPTION
Norms/rules compliance	Accessibility measures comply with national technical specifications
Accessible doors	The doors of the shops are suitable to allow easy access to people with disabilities
Moving space	Proper moving space to allow all visitors to move in comfort is provided in the shopping area, with a suitable exposition of goods
Accessible cash desk	Provide a cash desk with a lowered area to ensure dialogue of equals

INFORMATION ACCESS

REQUIREMENT TITLE	REQUIREMENT DESCRIPTION
Accessible pricing information	Labels and pricing information are easily readable for all visitors (contrast, font size, etc.)
Accessible books and guides available	Inclusive books (audio books, tactile, Braille, etc.) or guides are available in the museum

SOCIAL ACCESS

REQUIREMENT TITLE	REQUIREMENT DESCRIPTION
Awareness raising	Raising awareness in all public and private organisations and associations, like schools or other institutions, e.g. The shop operators with or without disabilities are trained to interact with customers with disabilities
Participation	Include and collaborate with people with disabilities and their association

5.9 OUTPUT - INFORMATION AND COMMUNICATION AFTER THE VISIT

PHYSICAL ACCESS

REQUIREMENT TITLE	REQUIREMENT DESCRIPTION
Norms/rules compliance	Accessibility measures comply with national technical specifications
If feedback point, then accessible	The feedback tool is positioned in an accessible way in a clearly recognizable area at the end of the exhibition (or at the exit of the Museum)
Different formats to give feedback	The feedback is collected via forms available in different formats and supported by audio help

INFORMATION ACCESS

REQUIREMENT TITLE	REQUIREMENT DESCRIPTION
Compliance with the Museum Quality Management System	The feedback forms should be compliant with the Museum's QMS specifications, if any
Information about feedback management	Information about the existence of a feedback management is provided and visitors are motivated to make use of it
Feedback provision	Feedback can be provided via different channels, including the social media

SOCIAL ACCESS

Awareness raising	Raising awareness in all public and private organisations and associations, like schools or other institutions, e.g. Feedback collected is used to define further service improvement policies by the museum management
Participation	Include and collaborate with people with disabilities and their association, e.g. The follow-up operators with or without disabilities are trained to interact with disabled customers
Inclusion	Include people with disabilities in all roles e.g. Feedback questions include items aimed to collect information aimed to improve the services provided to people with disabilities or disadvantage target groups

6. Accessibility requirements mapping

Accessibility / Service chain	Physical access	Information access	Social access	Economical access
INPUT — Information and communication before the visit		• Access Statement • Web access level A/AA or AAA • Web pages with video components in sign language • Information and data • Braille and tactile signage and information products • Accessible design of printed information	• Awareness raising • Participation • Inclusion	• Equal service for equal price

Accessibility / Service chain	Physical access	Information access	Social access	Economical access
ARRIVAL	• Norms/rules compliance • Parking facilities for people with disabilities • Connection to accessible public transport • Tactile / sensorial trails	• Information about the arrival (Access Statement) • Accessible orientation system		• Equal service for equal price

Accessibility / Service chain	Physical access	Information access	Social access	Economical access
ENTRANCE	• Norms/rules compliance • Accessible doors • Ergonomic stairs • If stairs then also ramp or elevator • Moving space • Floor conditions	• Accessible information about the entrance (Access Statement) • Orientation maps (easy to read, tactile)		

Accessibility / Service chain	Physical access	Information access	Social access	Economical access
CASH DESK	• Norms/rules compliance • Ergonomic desk • Moving space • Tactile trails • Induction loop • Clear marking	• Accessible pricing information	• Awareness raising • Inclusion	• Equal service for equal price

Accessibility / Service chain	Physical access	Information access	Social access	Economical access
WARDROBE	• Norms/rules compliance • Accessible wardrobe • Accessible lockers • Clear marking	• Accessible pricing information	• Awareness raising	• Equal service for equal price

Accessibility / Service chain	Physical access	Information access	Social access	Economical access
EXHIBITION AREA	• Norms/rules compliance • Floor suitable for wheels • Moving space • If stairs, then also ramps or elevators • Exhibition's orientation system • Stream of visitors does not differ in people with or without people with disabilities • Position of the artefacts • Resting areas	• Information about the exhibition area (Access Statement) • Exhibition's orientation system • Description of the artefacts • Audio and video guides • Offer of devices	• Awareness raising • Participation • Inclusion	• Equal service for equal price

Accessibility / Service chain	Physical access	Information access	Social access	Economical access
TOILET	• Norms/rules compliance • Accessible toilets • Euro Key	• Information about the toilet in the access statement • Clear marking of the toilets	• Awareness raising	• Equal service for equal price

Accessibility / Service chain	Physical access	Access to information and communication	Social access	Economical access
SHOP	• Norms/rules compliance • Accessible doors • Moving space • Accessible Cash desk	• Accessible pricing information • Accessible books and guides available	• Awareness raising • Participation	

Accessibility / Service chain	Physical access	Access to information and communication	Social access	Economical access
OUTPUT — Information and communication after the visit	• Norms/rules compliance • If feedback point, then accessible • Different formats to give feedback	• Compliance with the Museum Quality Management System • Information about feedback management • Feedback provision	• Awareness raising • Participation • Inclusion	

STAFF TRAINING

7. Aims and structure of training

Staff training is essential to guarantee the provision of a good service to persons with disabilities.

Staff training has the following aims:

- To raise awareness of the meaning of inclusion and accessibility
- To apply the procedures and use the tools available in their own framework for the purpose of accessibility
- To use the Matrix of the service chain
- To accompany and offer proper services to single visitors or groups of visitors
- To design accessible exhibitions

All museums employees must attend the training.

The training curriculum developed for the *COME-IN! project* consists of three modules:

- M1 Accessible museums and the service chain approach (4/6 h)
- M2 Awareness raising (6/8 h)
- M3 Designing accessible exhibitions (4 h)

Each museum can choose the number of training hours (between 14 and 18) on the basis of its needs and constraints.

8. Training modules

M1 - Accessible museums and the service chain approach

Learning outcomes

- The participants will be aware of the accessibility policies and interventions carried out and planned by the museum
- The participants will be familiar with the Universal design and the COME-IN! principles

Contents

- Inclusion and accessibility principles
- Definition of disabilities according to UN Convention
- Overcoming and removing physical, information and communication, social and economic barriers
- Accessibility policy and interventions in the museum
- Universal design principles and examples applied to museums
- The COME-IN! service chain approach
- The COME-IN! accessibility matrix to assess the museum

Methodology

- Oral presentation and discussions
- Inspection of the museum premises using the service chain matrix as assessment tool
- Discussion with the participants sharing contributions, suggestions or remarks regarding accessibility issues of the museum

Profile of teachers, experts and testimonials

- Museum director, museum curators
- COME-IN! network representative
- Experts in accessibility

M2 – Awareness raising

Learning outcome

- The participants will be aware of barriers people with disabilities are facing and will be able to accompany and offer proper services to single visitors or groups of visitors

Contents

- Analysis and discussion of the accessibility matrix
- Interacting with visitors with different disabilities according to the COME-IN! principles
- Introduction into simplified language techniques
- Do's and don'ts in the communication with people with disabilities (glossary)
- Management of groups and single visitors through the exhibition

Methodology

- Simulation activities with wheel chairs, blind folds, earplugs, sports weights etc. inside the museum

- Involvement and active participation of people with disabilities (at least two different testimonials)

Profile of teachers, experts and testimonials

- Experts in disability issues: consultants, psychologists, teachers, sign language interpreters etc.
- Teachers or testimonials with disabilities
- Representatives of associations of people with disabilities

M3 – Designing accessible exhibitions

Learning outcome

- The participants will be able to design accessible exhibitions

Contents

- Universal design applied to museums
- Inclusive and accessible exhibitions:
  - showcases form, dimension and placement
  - label text and design
  - translations in Braille and sign language videos
  - "hands-on" objects
  - audio, video, multimedia guides
  - examples and best practices
- Multisensory exhibitions: tactile tools, replicas, sounds, smells, interaction

Methodology

- Oral presentation
- Testimonials
- Case studies
- Video tutorial based on the experiences carried out by the COME-IN! partners

Profile of teachers, experts and testimonials

- Experts and consultants in accessible exhibition

INFORMATION SOURCES

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