

Interreg



Co-funded by
the European Union

Italy – Croatia



Output 2.1

Training on Universal Design

May 2026





Project Acronym	SITE
Project ID Number	ITHR0200313
Project Title	Shaping Inclusive Tourist Experiences
Priority Axis	Culture and tourism for sustainable development
Specific objective	4.1: Enhancing the role of culture and sustainable tourism in economic development, social inclusion and social Innovation
Work Package Number	2
Work Package Title	Universal Design and Inclusive communication tools
Partners involved	Lead Partner - University of Trieste (IT) PP2 - City of Šibenik (HR) PP3 - Dubrovnik Development Agency, DURA (HR) PP4 - Dubrovnik Airport Ltd (HR) PP5 - Arcadya srl, CMI (IT) PP6 - VEASYT srl (IT) PP7 - Municipality of Fano, MOF (IT) PP8 - University of Rijeka, Faculty of Tourism and Hospitality Management (HR)



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Introduction

SITE (Shaping Inclusive Tourist Experiences) is a project aimed at promoting accessible tourism within the Interreg Italy–Croatia 2021–2027 cross-border cooperation programme.

The growing elderly population, combined with the increasing demand for accessible tourism, highlights the importance of this initiative. The project seeks not only to improve accessibility for people with disabilities, but also to ensure a more comfortable and inclusive travel experience for senior citizens, families with young children and the general population including the ones with special needs. This is pursued through the implementation of Universal Design (UD) principles, which aim to create environments, products and services that can be used by all people, regardless of age, ability or disability.

The main objective of the project is to reduce both physical and digital access barriers by developing a series of coordinated activities aimed at improving the accessibility of public and tourist spaces. These activities include, for example, enhancing the usability of websites by making textual and visual content more accessible to diverse audiences, and developing more intuitive wayfinding systems for key public locations such as airports, museums, historic city centres and waterfronts. By addressing accessibility from both a physical and digital perspective, SITE aims to contribute to the creation of tourism environments that are welcoming and usable for everyone from a public authorities point of view.

The project actions carried out so far have targeted public authorities responsible for managing spaces and services. Their goal is to support these actors in making informed decisions on how and when to intervene in order to improve accessibility in both the short and long term, in line with the principles of Universal Design. In this perspective, UD should not be considered a final outcome, but rather a continuous process based on awareness-raising, training, real-world testing and the analysis of actual user needs.

UD can be defined as the design and composition of environments so that they can be accessed, understood and used, to the greatest extent possible, by all people regardless of age, size, ability or disability. By taking into account the diversity of users throughout the design process, UD contributes to the creation of environments, services and IT solutions that meet the needs of a wide range of people, eliminating barriers and making spaces easier and safer to use. This approach is based on the principle that environments should be designed to be usable by everyone without the need for adaptation or specialised solutions, recognising that when design works for the most diverse users, everyone benefits (Centre for Excellence in Universal Design, 2024).



To operationalise the concept of UD, seven guiding principles have been developed, offering practical criteria to inform inclusive design decisions (Centre for Excellence in Universal Design, 2024):

1. **Equitable use** – the design is useful and accessible to people with diverse abilities.
2. **Flexibility in use** – the design accommodates a wide range of individual preferences and abilities.
3. **Simple and intuitive use** – the design is easy to understand, regardless of the user's experience or knowledge.
4. **Perceptible information** – the design communicates necessary information effectively to the user.
5. **Tolerance for error** – the design minimises risks and adverse consequences of accidental or unintended actions.
6. **Low physical effort** – the design can be used efficiently and comfortably with minimal fatigue.
7. **Size and space for approach and use** – appropriate space is provided for access, reach and use regardless of body size or mobility.

The SITE project was developed to address the current lack of awareness regarding the impact that service design and communication choices can have—whether positive or negative—on the accessibility of spaces, services, and information. The training activities described here complement the actions outlined in the documents relating to [*Output 1.1 - Strategy for the implementation of more inclusive communication and for the improvement of wayfinding systems and public spaces in accordance with the principles of the Universal Design*](#), namely the project strategy for the implementation of more inclusive communication and for the improvement of wayfinding systems and public spaces in accordance with the principles of the UD.

While this document focuses specifically on the training activities implemented during the first round of study visits in the pilot locations, it is important to highlight that training within the SITE project is conceived as a continuous and multi-layered process extending across different work packages and phases of implementation.

In addition to the activities described in this report, dedicated internal training sessions have been organised exclusively for project partners, with the aim of building a shared knowledge base and methodological alignment. Further training actions are planned in the framework of **WP4 - Promoting capacity building, sustainability and future transferability of project results**, in the last period, where local tourism operators will be engaged during the second round of study visits, also benefiting from the presentation and testing of the solutions developed through project investments.



Moreover, additional capacity-building initiatives have been carried out throughout the project duration, including thematic webinars co-organised with institutional stakeholders, such as the Joint Secretariat and the Managing Authority of the INTERREG Italy - Croatia programme. Alongside these activities, broader dissemination initiatives targeting the general public have been implemented to raise awareness and extend the impact of the project beyond specialised audiences.

This broader perspective highlights how training in SITE is not limited to a single output, but represents a transversal and strategic component supporting the overall objective of fostering inclusive and accessible tourism ecosystems.

The structure of the document is organised as follows.

Chapter 1 provides the conceptual background, presenting the principles of Universal Design and their relevance for the development of accessible, inclusive, and user-oriented tourism environments, with particular attention to communication and wayfinding systems.

Chapter 2 describes the overall training strategy adopted within the project, including target groups, learning objectives, and the multi-level approach designed to address stakeholders with different levels of expertise.

Chapter 3 outlines the structure and organisation of the training activities carried out during the study visits in Fano, Šibenik and Dubrovnik, detailing formats, agendas, and the integration between theoretical and practical components.

Chapter 4 presents the main training contents and methodologies, including the topics addressed, the teaching approaches adopted, and the tools used to support learning and field-based analysis.

Chapter 5 describes the training materials and resources produced and used throughout the activities, including presentations, tools, and communication outputs such as videos and social media content.

Chapter 6 illustrates the evaluation process, summarising participants' feedback, key findings, and lessons learned from the implementation of the training activities.

Chapter 7 presents the main outcomes and impacts achieved, particularly in terms of capacity building, awareness raising, and local stakeholder engagement.

Chapter 8 discusses the potential for replicability and transferability of the training approach, providing recommendations for its application in other contexts.



Finally, Chapter 9 summarises the main conclusions and outlines future perspectives for the continuation of training and capacity-building actions within the SITE project.



1. Conceptual framework

1.1 Universal Design and the Seven Principles

As mentioned in the introduction, Universal Design serves as a framework for creating environments that are accessible, usable, and understandable to as many people as possible, while the seven principles provide a guiding framework for putting it into practice. An in-depth explanation of how these principles can help maintain the right perspective follows.

Principle 1 – Equitable Use

Key question: Can all users, regardless of their abilities, use the space equally?

Evaluation criteria: The environment should provide the same means of use for everyone. For example, ramps should be available alongside stairs, and signage should include both visual and tactile elements (such as braille). The design should avoid stigmatising users with specific needs.

Principle 2 – Flexibility in Use

Key question: Does the environment accommodate a wide range of individual preferences and abilities?

Evaluation criteria: The space should offer different ways to interact with and use it. Examples include adjustable seating in public spaces, different types of workstations, or alternative navigation methods such as visual, auditory and tactile cues.

Principle 3 – Simple and Intuitive Use

Key question: Is the environment easy to understand and use for all users, regardless of their experience, knowledge, language skills or concentration levels?

Evaluation criteria: The design should minimise complexity by providing clear instructions and avoiding unnecessary steps. Information should be easy to follow for all users.

Principle 4 – Perceptible Information

Key question: Is information communicated effectively to all users, regardless of sensory abilities?

Evaluation criteria: Information should be presented in multiple formats (e.g. visual, auditory and tactile) so that it can be perceived by users with different sensory abilities. Signage, alarms and other communicative elements should therefore be easily perceivable.

Principle 5 – Tolerance for Error

Key question: Does the design minimise hazards and adverse consequences for all users?

Evaluation criteria: The environment should be designed to reduce the risk of accidents or errors, for example through warning systems or fail-safe mechanisms.



Principle 6 – Low Physical Effort

Key question: Can the environment be used efficiently and comfortably with minimal physical effort?

Evaluation criteria: Design elements should require little or no force to operate. Actions such as pushing, pulling or turning should be minimised, and spaces should be designed to reduce fatigue and strain, particularly for users with limited strength or mobility.

Principle 7 – Size and Space for Approach and Use

Key question: Does the environment provide adequate space for use regardless of the user's body size, posture or mobility?

Evaluation criteria: Spaces should allow users to approach, reach and interact with objects or devices whether they are sitting, standing or using mobility aids. Pathways and doors should be wide enough for wheelchairs, and interactive elements should be accessible to people of different heights and abilities.

Adopting the principles of UD brings several benefits to tourism systems. These include:

- greater inclusion of visitors within tourism experiences and services;
- higher quality services for a wider range of users;
- safer environments, services and infrastructures;
- reduced need for costly adaptations or redesign interventions;
- improved long-term economic returns.

For this reason, understanding—through data and systematic assessment—how to effectively implement measures that improve accessibility in tourism environments is essential. Enhancing accessibility not only benefits people with disabilities or specific needs, but also expands tourism opportunities for a broader range of visitors, ultimately improving the overall quality of the tourism experience and generating positive economic impacts for destinations.



2. Training strategy within SITE

Training and awareness-raising activities on UD represent one of the qualifying and strategic components of the SITE project. Within this framework, training is not conceived as a complementary action, but as a key lever for knowledge transfer, capacity building, and long-term cultural change.

2.1 Overall training approach (multi-level strategy)

The adoption of UD principles is still limited in practice, particularly among local stakeholders and tourism service providers who are often not experts in accessibility and inclusive design. For this reason, SITE has placed strong emphasis on the development of a structured and multi-level training strategy aimed at fostering a shared understanding of UD and its practical applications. The Seven Principles constitute the common methodological backbone guiding research activities, accessibility assessments, and the co-design of innovative solutions in the selected pilot areas.

The main objective of the training activities is to actively involve project partners, local stakeholders, and tourism operators in a process of awareness-raising and skill development, enabling them to contribute to the creation of more inclusive, accessible, and user-oriented tourism environments. In this perspective, training is closely intertwined with field activities, study visits, and co-design processes, ensuring that knowledge acquisition is directly linked to real contexts and practical experimentation.

This approach is fully aligned with the objectives of European territorial cooperation programmes, which emphasise the importance of generating capacity, disseminating knowledge, and promoting systemic changes that extend beyond the duration and boundaries of individual projects. Within SITE, training and dissemination actions are therefore understood as central elements for ensuring the sustainability, transferability, and capitalisation of project results.

Moreover, the project interprets UD not merely as a set of technical requirements or regulatory obligations, but as a broader cultural and design-oriented approach capable of generating social, economic, and environmental value. Integrating UD principles into training processes is essential to move beyond a corrective vision of accessibility and to support the development of solutions that respond to the needs of a diverse and evolving society.

In this sense, SITE acts as a laboratory for transnational experimentation, where universities, public institutions, local communities, and economic operators collaborate to test innovative approaches and share knowledge. The multi-level training strategy



implemented within the project demonstrates how the involvement of heterogeneous actors is crucial to strengthening local capacities and fostering a shared responsibility towards accessibility and inclusion.

2.2 Target groups

The training activities developed within the SITE project are addressed to a heterogeneous set of stakeholders operating within the local tourism ecosystem. This diversity reflects the complexity of creating inclusive tourist experiences, which requires the coordinated involvement of multiple actors with different roles, responsibilities, and levels of expertise.

The primary target groups include:

Local tourism stakeholders. This group comprises destination management organisations, cultural institutions, tourism boards, and local associations involved in the promotion and management of tourist destinations. Their role is crucial in shaping the overall visitor experience and in integrating inclusive approaches into local tourism strategies.

Public authorities. Local and regional public administrations play a key role in planning, regulating, and managing public spaces and services. Their involvement in the training activities is essential to foster the integration of Universal Design principles into policies, planning tools, and decision-making processes, particularly in relation to accessibility, mobility, and wayfinding systems.

Service providers. This category includes tourism operators such as hospitality managers, guides, cultural service providers, and other professionals directly interacting with visitors. As front-line actors, they are instrumental in ensuring that services are accessible, understandable, and usable by a wide range of users.

Given that many participants are not specialists in accessibility or design, the training activities have been specifically designed to be accessible, practical, and applicable, providing participants with tools and knowledge that can be immediately transferred into their daily practices.

2.3 Training objectives

The training activities within SITE are designed to support a progressive process of awareness-raising, knowledge acquisition, and capacity building on UD, with the ultimate goal of fostering more inclusive and accessible tourism environments.

The main objectives of the training are:



- to introduce the principles of UD and promote a shared understanding among participants;
- to strengthen the capacity of local stakeholders to recognise barriers and opportunities related to accessibility in tourism contexts;
- to provide practical tools and methodologies for analysing, evaluating, and improving accessibility in public spaces, services, and communication systems;
- to support the co-design of innovative and inclusive solutions, particularly in the fields of wayfinding and information accessibility;
- to encourage collaboration among different stakeholders, fostering a common language and shared vision;
- to contribute to a broader cultural shift, promoting the understanding of accessibility as a value and a resource rather than a constraint.

2.4 Expected learning outcomes

As a result of the training activities, participants are expected to achieve a set of learning outcomes that combine theoretical understanding, practical skills, and attitudinal change. In particular, participants will be able to:

- understand the core concepts and principles of UD and their relevance in tourism contexts;
- recognise different types of barriers (physical, sensory, cognitive, and communicative) affecting accessibility and inclusion;
- apply basic tools and methods for assessing accessibility in real environments;
- contribute to the co-design of inclusive solutions for public spaces, services, and wayfinding systems;
- adopt a more user-centred and inclusive perspective in their professional practices;
- communicate more effectively with diverse user groups, considering different needs and abilities.

Beyond individual learning, the training activities aim to generate collective outcomes, such as the development of a shared vocabulary, increased awareness across stakeholder groups, and the strengthening of local capacities to address accessibility challenges in a structured and collaborative way.

3. Structure of the training activities

The training activities developed within the SITE project are structured as a combination of theoretical inputs, field-based learning, and collaborative design processes. This integrated approach allows participants to acquire knowledge, test tools in real contexts, and actively contribute to the development of inclusive solutions.



The overall structure is designed to ensure a strong connection between learning and practice, combining classroom-based sessions with on-site exploration and interactive workshops. Particular attention is given to the experiential dimension of training, enabling participants to directly engage with the challenges and opportunities related to accessibility in real tourism environments.

3.1 Training formats

The training activities are organised through a variety of complementary formats, designed to address different learning needs and to maximise participant engagement. The core of the training approach is based on the opportunity to perform some study visits to pilot locations. These visits allow participants to explore real contexts, observe accessibility conditions, and identify strengths and critical issues directly on site.

On-site training sessions. Short theoretical sessions are integrated within the study visits to introduce key concepts related to Universal Design, accessibility, and inclusive tourism. These sessions provide participants with a conceptual framework to support field observations.

Field-based activities. Participants are actively involved in the use of observation tools, such as checklists and guided questionnaires, to assess accessibility and usability in public spaces, services, and wayfinding systems.

Co-design workshops. Interactive sessions are organised to engage participants in collaborative processes aimed at generating ideas and proposing solutions. These workshops encourage the exchange of perspectives and the development of shared responses to identified challenges.

Micro-learning modules (“UD pills”). Short and focused learning inputs are provided throughout the activities to introduce specific aspects of UD in a practical and accessible way, ensuring continuous engagement and knowledge reinforcement.

3.2 Training locations

Within the SITE project, training activities are implemented in three pilot locations, selected for their relevance within the project and for their potential to serve as testing grounds for inclusive tourism solutions: Fano, Šibenik, Dubrovnik. These locations represent diverse territorial contexts within the Italy–Croatia programme area, each characterised by specific spatial, cultural, and tourism-related features.

A key aspect of the training activities is the analysis of a wide range of environments, both indoor and outdoor, allowing participants to engage with different types of accessibility



challenges. The selected sites include heterogeneous settings such as green areas and public parks, seashores, cultural sites located in historic buildings, transport infrastructures such as airports, and urban routes connecting key points of interest, including pathways leading to historical fortresses.

This diversity of contexts enables participants to explore how UD principles can be applied across different spatial conditions and use scenarios, highlighting the need for flexible, context-sensitive solutions. At the same time, it allows for the identification of recurring barriers and common issues, as well as the comparison of approaches and practices across different locations.

The selection of multiple pilot sites also supports a comparative and transnational perspective, fostering knowledge exchange among partners and stakeholders. By experiencing different environments and governance contexts, participants are encouraged to reflect on how inclusive design strategies can be adapted and transferred to their own local realities.

The indoor venues for the follow-up sessions after the visits have been carefully selected in collaboration with local partners to host the working sessions that will follow the visits. These venues have been chosen not only for their accessibility, but also for their flexibility and adaptability, which allow for different types of interaction and learning methods. The spaces must be easily configurable to accommodate plenary sessions, small-group or cluster discussions, and practical co-design activities. This spatial versatility fosters an inclusive and participatory approach, enabling participants to engage in both structured exchanges and collaborative design processes within a comfortable and accessible environment.

3.3 Agenda and organisation of training days

The training activities are structured around multi-day programmes, combining different types of sessions to ensure a balanced integration of theory, practice, and interaction.

Each training programme typically includes:

- Introductory sessions, aimed at presenting the objectives of the visit and providing an overview of Universal Design principles and tools;
- Guided site visits, during which participants explore selected areas and apply observation tools to assess accessibility and usability;
- Group work sessions, where participants discuss findings, share observations, and identify key challenges;
- Co-design workshops, focused on the development of ideas and proposals to improve inclusive communication, wayfinding systems, and public spaces;



- Plenary discussions, allowing for the presentation of results and collective reflection;
- Feedback and evaluation moments, aimed at collecting participants' impressions and suggestions.

The agendas (**ANNEX A**) are designed to be flexible and adaptable to the specific characteristics of each location, while maintaining a consistent methodological structure across all pilot sites. This ensures comparability of results and coherence in the overall training approach.



4. Training contents and methodologies

The training activities developed within the SITE project combine theoretical content, practical methodologies, and operational tools to support participants in understanding and applying Universal Design principles in tourism contexts.

The approach adopted integrates knowledge transfer with experiential learning, ensuring that participants are not only introduced to key concepts but are also able to test and apply them in real environments. This combination of content and methodologies is designed to foster both individual learning and collective capacity building.

4.1 Core topics addressed

The training programme focuses on a set of core topics that are central to the development of inclusive and accessible tourism experiences.

Universal Design principles. The Seven Principles of UD constitute the foundational framework of all training activities. Participants are introduced to these principles and guided in understanding how they can inform the design and evaluation of environments, services, and communication systems.

Inclusive communication. Particular attention is given to the accessibility and clarity of information, including visual, textual, and digital communication. Training activities address how information can be designed to be understandable and usable by diverse user groups, considering different needs and abilities. Within this framework, specific focus is placed on the use of **easy language** as a tool to improve comprehension and inclusiveness, as well as on the principles of **web accessibility**, ensuring that digital content and online services are perceivable, operable, and understandable for all users.

Wayfinding systems. Wayfinding is explored as a key component of the tourist experience, with a focus on orientation, navigation, and spatial understanding. Participants analyse existing systems and reflect on how to improve their inclusiveness through better design of signage, information flows, and spatial cues.

Accessibility of public spaces. The training addresses accessibility in a broad sense, including physical, sensory, and cognitive dimensions. Participants are encouraged to consider how different users interact with public spaces and to identify barriers that may limit access, usability, and overall experience.



These topics are addressed in an integrated manner, emphasising the interconnections between spatial design, communication, and user experience.

4.2 Teaching methods

The training activities employ a combination of teaching methods aimed at promoting active learning, participation, and knowledge exchange among participants. The combination of these methods ensures a dynamic and participatory learning environment, where knowledge is constructed through interaction and experience.

4.2.1 Interactive lectures

Short theoretical sessions are delivered in an interactive format, encouraging dialogue and engagement. These sessions provide the conceptual basis for subsequent activities and are designed to be accessible to participants with different backgrounds.



Fig. 1, 2 Frontal lessons. Pictures taken during first visit to Fano and the internal training in Venice

4.2.2 Field observation

Direct observation in real environments represents a key learning method. Participants are guided in analysing spaces, services, and systems, applying the concepts introduced during the lectures.

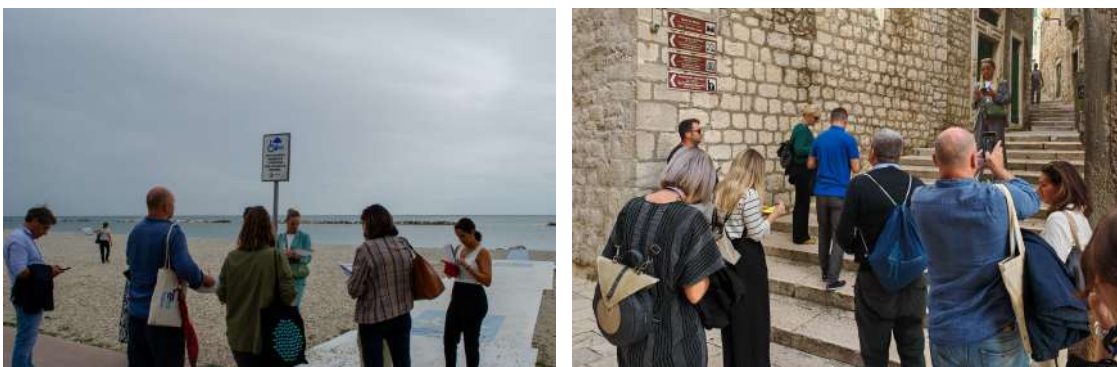


Fig. 3, 4 Guided field observation. Pictures taken during first visit to Fano and first visit to Sibenik



4.2.3 Group work

Collaborative activities are organised to allow participants to discuss observations, share perspectives, and jointly interpret findings. Group work fosters peer learning and supports the development of a common understanding.



Fig. 5, 6 Group work. Pictures taken during first visit to Fano

4.2.4 Co-design exercises

Participants are actively involved in co-design processes aimed at developing ideas and proposals. These exercises encourage creativity and problem-solving, while reinforcing the practical application of Universal Design principles.



Fig. 7, 8 Co-design session. Pictures taken during first visit to Sibenik

4.3 Tools used during training

To support the training activities, a set of practical tools has been developed and implemented, enabling participants to systematically analyse and interpret accessibility conditions. All tools are designed to be user-friendly and adaptable, ensuring that they can be effectively used by participants with different levels of expertise. In order to respond to diverse needs and preferences, and to address potential barriers related to the digital divide, all tools are made available in both digital and paper-based formats. This dual approach ensures inclusiveness in participation, allowing all stakeholders to engage fully in the activities regardless of their familiarity with digital technologies. The simplicity and



flexibility of these tools also support their potential replication in other contexts beyond the scope of the project.

Comprehensive information on the tools used and the data collected in each visit is available in Deliverable [D3.2.1 - Pilot actions for implementation of co-designed solutions](#); guidance on the organisation of visits and the preparation of materials is presented in [Output 1.1 - Strategy for the implementation of more inclusive communication and for the improvement of wayfinding systems and public spaces in accordance with the principles of the Universal Design](#).

4.3.1 Guided survey tools

A structured questionnaire, implemented through a Google Form and made available also in a printed version, was used to guide participants in the exploration and evaluation of spaces and routes. The tool included simple and guided questions aimed at supporting non-expert users in identifying key accessibility features and issues. Questions were formulated using an accessible and intuitive format (e.g. “Is signage present?” – yes/no/not sure), allowing participants to collect both objective data and first-level impressions without requiring prior technical knowledge.

4.3.2 Mapping tools

Participants were provided with printed maps of the analysed areas, in different formats and levels of detail, to record the location of identified critical issues. These maps allowed participants to spatially visualise barriers and opportunities, supporting a more comprehensive understanding of accessibility conditions along the routes and within specific environments. In addition, larger-format maps were produced to facilitate the collective feedback phase. These formats enabled participants to collaboratively mark and discuss critical issues in a participatory way, supporting group reflection and the sharing of observations.

4.3.3 Evaluation grid based on UD principles

An evaluation tool developed in spreadsheet format (Excel) was used to assess the degree of compliance of the analysed elements with UD principles. This tool structured the evaluation process through a two-level system: an initial dichotomous assessment (yes/no/not applicable), followed—where relevant—by an estimation of the effort required to improve non-compliant elements. This enabled participants to prioritise interventions and reflect on their feasibility.

4.3.4 Co-design support materials (visual boards and post-its)

During the co-design phase, participants used large-format boards and post-it notes to organise and synthesise the results of the analysis. This visual and collaborative tool supported group discussion and facilitated the identification of key issues, potential



solutions, and responsible stakeholders. It also enabled participants to collectively structure ideas and translate observations into actionable proposals.

4.3.5 Application example

To illustrate the application of these tools, the participatory workshop conducted in Šibenik during the first visit provides a representative example.

The focus of the workshop was defined in close collaboration with the local pilot partner. In particular, it was agreed to analyse the accessibility and overall reachability of St. Michael's Fortress starting from the location where the workshop activities were held, just outside the historic city centre. Participants were asked to evaluate and compare two alternative routes connecting the starting point to the fortress, selected for their significantly different spatial and functional characteristics. The first route followed a conventional urban layout, along sidewalks and streets; the second route was located within the historic centre, consisting of a fully pedestrian path characterised by narrow passages and a high number of steps. Along these routes, participants analysed a series of elements—including wayfinding systems, pedestrian crossings, urban furniture, horizontal and vertical paths, and access points—using structured questionnaires available in both digital and printed formats.

The tools combined objective and subjective assessment criteria within a structured, multi-phase evaluation process articulated into three main steps: mapping, feedback and UD assessment, and co-design.

During the first phase, participants evaluated the two itineraries by completing a structured questionnaire designed to collect both factual data and experiential feedback related to predefined urban elements. The assessment combined objective questions—such as the presence or absence of specific features (e.g. “Is there a traffic light?”)—with qualitative prompts aimed at capturing user experience, including perceived safety, clarity of signage, continuity of the path, and the presence of obstacles affecting usability.



Fig. 9, 10 Pictures taken during first visit to Šibenik, itinerary 1 and Itinerary 2



Mapped space ITINERARY 1	Design element WAYFINDING		
Task 1 <i>Identify signage to reach the fortress</i>			
a) Is there any signage?	yes	no	N/A
b) Is the signage system complete and comprehensive enough?	yes	no	N/A
c) Is the signage system visible and easy to find?	yes	no	N/A
d) Is the information reported easily readable by everyone? (e.g. do they offer different communication channels?)	yes	no	N/A
e) Are walking times indicated?	yes	no	N/A

Fig. 11 An extract of the tool used to map itinerary 1

Mapped space ITINERARY 2	Design element HORIZONTAL PATH		
Task 3 <i>Explore the pedestrian area</i>			
a) Is there a map showing the layout of the pedestrian area?	yes	no	N/A
b) Is the pedestrian area wide enough?	yes	no	N/A
c) Are there obstacles limiting the width of the pedestrian area?	yes	no	N/A
d) Is the paving uniform?	yes	no	N/A
e) Are the differences in height well marked?	yes	no	N/A
f) Are there any shading elements?	yes	no	N/A

Fig. 12 An extract of the tool used to map itinerary 2

Following this phase, a feedback session was conducted. Participants, supported by facilitators, shared and discussed the critical issues identified during the field activities. Large-format printed maps were used as a collective reference, enabling participants to spatially locate and discuss barriers in a participatory way. Observations were recorded using post-it notes and positioned directly on the maps, allowing for visual organisation and thematic clustering of issues.





Fig. 13, 14 Pictures taken during the feedback session, Sibenik

Participants then completed an evaluation grid to assess the degree of compliance of each analysed element with Universal Design principles. This process was structured into two consecutive levels: an initial dichotomous assessment (yes/no/not applicable), followed—where needed—by a qualitative rating of the effort required to improve non-compliant elements, using a traffic light scale (minimal, moderate, or significant effort).

This dual-level approach proved particularly effective in distinguishing between easily actionable improvements and more complex or unfeasible interventions.



Fig. 15, 16 Pictures taken during the assessment session, Sibenik

The co-design phase represented the final stage of the process, where the results of the analysis were synthesised and translated into proposals. Participants collaboratively organised the collected observations on dedicated boards, identifying for each element the main critical issues, possible actions for improvement, and the stakeholders to be involved.





Fig. 17, 18 Pictures taken during the co-design session, Sibenik

The comparative analysis of the two routes further enriched the process, enabling participants to reflect on how different spatial configurations influence accessibility and user experience, and to identify both context-specific constraints and transferable solutions.

Overall, the structured use of these tools supported a transition from observation to evaluation and, ultimately, to co-design, reinforcing participants' ability to develop feasible, context-sensitive solutions in line with UD principles.



5. Training materials and resources

The training activities developed within the SITE project are supported by a range of materials and resources designed to facilitate knowledge transfer, reinforce learning, and ensure the accessibility and continuity of training beyond the in-person sessions. These materials are conceived not only as supporting tools for the training activities, but also as standalone resources that can be reused, shared, and adapted in different contexts. Particular attention has been given to clarity, accessibility, and ease of use, in line with the principles of Universal Design.

Training materials presented during each visit are included in the **ANNEX A** for reference. Links to social media and video content are included in the **ANNEX B** for reference

5.1 Presentations: UD pills

A key component of the training materials consists of short power point presentations, referred to as “UD pills”, developed to introduce and explain core concepts related to Universal Design in a concise and accessible format.

These presentations are used during training sessions to provide participants with focused theoretical inputs, supporting the understanding of key topics such as the Seven Principles of UD, inclusive communication, accessibility of public spaces, and wayfinding systems.

The “UD pills” are designed to:

- simplify complex concepts and make them understandable to non-expert audiences;
- provide practical examples and real-life applications;
- support immediate application during field activities;
- maintain engagement through short, targeted learning moments.

Their modular structure allows them to be used flexibly across different training contexts, either as standalone learning units or as part of broader training sessions. Moreover, their format makes them easily adaptable for future use, contributing to the scalability and replicability of the training approach.





Fig. 19, 20 Pictures taken during the UD pills presentation

5.2 Social media and video content as learning tools

In addition to formal training materials, the SITE project makes use of social media content and video outputs as complementary learning tools, contributing to the dissemination of knowledge and the reinforcement of training messages.

Videos and social media posts documenting study visits, workshops, and project activities are used not only for communication purposes, but also as educational resources. They provide visual and narrative insights into the training process, illustrating real contexts, identified challenges, and proposed solutions.

These materials support learning by:

- making content accessible to a broader and more diverse audience;
- reinforcing key concepts through visual storytelling;
- enabling asynchronous learning beyond the duration of training sessions;
- increasing engagement and awareness among stakeholders and the general public.

In particular, video summaries of training activities allow participants to revisit key moments and reflect on the experience, while also serving as a resource for those who were not directly involved. By integrating communication and training, the project enhances its capacity to generate lasting impact, extending the reach of its activities and contributing to a wider cultural shift towards inclusive and accessible tourism.

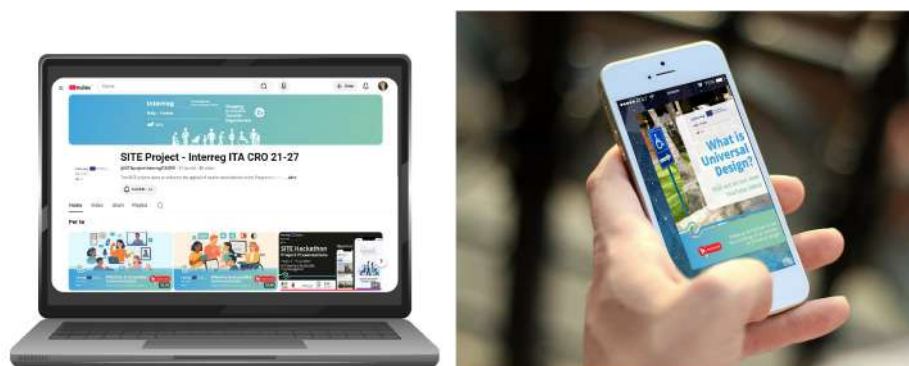


Fig. 21, 22 Pictures taken from the project's social media accounts



6. Evaluation of training activities

6.1 Collection of participants' feedback

At the end of the training activities and pilot site visits, a structured evaluation process was implemented through the administration of feedback questionnaires to all participants involved.

In fact, the collection of feedback represents a crucial phase within the project methodology, in line with participatory and user-centred approaches, allowing not only to assess the quality of the activities carried out, but also to capture experiential and contextual insights that cannot be observed through technical evaluation alone.

In this project, feedback was collected via questionnaires administered both through Google Forms and on paper (which were subsequently digitised), so that anyone present could give their opinion. The results were analysed in aggregated form, in accordance with GDPR requirements, and will be presented in the following sections.

The questionnaires, which were administered during each visit to the pilot sites in Fano, Šibenik and Dubrovnik, were designed to contain exactly the same questions at all sites. Only minor linguistic adaptations were made (Italian-English for Fano and English only for visits to Croatian partners), thereby ensuring that the results were comparable across different contexts.

The adopted approach integrates both:

- quantitative evaluation, through Likert-scale questions (from 1 to 5);
- qualitative insights, through open-ended questions aimed at collecting suggestions and personal reflections.

This combination allows for a more comprehensive understanding of participants' experiences.

6.2 Methodological framework and objectives of the evaluation

From a methodological perspective, the use of post-activity questionnaires serves multiple key objectives:

- **Assessing the effectiveness of training activities:** Participants were asked to evaluate the clarity, relevance, and usefulness of the topics addressed, as well as their coherence with real professional needs.



- **Evaluating the adopted methodology:** Specific questions focused on whether the methods used were effective in fostering engagement, learning processes, exchange of experiences, and skills development.
- **Assessing organisational aspects:** The questionnaires included items related to logistics, time management, accessibility of the venue, and adequacy of spaces and equipment.
- **Evaluating the quality of the training team:** Participants assessed the competence, communication skills, and ability of trainers to engage and support participants.
- **Measuring perceived impact:** Particular attention was given to the impact of the activities on participants' knowledge, skills, and capacity to apply the Universal Design approach in their professional context.
- **Identifying barriers and future application potential:** The questionnaires explored potential obstacles to the adoption of Universal Design (e.g. financial, organisational, regulatory barriers) and the likelihood of its future implementation.

In line with the project's iterative logic, this evaluation process will contribute to improving future training activities, refining methodological tools, and strengthening the project's overall impact.

6.3 Evaluation questionnaire and results

All participants attending the training sessions and pilot site visits were invited to complete the evaluation questionnaire at the end of each visit in order to provide insights into:

- Overall satisfaction with the experience;
- Perceived quality and relevance of the training content;
- Effectiveness of the participatory and experiential approach adopted during the pilot site visits;
- Organisational quality of the events;
- Impact on participants' professional competences, particularly in relation to the application of Universal Design principles.

Both quantitative data (ratings) and qualitative feedback (comments and suggestions) were analysed in order to identify recurring trends and significant patterns. The following provides only a general analysis of the aspects described above for the three pilot sites, while details of the questions asked and the results obtained are available in **ANNEX A**.

6.3.1 Overview of results

A total of **68 people** took part in the training sessions held at the pilot sites and more than 80% of these participants subsequently completed the evaluation questionnaire, which was made available via a link at the end of the sessions.



Overall, **56 participants** took part in the evaluation process across the three sites, distributed as follows: 25 in Fano, 14 in Šibenik and 17 in Dubrovnik. The analysis of the collected questionnaires highlights a **consistently high level of satisfaction** across all pilot sites, confirming the overall effectiveness of the training activities and pilot visits.

Overall satisfaction

Participants were asked to rate their overall satisfaction with the experience. The results show a very positive trend demonstrating a strong appreciation of the overall experience across all pilot sites:

- In Fano, the vast majority of participants expressed a high level of satisfaction, with 96% selecting scores of 4 or 5, and 73% indicating the highest level of satisfaction;
- In Šibenik, 100% of participants reported high satisfaction (scores 4 or 5), with the majority (around 71%) selecting the highest score;
- In Dubrovnik, results are similarly positive, with 89% expressing high satisfaction and 63% selecting the highest score.

Evaluation of training content and methodology

The questionnaires included several items aimed at assessing the quality of the training content and the effectiveness of the methodology adopted.

Across all three pilot sites, participants generally evaluated the training activities very positively, particularly in terms of:

- Clarity and relevance of the topics covered;
- Coherence with participants' professional needs and expectations;
- Applicability of the content to real working contexts;
- Ability of the methodology to foster engagement and participation.

The high scores recorded in these areas confirm that the training approach, combining theoretical inputs with practical and experiential components, was effective in supporting learning processes and knowledge transfer.

Organisational aspects and workshop management

Participants also provided feedback on organisational aspects, including duration of the activities, adequacy of spaces and equipment, accessibility of the locations and time management and scheduling.

Overall, these aspects were positively evaluated across all pilot sites. However, some variability emerged, particularly in relation to:

- Time allocation for specific activities, which in some cases was perceived as limited;
- Organisation and scheduling, where minor improvements could further enhance the overall experience.



Evaluation of the training team

The evaluation of the workshop teams was consistently positive across all locations with a particular appreciation for the competence and preparation of trainers, the clarity of communication, the ability to engage participants and stimulate discussion and the availability and support provided during the activities. These results highlight the key role of facilitators in ensuring the success of participatory and interactive training formats.

Perceived impact and application of Universal Design

A central aspect of the evaluation concerned the perceived impact of the activities on participants' professional capacities, especially regarding the adoption of the Universal Design approach. The results indicate that:

- Participants reported a significant increase in knowledge and awareness related to Universal Design principles;
- The majority perceived an improvement in their ability to apply these principles in their professional context;
- Respondents expressed a high likelihood of integrating Universal Design approaches in their future work.

At the same time, participants identified potential barriers to implementation such as lack of financial resources, organisational constraints and resistance to change.

Qualitative feedback

Open-ended responses provided additional insights into participants' experiences confirming the positive evaluation of the activities and highlighting the value of hands-on experiences during pilot site visits, the importance of exchange among participants from different backgrounds and the usefulness of practical examples and real-case applications.

At the same time, some suggestions for improvement emerged, mainly related to:

- the need for more time for discussion and interaction;
- further simplification of some tools and materials;
- enhanced organisation and coordination of activities

6.4 Key findings and areas for improvement

The identification of areas for improvement is directly grounded in the analysis of questionnaire results, with particular attention to items showing greater variability in responses (i.e. presence of medium scores) and recurring themes emerging from qualitative feedback. Rather than reflecting critical weaknesses, these aspects represent opportunities for refinement within an overall highly positive evaluation framework.

While organisational aspects were generally positively rated, the distribution of responses shows a relatively higher presence of medium scores in relation to **adequacy of activity duration and time allocated** to specific phases of the programme. This is further



confirmed by qualitative feedback, in which participants expressed a need for more time to discuss and interact, as well as for extended co-design and reflection phases. Consequently, future activities should consider a more balanced time allocation, ensuring sufficient space for participatory and interactive components, which are perceived as particularly valuable.

Although the evaluation of methodology was overall very positive, some qualitative responses highlighted difficulties in fully **understanding or applying certain tools and frameworks** used during the activities. Further efforts should be made to simplify tools and materials, to provide clearer instructions and guidance and to ensure progressive introduction of methodological frameworks.

In addition, the analysis shows that organisational aspects were positively evaluated overall, but with some variability across pilot sites, particularly in relation to scheduling, coordination and management of activity flow. These elements, while not critical, represent areas where incremental improvements could further enhance participants' experience.

The results related to perceived barriers indicate that participants identify external constraints, such as financial, organisational, and technical limitations, as potential obstacles to the adoption of Universal Design, highlighting a **gap between knowledge acquisition and practical implementation**.

Last of all, ensuring long-term impact therefore requires continued support beyond the training activities. In this context, strategies such as follow-up initiatives or peer exchange opportunities, the sharing of best practices and case studies, and the development of practical guidelines and toolkits can play a key role in supporting participants in effectively applying the acquired knowledge in their professional environments.



7. Replicability and transferability

The training approach developed within the SITE project has been designed from the outset with a strong focus on replicability and transferability. The combination of UD principles, field-based learning, and participatory co-design methodologies provides a flexible framework that can be adapted to different territorial, institutional, and organisational contexts. This section highlights the main transferable elements, key recommendations for other territories, and the potential for scaling the approach beyond the Interreg programme.

7.1 Elements that can be replicated

Several components of the SITE training model can be easily replicated in other contexts, as they are based on adaptable and non-context-specific methodologies.

1. A first key element is the **multi-level training structure**, which combines theoretical inputs, field observation, group work, and co-design sessions. This structure can be applied in different destinations and scaled according to the available time, resources, and participant profiles.
2. A second transferable element is the use of **UD as a common conceptual framework**, which provides a shared language to address accessibility in tourism environments regardless of geographic or institutional context.
3. The **field-based learning methodology**, including guided site visits and real-time accessibility assessment, is another highly replicable component, as it can be implemented in any urban or tourism setting.
4. The **set of simple and flexible tools** is also designed for reuse, as they do not depend on specific technologies or complex infrastructures and can be easily adapted to local needs.
5. The integration of **co-design workshops** as a core training component represents a transferable practice for engaging stakeholders in participatory problem-solving processes.
6. Finally, the possibility **to record training sessions** represents an additional transferable element. Video recordings can be reused as learning materials, allowing participants to revisit key concepts and enabling access for those who were not able to attend in person. This approach supports asynchronous learning, extends the reach of training activities, and contributes to the long-term sustainability and capitalisation of project results.



7.2 Recommendations for other territories

Based on the experience of the SITE project, several recommendations can be provided for territories intending to adopt or adapt a similar approach.

First, it is essential to ensure an early involvement of local stakeholders, particularly public authorities and tourism operators, in order to guarantee ownership and relevance of the training activities.

Second, training activities should be strongly context-based, using real environments as learning spaces to maximise the practical understanding of accessibility challenges.

Third, it is recommended to maintain a balanced combination of theory and practice, avoiding overly academic formats and ensuring that all concepts are immediately applicable.

Fourth, the use of simple, non-technical tools is crucial to ensure inclusivity among participants with different levels of expertise.

Finally, it is important to consider training not as an isolated activity, but as part of a broader capacity-building process, integrated with planning, design, and implementation phases of tourism development strategies.

7.3 Scalability within and beyond Interreg

The SITE training model demonstrates strong potential for scalability both within the Interreg framework and in broader policy and territorial contexts.

Within Interreg programmes, the approach can be scaled by integrating it into additional pilot actions, capitalisation projects, or thematic networks focused on accessibility, sustainable tourism, or inclusive design. Its modular structure allows it to be adapted to different project sizes and thematic priorities.

Beyond Interreg, the methodology can be transferred to other European funding programmes, such as those focused on urban development, innovation, education, or social inclusion. In particular, its emphasis on capacity building and co-design makes it suitable for multi-stakeholder environments where collaboration between public and private actors is essential.

At a broader level, the approach can also be adopted by local administrations, tourism boards, universities, and professional training organisations, contributing to the long-term institutionalisation of UD principles in tourism planning and education.

The scalability of the model is further enhanced by its reliance on low-cost, adaptable tools and participatory methods, which do not require significant technological investment and can therefore be implemented in a wide range of contexts, including smaller or less-resourced territories.



8. Conclusions

The training activities developed within the SITE project confirm the central role of capacity building and awareness-raising as enabling factors for the development of inclusive and accessible tourism systems. By combining theoretical inputs, field-based learning, and participatory co-design processes, the project has demonstrated the effectiveness of an integrated and experiential training approach grounded in UD principles.

A key achievement of the training process is the consolidation of a shared understanding of accessibility as a transversal quality of tourism environments, extending beyond compliance-based approaches and addressing spatial, communicative, and organisational dimensions in an integrated way. This shift in perspective represents an important step towards embedding inclusivity into everyday practices of tourism planning and management.

The activities implemented across the pilot locations have also highlighted the value of working in real contexts, where direct observation and interaction with spaces allow participants to identify barriers, reflect on user experience, and collaboratively develop potential solutions. This practical dimension has proven essential in translating abstract principles into operational awareness and actionable knowledge.

At the same time, the transnational nature of the training has fostered exchange and comparison among different territorial contexts, reinforcing the potential for knowledge transfer and the adaptation of approaches across borders. This contributes to strengthening a common methodological framework that can support future initiatives in the field of inclusive tourism.

Finally, the SITE training experience confirms that accessibility should be understood not as a final objective, but as an ongoing process of learning, experimentation, and continuous improvement. In this perspective, training becomes a strategic instrument not only for building skills, but also for supporting a broader cultural and systemic transformation towards more inclusive, sustainable, and user-centred tourism destinations.



ANNEXES





ANNEX A

Compilation of visits material and participants' feedback





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A 1. Visit to Fano

A 1.1 Agenda

**12th
September
2024**

First Visit to Fano AGENDA – 1st day

Hotel Beauverage
Viale Adriatico, 124, Fano

09:00 - 9:30	<i>Registration and Welcome Coffee</i>
9:30 - 10:00	Opening Remarks from PPs and Stakeholders; Greetings from the Municipality of Fano
10:00 - 11:00	Introduction to Universal Design, Group Formation, and Instructions
11:00 - 13:00	Field Exploration: Experimentation in Public Spaces and Submission of Observations
13:00 - 14:00	<i>Light lunch</i>
14:00 - 15:00	Experience Feedback and Clustering for Evaluation Grid
15:00 - 16:00	Completion of the UD Principles Evaluation Grid
16:30 - 18:30	Optional Guided City Tour
20:00	<i>Joint dinner</i>

**13th
September
2024**

First Visit to Fano AGENDA – 2nd day

Hotel Beauverage
Viale Adriatico, 124, Fano

09:00 - 09:30	<i>Registration and Welcome coffee</i>
09:30 - 10:00	Recap and reflection on Key Challenges
10:00 - 11:30	Co-Design Workshop: Developing Solutions to Address Identified Challenges
11:30 - 13:00	Continued Co-Design with Technical Officials from LLPP and Social Services of the Municipality of Fano
13:00 - 14:00	<i>Light lunch</i>





A 1.2 Training materials



1st visit FANO

UNIVERSAL DESIGN PRINCIPLES
**WP1 Setting the context and defining a
common methodology for more
inclusive tourism ecosystem**

Fano, 12/09-20/09/2024

www.italy-croatia.eu

Universal Design

un metodo progettuale,
un ambito di studio e ricerca
a design method,
an area of study and research

Universal Design

metodologia progettuale che ha come scopo fondamentale la progettazione e la realizzazione di **edifici, prodotti e ambienti** che siano di per sé **accessibili** al più ampio numero di persone possibile

Universal Design

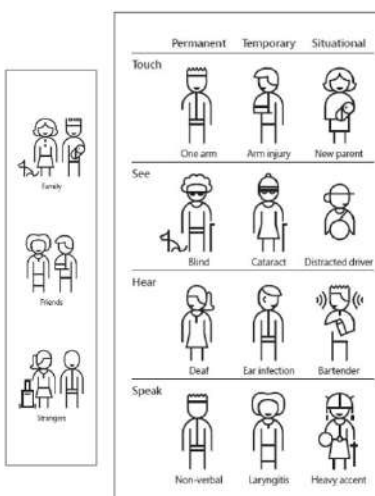
a design methodology that has as its fundamental purpose the design and implementation of **buildings, products, and environments** that are accessible to the widest possible number of people



Universal Design

“la progettazione di prodotti e ambienti utilizzabili da tutti, nella maggior estensione possibile, senza necessità di adattamenti o ausili speciali” (Mace, 1985)

“the design of products and environments usable by all, to the greatest extent possible, without the need for adaptations or specialized design” (Mace, 1985)



Complessità persona-ambiente

La disabilità è il risultato dell'interazione tra le persone e le barriere comportamentali e ambientali che impediscono la loro piena ed effettiva partecipazione alla società su base paritaria con gli altri

Person-environment complexity

Disability is the result of the interaction between people and the behavioral and environmental barriers that prevent their full and effective participation in society on an equal basis



ACCESSIBILITÀ

Il termine *Universal Design* è stato utilizzato per la prima volta nel 1985 dall'architetto americano Ronald Mace; nel 1997 l'approccio *Universal Design* è stato esplicitato in **sette principi base** da un gruppo di architetti, designer, assistenti tecnici e ricercatori.

*The term Universal Design was first used in 1985 by American architect Ronald Mace; in 1997 the Universal Design approach was made explicit in **seven basic principles** by a group of architects, designers, technical assistants and researchers.*

THE 7 PRINCIPLES OF UNIVERSAL DESIGN	1. EQUITABLE USE	<ul style="list-style-type: none"> a. Privacy, security, & safety should be equally available to all users. b. Make the design appealing to all users. 	
	2. FLEXIBILITY IN USE	<ul style="list-style-type: none"> a. Provide choice in methods of use. b. Accommodate right- or left-handed access and use. c. Provide adaptability to the user's pace. 	
	3. SIMPLE AND INTUITIVE USE	<ul style="list-style-type: none"> a. Eliminate unnecessary complexity. b. Be consistent with user expectations and intuition. 	
	4. PERCEPTIBLE INFORMATION	<ul style="list-style-type: none"> a. Provide enough contrast between essential info & around it. b. Differentiate elements in ways that can be described. 	
	5. TOLERANCE FOR ERROR	<ul style="list-style-type: none"> a. Provide warnings of hazards and errors. b. Provide safe failure modes. 	
	6. LOW PHYSICAL EFFORT	<ul style="list-style-type: none"> a. Allow user to maintain a neutral body position. b. Minimize sustained physical effort. 	
	7. SIZE AND SPACE FOR APPROACH AND USE	<ul style="list-style-type: none"> a. Make all components comfortable for seated or standing users. b. Accommodate variations in hand and grip size. 	
<p>Infographic generated by ACCESS-SOLUTIONS-OF-FLORIDA.COM</p>			



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CATCHING THE WAVES
OF COOPERATION

Principio 1: Uso equo

Il progetto è utilizzabile e commerciabile
per persone con differenti abilità

Principle 1: Equitable use

*The design is useful and marketable to
people with diverse abilities*



interreg

Italy – Croatia



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CATCHING THE WAVES
OF COOPERATION

Principio 2: Uso flessibile

Il progetto si adatta ad un'ampia gamma di
preferenze e di abilità individuali

Principle 2: Flexibility in Use

*The design accommodates a wide range of
individual preferences and abilities*





Principio 3: Uso semplice ed intuitivo

L'uso del progetto è facile da capire indifferentemente dalle esigenze dell'utilizzatore, dalla conoscenza, dal linguaggio o dal livello corrente di concentrazione

Principle 3: Simple and Intuitive Use

Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level



Principio 4: Percettibilità delle informazioni

Il progetto comunica le necessarie ed effettive informazioni all'utilizzatore, in modo indifferente rispetto alle condizioni dell'ambiente o alle capacità sensoriali dell'utilizzatore

Principle 4: Perceptible Information

The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities





Interreg



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CATCHING THE WAVES
OF COOPERATION

Principio 5: Tolleranza all'errore

Il progetto minimizza i rischi e le conseguenze negative o accidentali o le azioni non volute

Principle 5: Tolerance for Error

The design minimizes hazards and the adverse consequences of accidental or unintended actions



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OF COOPERATION

Principio 6: Contenimento dello sforzo fisico

Il progetto può essere usato in modo efficace e comodo con la fatica minima

Principle 6: Low Physical Effort

The design can be used efficiently and comfortably and with a minimum of fatigue





Interreg



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CATCHING THE WAVES
OF COOPERATION

Principio 7: Misure e spazi per l'avvicinamento e l'uso

Appropriate dimensioni e spazi sono previsti per l'avvicinamento, la manovrabilità e l'uso sicuro indipendentemente dalla statura, dalla postura e dalla mobilità dell'utilizzatore

Principle 7: Size and Space for Approach and Use

Appropriate size and space is provided for approach, reach, manipulation, and use regardless of user's body size, posture, or mobility

Interreg



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CATCHING THE WAVES
OF COOPERATION

1st visit FANO

SITE study visit
THANK YOU
GRAZIE

Fano, 12/09-20/09/2024

www.italycroatia.eu



1° Call for proposals

1° Pilot site visit
Fano, 12-13 September 2024

www.italy-croatia.eu



Localizzazione delle aree



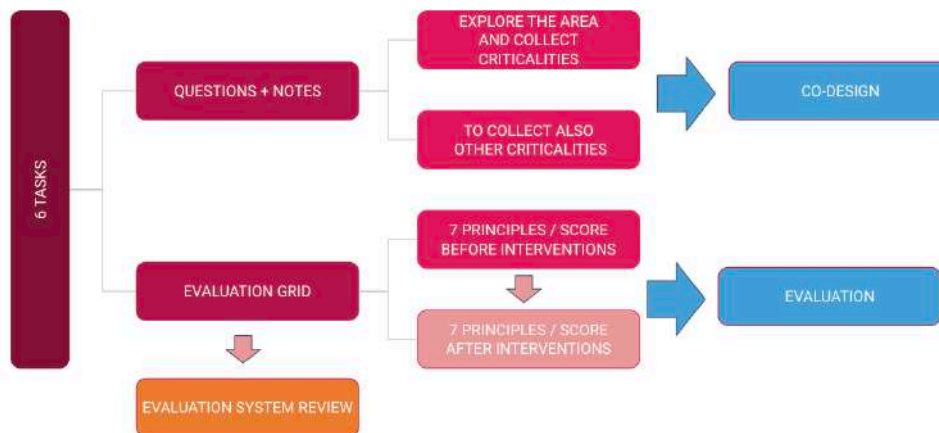
1st visit FANO

CO-DESIGN WORKSHOP

WP1 Setting the context and defining a common methodology for more inclusive tourism ecosystem

Fano, 12/09-20/09/2024

www.italy-croatia.eu



Italy – Croatia



analisi dei dati riguardanti una specifica area

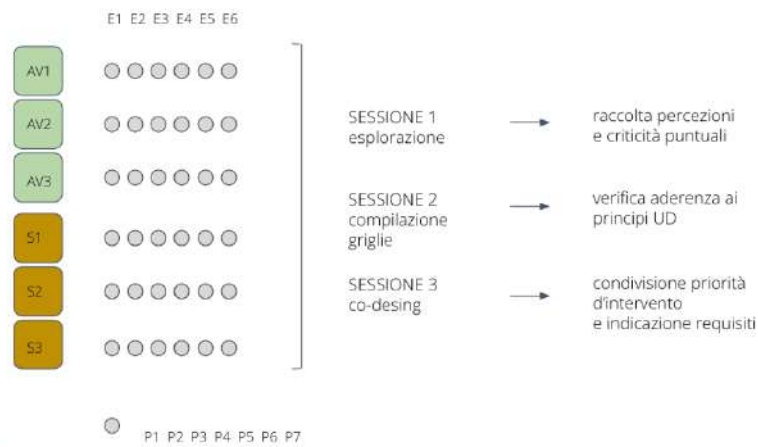
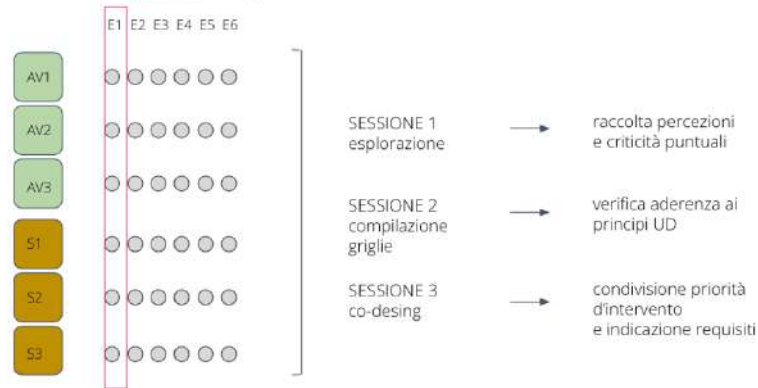




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analisi dei dati riguardanti uno specifico elemento





1st visit FANO

SITE study visit
**THANK YOU
GRAZIE**

Fano, 12/09-20/09/2024

www.italy-croatia.eu



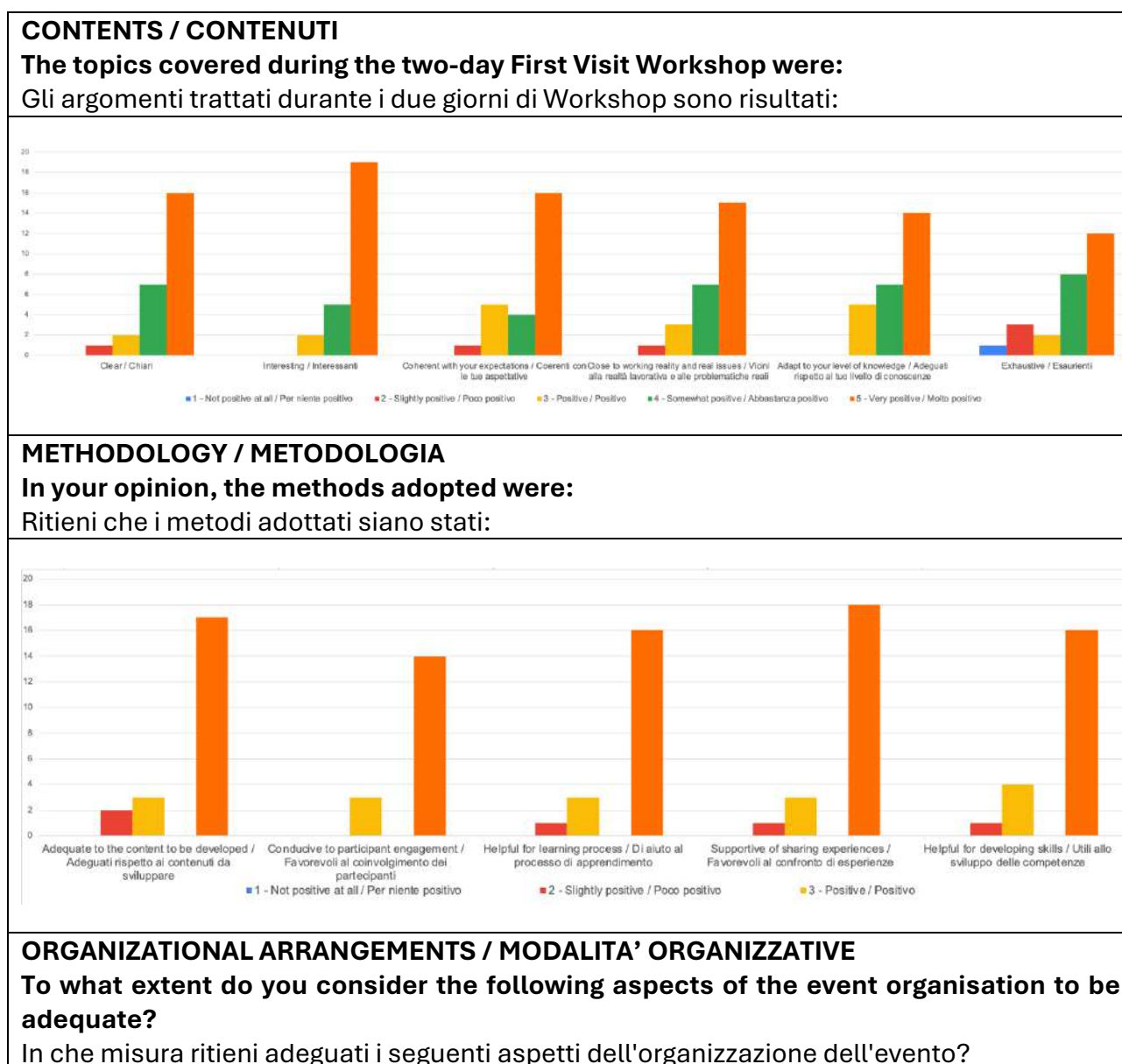
A 1.3 Photo of the event



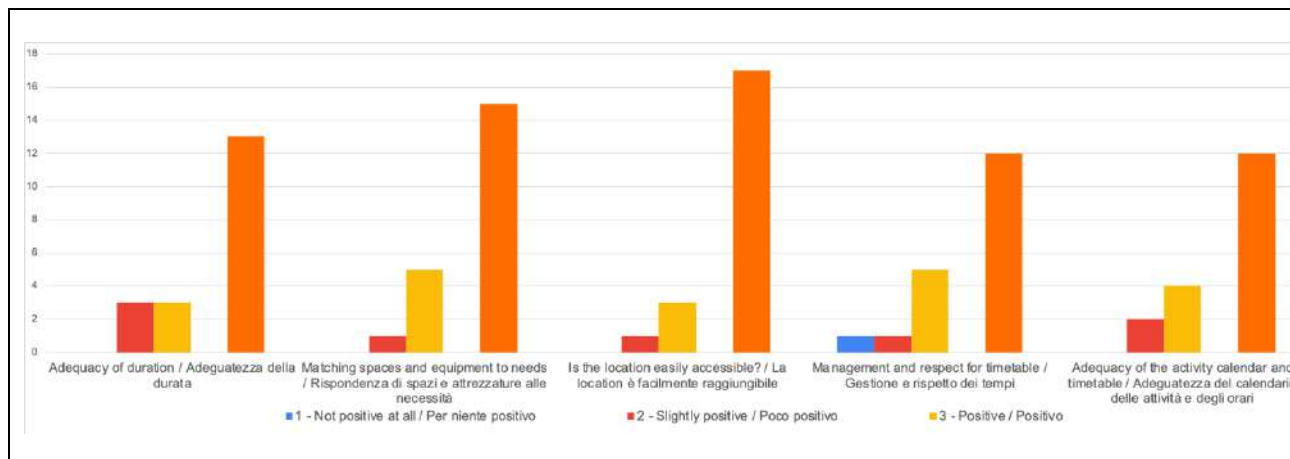
A 1.4 Participant feedback

At the end of the visit, participants were asked to complete a questionnaire evaluating the training session. In the case of Fano, 25 responses were received.

The questions asked and the results obtained are set out below.



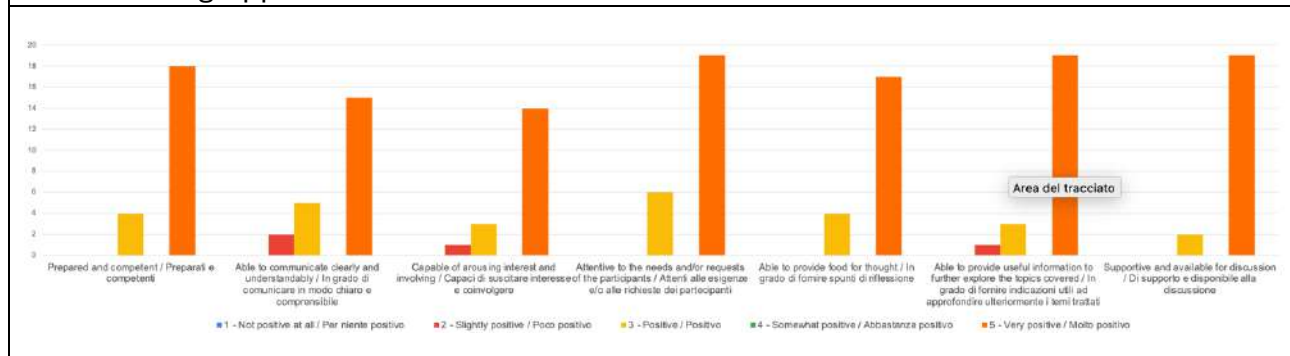
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WORKSHOP TEAM / GRUPPO DI LAVORO

In your opinion, the workshop team was:

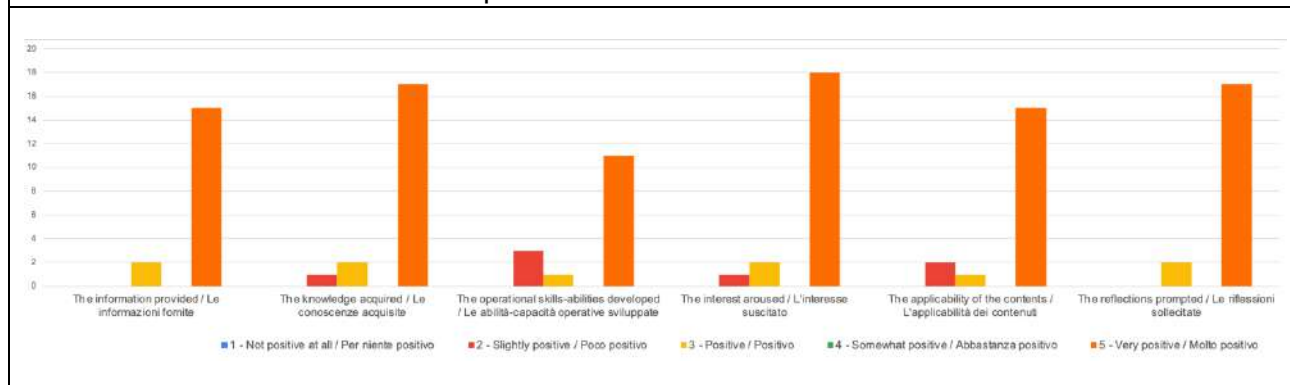
Ritieni che il gruppo di lavoro sia stato:



RESULTS AND IMPACT / RISULTATI E RICADUTE

Do you think the event was useful for:

Ritieni che l'evento sia stato utile per:

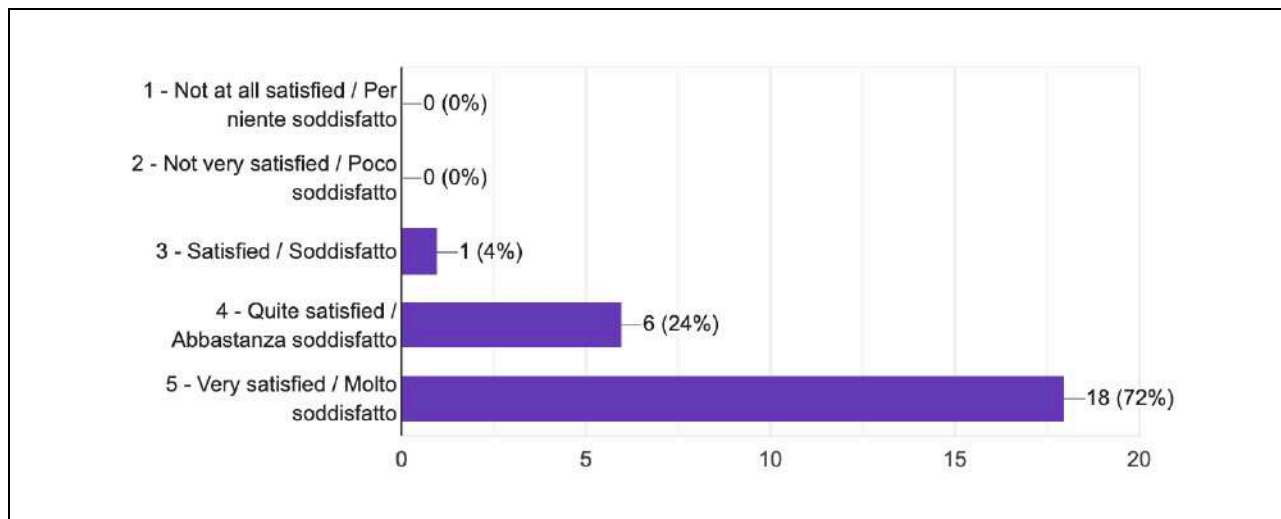


Overall, how satisfied are you with your participation in the event?

Nel complesso quanto ti ritieni soddisfatto di aver partecipato all'evento?

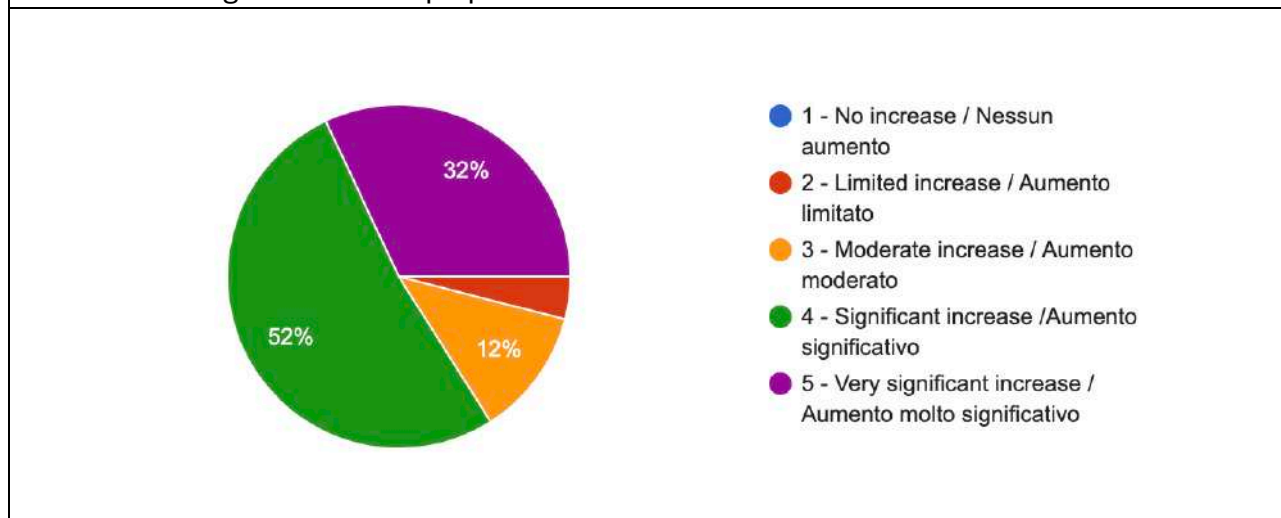


Italy – Croatia



To what extent has the First Visit Workshop increased your capacity to apply the Universal Design approach in your professional field?

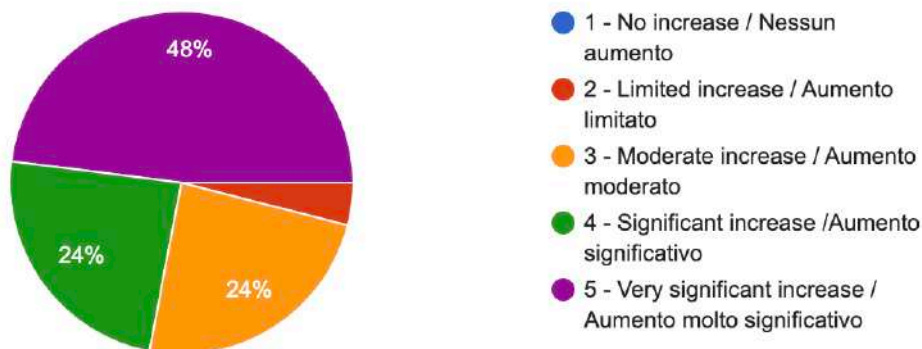
In che misura il First Visit Workshop ha aumentato la tua capacità di applicare l'approccio Universal Design nel tuo campo professionale?



To what extent do you agree that adopting the Universal Design approach in your field can expand the number of stakeholders, users, or beneficiaries?

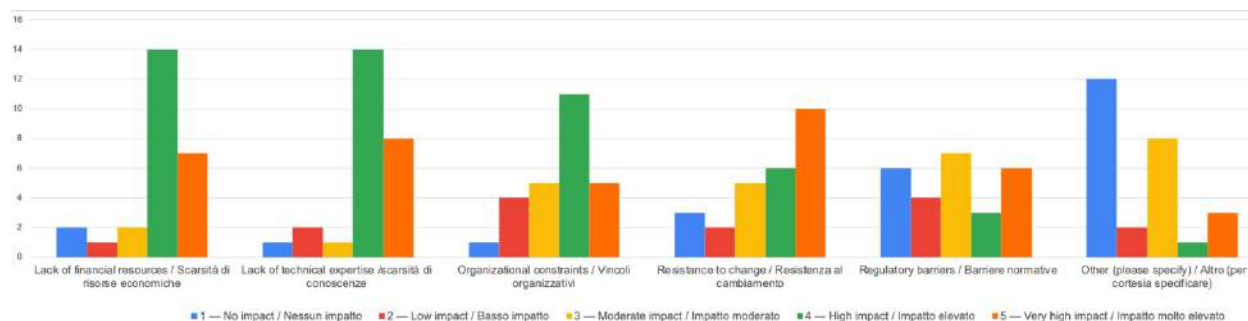
In che misura ritieni che l'adozione dell'approccio Universal Design nel tuo campo possa ampliare il numero di stakeholder, utenti o beneficiari?





To what extent could the following factors hinder the adoption of Universal Design in your field?

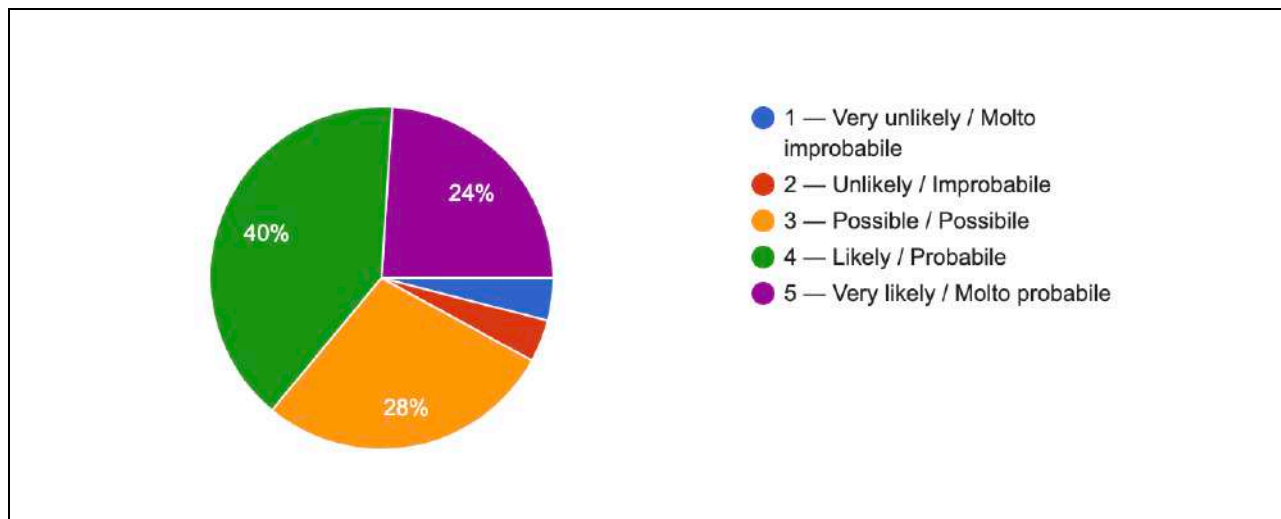
In che misura i seguenti fattori potrebbero ostacolare l'adozione del Design Universale nel tuo campo?



Following the workshop, how likely are you to integrate Universal Design principles into your professional practice within the next 12 months?

Dopo il workshop, quanto è probabile che tu riesca a integrare i principi dell'Universal Design nella tua pratica professionale entro i prossimi 12 mesi?

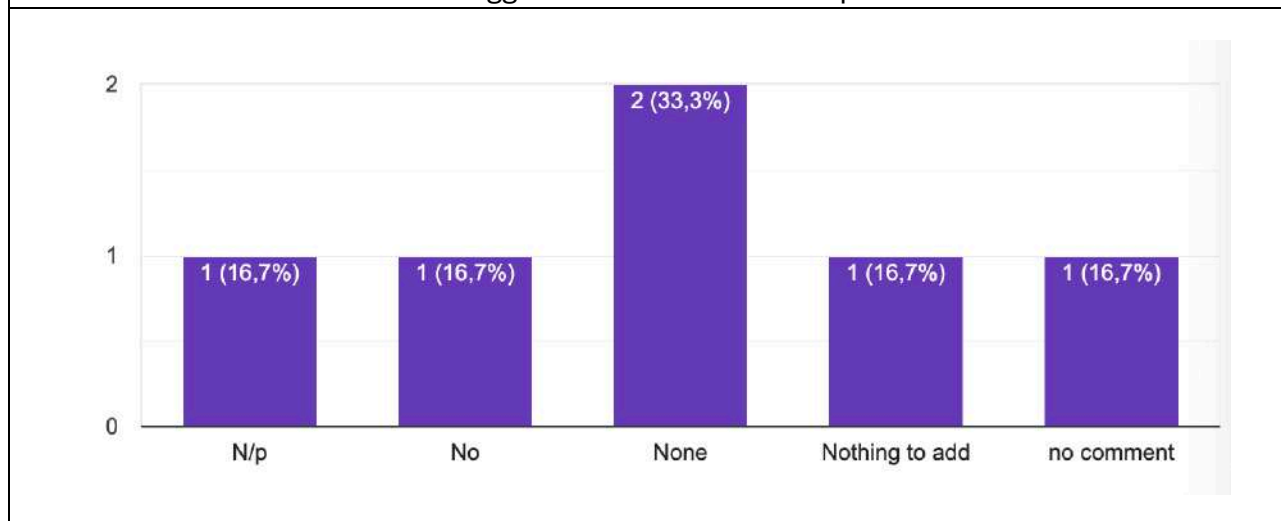




COMMENTS AND SUGGESTIONS / OSSERVAZIONI E SUGGERIMENTI

Are there any additional comments or suggestions you would like to make?

Ci sono ulteriori osservazioni o suggerimenti che vorresti esprimere?



A 1.5 Total number of participants

The total number of participants in the training session held in Fano was 34 people.





A 2. Visit to Šibenik

A 2.1 Agenda

**17th
October
2024**

First Visit to Šibenik AGENDA – 1st day

City library „Juraj Šižgorić“ Šibenik

Šibenik

09:00 - 9:30	<i>Registration and Welcome Coffee</i>
9:30 - 10:00	Institutional greetings from City of Šibenik, others
10:00 - 11:00	Pills on Universal Design, Group Formation, and Instructions
11:00 - 13:00	Session 1: participatory mapping to the fortress and around the fortress
13:00 - 14:00	<i>Light lunch</i>
14:00 - 15:00	Feedback on experience, brief recasting for the UD assessment grid
15:00 - 16:00	Session 2: assessment grid compilation
16:30 - 18:00	City Tour
19:00	<i>Joint dinner</i>

**18th
October
2024**

First Visit to Šibenik AGENDA – 2nd day

City library „Juraj Šižgorić“ Šibenik

Šibenik

09:00 - 09:30	<i>Registration and Welcome coffee</i>
09:30 - 10:30	Session 3: summary, reflection on priority critical issues
10:30 - 11:00	coffee break
11:00 - 13:00	Co-design of solutions to overcome critical issues aimed at improving grids
13:00 - 14:00	<i>Light lunch</i>





A 2.2 Training materials



1st visit SIBENIK

PILLS ON UNIVERSAL DESIGN

Sibenik, 17/10-18/10/2024

www.italy-croatia.eu

- **PRINCIPLES AND GOALS OF UNIVERSAL DESIGN**
- **WORKSHOP IN PILOT SITES: THE SESSIONS**
- **WHAT WE LEARNED IN FANO**
- **REVISED TOOLS**
- **EXPLORATION IN SIBENIK**

PILLS ON UNIVERSAL DESIGN

Sibenik, 17/10-18/10/2024

www.italy-croatia.eu



The 7 Principles of Universal Design | [DisabilityAwareness elearning](#)



The 7 Principles of Universal Design | Ed Roberts Campus



PRINCIPLES OF UNIVERSAL DESIGN

- 1** **EQUITABLE USE**
The design does not disadvantage or stigmatize any group of users

The design should work for everyone, ensuring that all users can access the same information or do the same tasks, no matter how skilled they are.



PRINCIPLES OF UNIVERSAL DESIGN

2 FLEXIBILITY IN USE

The design accommodates a wide range of individual preferences and abilities

The principle of flexibility in use means that designs are adaptable to different uses, environments, and people. That means that your design should be able to accommodate a variety of tasks as well as other types of users.



PRINCIPLES OF UNIVERSAL DESIGN

3 SIMPLE AND INTUITIVE USE

Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level

Things should have an easy-to-understand interface that lets you do what you want with a few clicks or taps.

It should also be designed so that users can learn how to use it quickly by experimenting with different options or following step-by-step instructions provided by the product.



PRINCIPLES OF UNIVERSAL DESIGN

4 PERCEPTIBLE INFORMATION The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory ability

you should make sure that your users can see and understand the information presented on a screen using any of their senses.

Users should be able to tell what's going on with the interface. It doesn't matter if they have visual, auditory, or tactile impairments – everyone should be able to easily and quickly interact with the provided information.

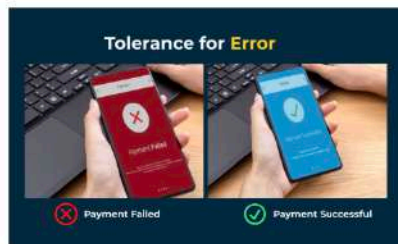


PRINCIPLES OF UNIVERSAL DESIGN

5 TOLERANCE FOR ERROR The design minimizes hazards and the adverse consequences of accidental or unintended actions

The principle of tolerance for error states that user interfaces and products should be tolerant of user error. Humans make mistakes, and computers should be able to handle that. If you accidentally delete some data, it shouldn't be gone forever.

The system should be forgiving of your mistakes, and you shouldn't have to pay for them later on. If possible, errors should be easy to fix and not affect how the system works in the future.



PRINCIPLES OF UNIVERSAL DESIGN

- 6** **LOW PHYSICAL EFFORT**
The design can be used efficiently and comfortably, and with a minimum of fatigue.

The principle of low physical effort is especially important for the elderly or people with disabilities who may find it difficult to use products that require them to constantly adjust their posture and hold them in place, stretch their arms out, or reach over something.



PRINCIPLES OF UNIVERSAL DESIGN

- 7** **SIZE AND SPACE FOR APPROACH AND USE**
Appropriate size and space is provided for approach, reach, manipulation, and use, regardless of the user's body size, posture, or mobility

The seventh principle of universal design is "Size and Space for Approach and Use". Size and space for approach, and use is about making sure that the design accommodates users with different sizing needs and abilities.





GOALS OF UNIVERSAL DESIGNING

- **Body Fit** Accommodating a wide range of body sizes and abilities.
- **Comfort** Keeping demands within desirable limits of body function and perception
- **Awareness** Ensuring that critical information for use is easily perceived.
- **Understanding** Making methods of operation and use intuitive, clear, and unambiguous
- **Wellness** Contributing to health promotion, avoidance of disease, and protection from hazards.
- **Social Integration** Treating all groups with dignity and respect.
- **Personalization** Incorporating opportunities for choice and the expression of individual preferences.
- **Cultural Appropriateness** Respecting and reinforcing cultural values, and the social and environmental contexts of any design project

The University at Buffalo's Center for Inclusive Design and Environmental Access developed the 8 Goals of Universal Design, expanding universal design's original focus to include social participation and health and wellness.



WORKSHOP IN PILOT SITES the sessions

Sibenik, 17/10-18/10/2024

www.italy-croatia.eu



1. first session

exploration of the areas/itineraries chosen

the aim is to analyse some elements and to reflect on the presence of criticalities and how these might affect good spatial enjoyment for all
we analyse only a few elements, but there are many others on which spatial accessibility depends.

2. second session

compilation of UD grids

How well do the elements respond to ud principles?



after investments
we will come back
for other visits, and
we will check if the
situation has been
improved

3. third session

co-design of improvements.
the aim is to produce a requirements list, so the investments
can improve the situation by paying attention to the principles UD

WHAT WE LEARNED IN FANO

Sibenik, 17/10-18/10/2024

www.italy-croatia.eu



WHAT WE LEARNED IN FANO

first session: explorations of 6 areas
3 green areas
3 seashores



WHAT WE LEARNED IN FANO

first session: explorations of 6 areas
3 green areas
3 seashores





WHAT WE LEARNED IN FANO

second session: brainstorming and UD grids compilation



WHAT WE LEARNED IN FANO

third session: co-design





WHAT WE LEARNED IN FANO: CRITICALITIES

first session: explorations > perhaps we analyzed too many areas and too many elements. We collected a lot of data and we didn't have time to consider them all during the 3dr session

second session: UD grids > we noticed in all groups that there were difficulties in interpreting certain questions, and also in understanding the scoring system to apply

third session: co-design > we didn't have enough time to collect all considerations and reflections about each area, so we only work on 2 specific areaa



WHAT WE LEARNED IN FANO: REMARK AND PROPOSALS

first session: explorations > open-ended questions regard major criticalities will be observed during a brainstorming phase

second session: UD grids > modification on the evaluation system, digitization of the tool, space for adding notes

third session: co-design > the phase, led by tutors, takes place in plenary and starts from the post-it notes collected at the end of SESSION 1 (brainstorming - part 2): each critical issue is reviewed with a view to improvement actions



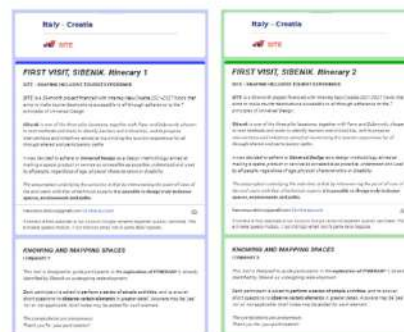


TOOLS

first session: explorations (a) and brainstorming (b)

part a) Google form and post-it each participant fills out a form related to his or her itinerary. Everyone marks on post-it notes the biggest critical issues they encounter while walking

part b) Post-it on panel each group gathers critical issues and reflects on the experience



TOOLS

second session: compilation of 7 principles UD grids

Digitized grid and revised scoring system:

YES
NO*
N/A

* 3 different types of "NO":

- No – but it is possible to improve the existing situation within short period of time/ improvement does not comprise significant resources (could be marked in yellow to highlight potential to improve)
- No – but can be improved in certain longer period of time /with more significant resources to obtain needed change (marked in orange colour)
- No – and it is not possible to make this feature more accessible in reasonable period of time/due to the objective reasons or very large amount of resources needed, it is highly unlikely to expect improvements of this element (marked red)



design element: entering/exiting, Green Area 1 score system



Goal B	Space mapped	Design element
To identify critical issues following the UD perspective	Green area	ENTERING/EXITING
Task 1		
Reach the entrances / exits and sign them into the map		
Principles	Questions	Score
1 Equitable use of all entrances/exits	Are the same terms of use assured for all users?	-1 0 1
	Do they offer privacy, safety and security to all users?	-1 0 1
	Is the design appealing to all users?	-1 0 1

Old score system
-1 0 1

New score system
NO* N/A YES



design element: entering/exiting, Green Area 1
questions clarity



Goal B To identify critical issues following the UD perspective	Space mapped Green area	Design element ENTERING/EXITING
Task 1 Reach the entrances / exits and sign them into the map		
Principles	Questions	Score
1 Equitable use of all entrances/exits	Are the same terms of use assured for all users?	-1 0 1
	Do they offer privacy, safety and security to all users?	-1 0 1
	Is the design appealing to all users?	-1 0 1

"Do they offer privacy, safety and security to all users?"



"Do they offer privacy, safety and/or security to all users?"

EXPLORATION IN SIBENIK
Instructions

Sibenik, 17/10-18/10/2024

www.italy-croatia.eu





ITINERARY 1

Italy - Croatia

FIRST VISIT, SIBENIK, Itinerary 1
 010 - SIBENIK REGIONAL MARKET EXPERIENCE

010 is a 100-year-old market square with a long history. It is the heart of the city and a place where people meet and do business. It is a place where you can find everything you need for your trip. It is a place where you can find everything you need for your trip. It is a place where you can find everything you need for your trip.

KNOWING AND MAPPING SPACES
 010 is a 100-year-old market square with a long history. It is the heart of the city and a place where people meet and do business. It is a place where you can find everything you need for your trip. It is a place where you can find everything you need for your trip.



ITINERARY 2

Italy - Croatia

FIRST VISIT, SIBENIK, Itinerary 2
 010 - SIBENIK REGIONAL MARKET EXPERIENCE

010 is a 100-year-old market square with a long history. It is the heart of the city and a place where people meet and do business. It is a place where you can find everything you need for your trip. It is a place where you can find everything you need for your trip.

KNOWING AND MAPPING SPACES
 010 is a 100-year-old market square with a long history. It is the heart of the city and a place where people meet and do business. It is a place where you can find everything you need for your trip. It is a place where you can find everything you need for your trip.



many stairs!



Italy – Croatia



Interreg



Co-funded by the European Union

Italy – Croatia

CATCHING THE WAVES OF COOPERATION

ITINERARY 1

ITINERARY 2



- wayfinding
- bus stop
- horizontal path
- urban furniture
- pedestrian crossing
- access to the fortress

- wayfinding
- ATM
- horizontal path
- urban furniture
- vertical path (stairs)
- access to the fortress



Interreg



Co-funded by the European Union

Italy – Croatia

CATCHING THE WAVES OF COOPERATION



1st visit SIBENIK

SITE study visit
THANK YOU
hvala!

www.italy-croatia.eu



A 2.3 Photo of the event



Italy – Croatia



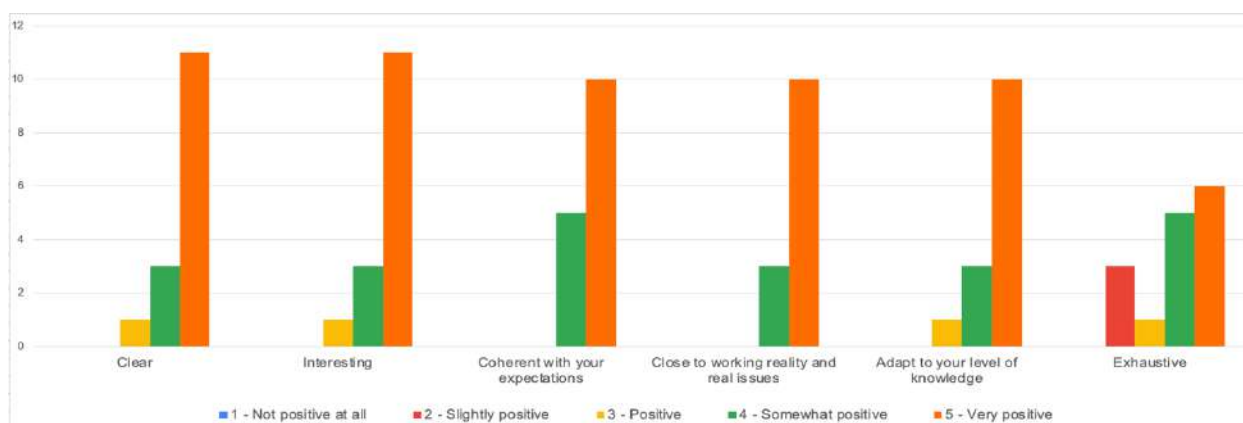
A 2.4 Participant feedback

At the end of the visit, participants were asked to complete a questionnaire evaluating the training session. In the case of Šibenik, 15 responses were received.

The questions asked and the results obtained are set out below.

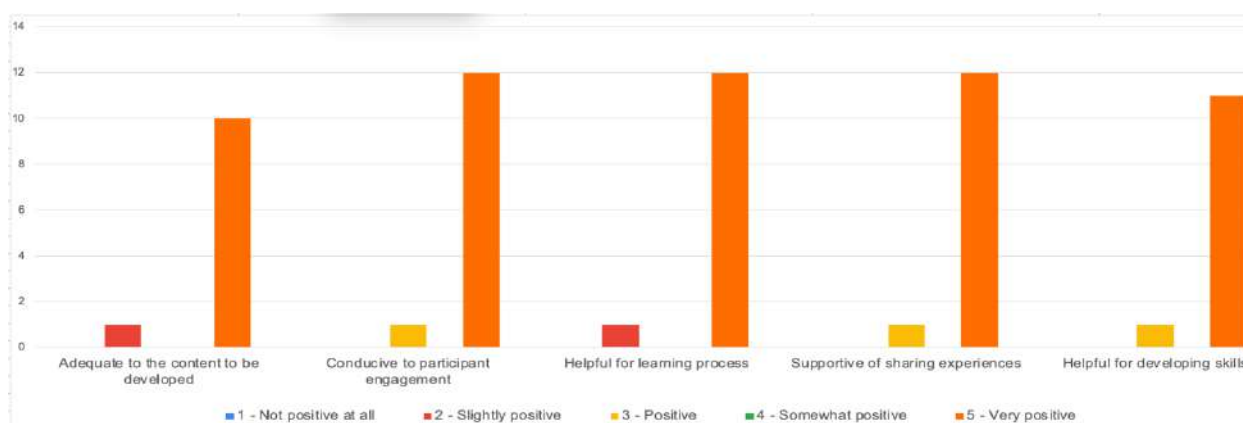
CONTENTS

The topics covered during the two-day First Visit Workshop were:



METHODOLOGY

In your opinion, the methods adopted were:

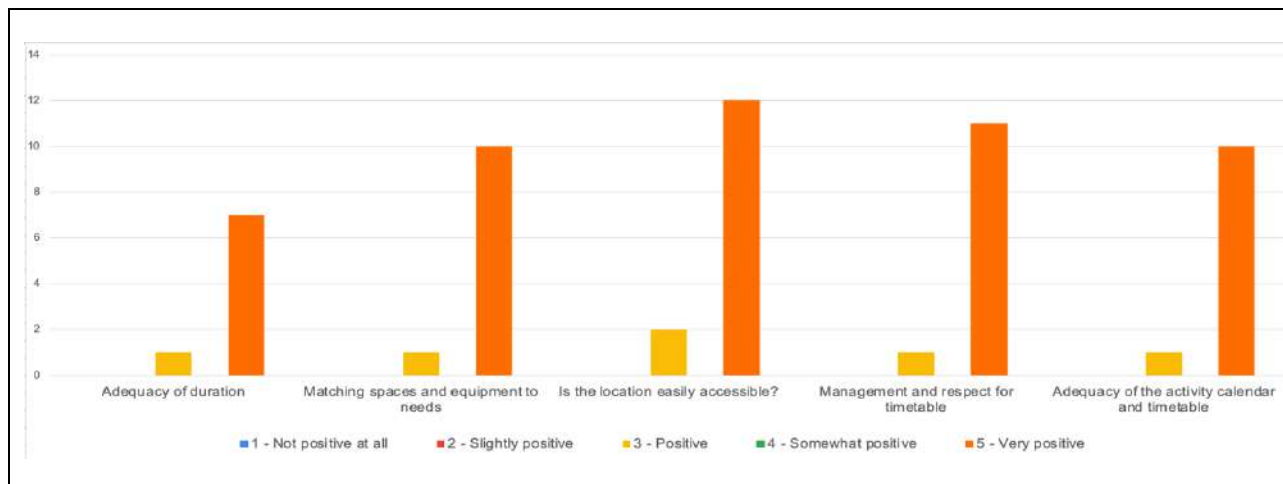


ORGANIZATIONAL ARRANGEMENTS

To what extent do you consider the following aspects of the event organisation to be adequate?

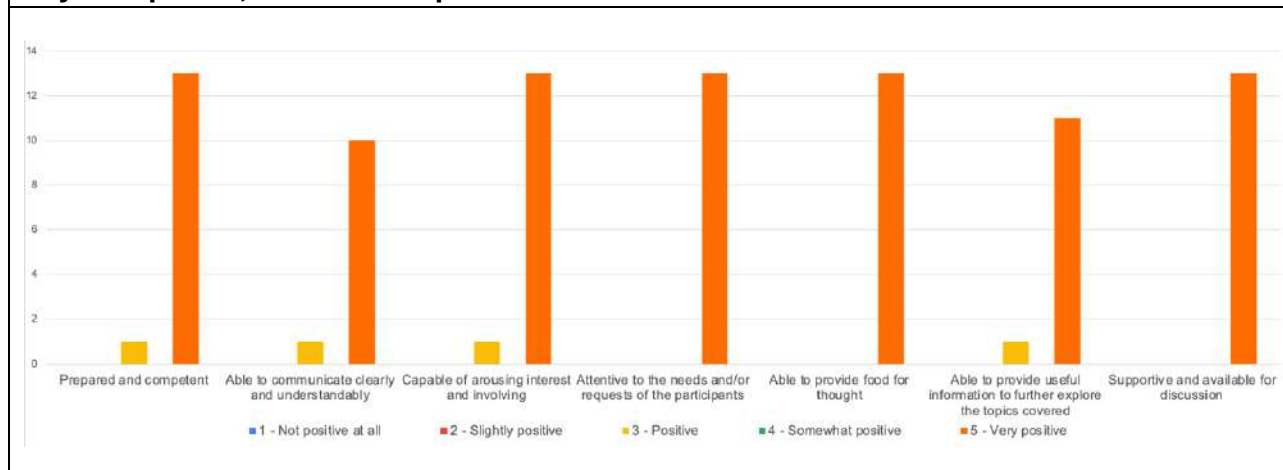


Italy – Croatia



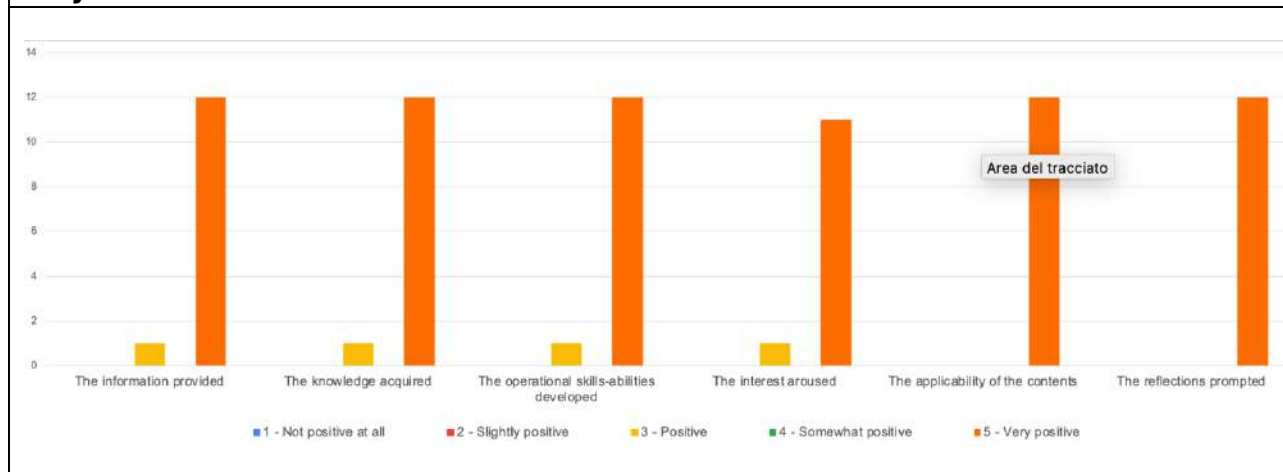
WORKSHOP TEAM

In your opinion, the workshop team was:

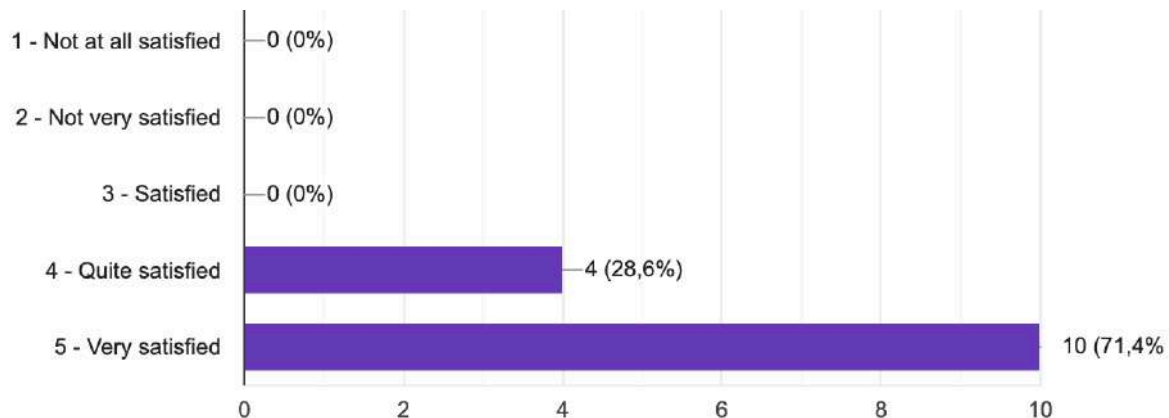


RESULTS AND IMPACT

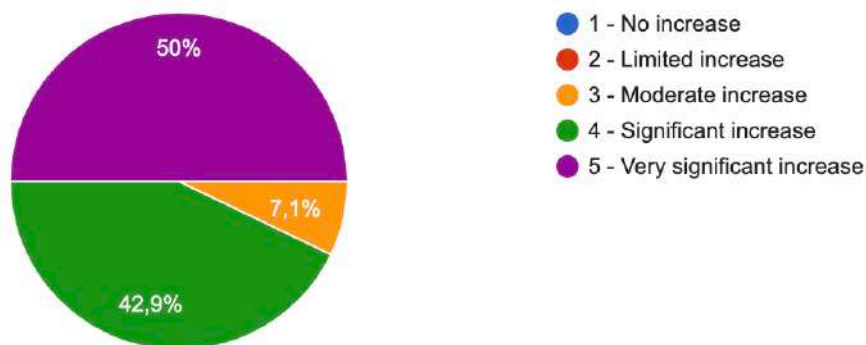
Do you think the event was useful for:



Overall, how satisfied are you with your participation in the event?



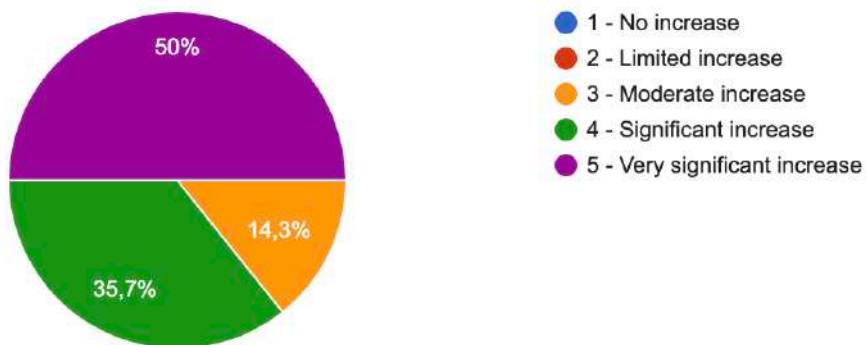
To what extent has the First Visit Workshop increased your capacity to apply the Universal Design approach in your professional field?



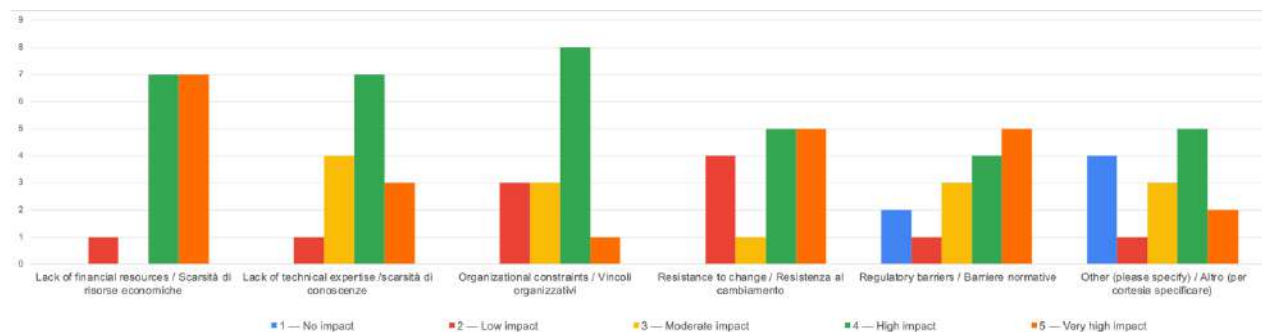
To what extent do you agree that adopting the Universal Design approach in your field can expand the number of stakeholders, users, or beneficiaries?



Italy – Croatia

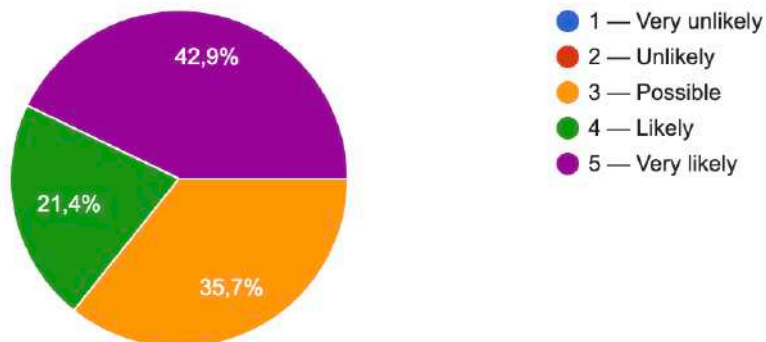


To what extent could the following factors hinder the adoption of Universal Design in your field?



Following the workshop, how likely are you to integrate Universal Design principles into your professional practice within the next 12 months?





COMMENTS AND SUGGESTIONS

Are there any additional comments or suggestions you would like to make?

no

No

A 2.5 Total number of participants

A total of 34 people took part in the training session held in Šibenik, 18 of whom had already attended previous sessions, while 16 were participating for the first time.



A 3. Visit to Dubrovnik

A 3.1 Agenda

1st
April
2025

First Visit to Dubrovnik AGENDA 1st day - Museum

Venue - Dvorana Pape Ivana Pavla II, Poljana Paska Miličevića 4

09:00 - 9:30	<i>Registration</i>
9:30 - 10:00	<i>Institutional greetings</i>
10:00 - 10:30	<i>Pills on Universal Design and groups formation</i>
10:30 - 10:45	<i>Coffee break</i>
10:45 - 11:00	<i>Session 1/a: participatory mapping of the itinerary to Rector's Palace</i>
11:00 - 12:30	<i>Session 1/b: participatory mapping to the museum (n. 2 groups)</i>
12:30 - 13:00	<i>Feedback on experience, brief recasting and clustering for the UD assessment grid</i>
13:00 - 14:00	<i>Lunch - restaurant Kopun, Poljana Ruđera Boškovića 7</i>
14:00 - 15:00	<i>Session 2: assessment grid compilation</i>
15:00 - 16:00	<i>Session 3: summary, reflection on priority critical issues</i>
16:00 - 16:30	<i>Coffee break</i>
16:30 - 18:00	<i>Co-design of solutions to overcome critical issues aimed at improving grids</i>
19:00	<i>Joint dinner - restaurant Orsan, Ulica Ivana pl. Zajca 4</i>





**2nd
April
2025**

First Visit to Dubrovnik AGENDA 2nd day – DBV airport

Venue - **Hotel Kompas, Ul. Kardinala Stepinca 21**

Dubrovnik

08:45 – 9.30	Meeting point and trip to airport (meeting point to be decided depending on the hotels participant will choose)
9:30 – 11:00	Session 1: participatory mapping to the airport (n. 2 groups)
11:00 - 11:45	<i>Travelling back to Hotel Kompas for meeting</i>
11:45 - 12:30	Feedback on experience, brief recasting and clustering for the UD assessment
12:30 - 14:00	<i>Lunch – At hotel Kompas</i>
14:00 - 15:00	Session 2: assessment grid compilation
15:00 - 16:00	Session 3: summary, reflection on priority critical issues
16:00 – 16:30	<i>Coffee break</i>
16:30 - 18:00	Co-design of solutions to overcome critical issues aimed at improving grids
19:30	<i>Joint dinner- Restaurant Dubravka 1836</i>

**3rd
April
2025**

First Visit to Dubrovnik AGENDA 3rd day – Steering committee

Venue - Dvorana Pape Ivana Pavla II, Poljana Paska Miličevića 4

09:00 - 10:30	City tour
10:30 - 11:00	<i>Coffee break</i>
11.00 – 11.15	DANOVA NEXT project presentation
11:00 - 12:30	Partnership and Steering committee
12:30 - 14:00	<i>Lunch – Gradska Kavana Arsenal</i>





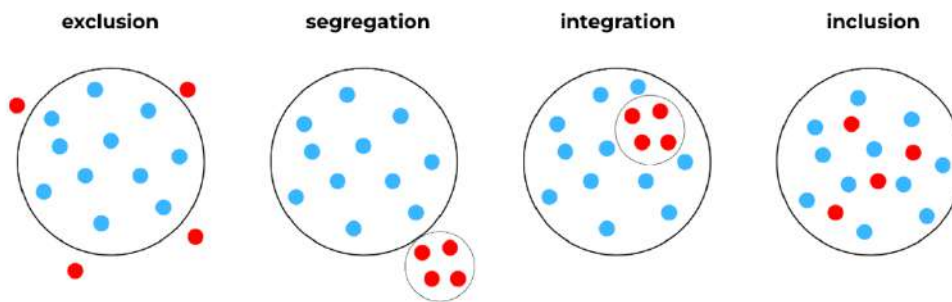
A 3.2 Training materials



Italy – Croatia



DUBROVNIK
1st visit



DUBROVNIK
1st visit

the importance of the signage



Image from: author





the flipped perspective on disability

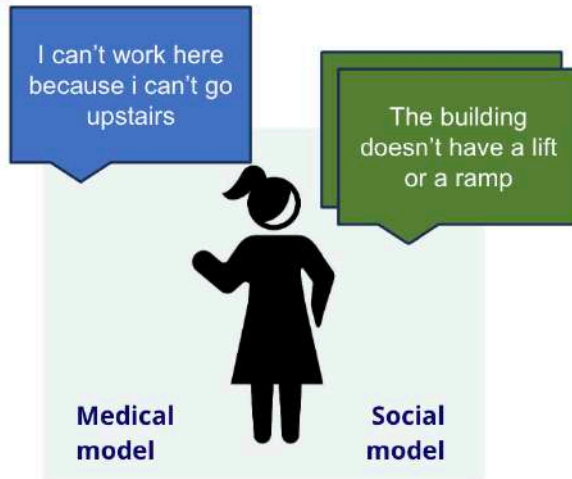


Image from: author



Universal Design

"the design of products and environments usable by all, to the greatest extent possible, without the need for adaptations or specialized design" (Mace, 1985)

	Permanent	Temporary	Situational
Touch	One arm	Arm injury	New parent
See	Blind	Cataract	Distracted driver
Hear	Deaf	Ear infection	Bartender
Speak	Non-verbal	Laryngitis	Heavy accent

Universal Design beyond architectural barriers

Urban and built environment can be more accessible not only for the absence of barriers, but also for the presence of elements designed with care and quality to facilitate the usability of spaces to the widest number of people.



Universal Design Principles

- 1. Equitable Use**
- 2. Flexibility in Use**
- 3. Simple and Intuitive Use**
- 4. Perceptible Information**
- 5. Tolerance for Error**
- 6. Low Physical Effort**
- 7. Size and Space for Approach and Use**

Center for or Universal Design (1997)
Image from: <https://www.interaction-design.org/literature/topics/universal-design>



Universal Design Principles



1. Equitable Use

1. EQUITABLE USE



The design does not disadvantage or stigmatize any group of users

The design should work for everyone, ensuring that all users can access the same information or do the same tasks, no matter how skilled they are.



Universal Design Principles



2. Flexibility in Use

2. FLEXIBILITY IN USE



The design accommodates a wide range of individual preferences and abilities

The principle of flexibility in use means that designs are adaptable to different uses, environments, and people. That means that your design should be able to accommodate a variety of tasks as well as other types of users.



Universal Design Principles



3. Simple and Intuitive Use

3. SIMPLE AND INTUITIVE USE



Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level

Things should have an easy-to-understand interface that lets you do what you want with a few clicks or taps. It should also be designed so that users can learn how to use it quickly by experimenting with different options or following step-by-step instructions provided by the product.

Universal Design Principles



4. Perceptible Information

4. PERCEPTIBLE INFORMATION



The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory ability

Things should have an easy-to-understand interface that lets you do what you want with a few clicks or taps. It should also be designed so that users can learn how to use it quickly by experimenting with different options or following step-by-step instructions provided by the product.

Universal Design Principles



5. TOLERANCE FOR ERROR

5. Tolerance
for Error



The design minimizes hazards and the adverse consequences of accidental or unintended actions

The principle of tolerance for error states that user interfaces and products should be tolerant of user error. Humans make mistakes, and computers should be able to handle that. If you accidentally delete some data, it shouldn't be gone forever.



Universal Design Principles



6. LOW PHYSICAL EFFORT

6. Low Physical
Effort



The design can be used efficiently and comfortably, and with a minimum of fatigue.

The principle of low physical effort is especially important for the elderly or people with disabilities who may find it difficult to use products that require them to constantly adjust their posture and hold them in place, stretch their arms out, or reach over something.



Universal Design Principles



7. Size and Space for Approach and Use

7. SIZE AND SPACE FOR APPROACH AND USE



Appropriate size and space is provided for approach, reach, manipulation, and use, regardless of the user's body size, posture, or mobility

The seventh principle of universal design is "Size and Space for Approach and Use". Size and space for approach, and use is about making sure that the design accommodates users with different sizing needs and abilities.



Goals of Universal Design

- **Body Fit** Accommodating a wide range of body sizes and abilities.
- **Comfort** Keeping demands within desirable limits of body function and perception
- **Awareness** Ensuring that critical information for use is easily perceived.
- **Understanding** Making methods of operation and use intuitive, clear, and unambiguous
- **Wellness** Contributing to health promotion, avoidance of disease, and protection from hazards.
- **Social Integration** Treating all groups with dignity and respect.
- **Personalization** Incorporating opportunities for choice and the expression of individual preferences.
- **Cultural Appropriateness** Respecting and reinforcing cultural values, and the social and environmental contexts of any design project



Who can benefit from Universal Design?



A broader view of the target population

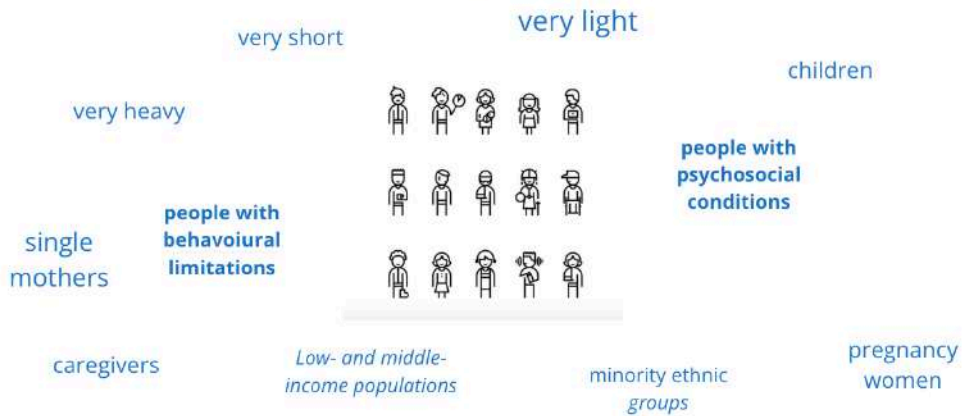


Image from: Microsoft Inclusive Design Toolkit





Users' involvement to listen to their needs

One of the most important missions of any designer is to be able to respond to the needs of the project's target users.

A key action is to **LISTEN**.



Co-design means: active involvement and sharing decisions

It is a design approach that seeks to actively involve stakeholders to help ensure solutions that meet their needs and capacities.

The key action is **SHARING**.






WORKSHOP IN PILOT SITES
1ST VISIT TO DUBROVNIK

Dubrovnik, 1-3/2025

www.italy-croatia.eu



1st April, 2025

**Rector’s Palace
exploration**

2nd April, 2025

**DBV Airport
exploration**

Our goal for each first visit is

- > to **experience spaces as they are today**
- > to **collect criticalities**
- > to **co-design solutions** in line with the investments

project partner + local stakeholders





1st April **Rector's Palace**

09:00 - 9:30	<i>Registration</i>
9:30 - 10:00	<i>Institutional greetings</i>
10:00 - 10:30	Pills on Universal Design and groups formation
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1. **first session**
exploration of the areas/itineraries chosen
 the aim is to analyse some **elements** and to reflect on the **presence of criticalities** and how these might affect good spatial enjoyment for all
 we analyse only a few elements, but there are many others on which spatial accessibility depends.
2. **second session**
compilation of UD grids
 How well do the elements respond to ud principles?
3. **third session**
co-design of improvements.
 the aim is to produce a requirements list, so the investments can improve the situation by paying attention to the principles UD



after investments we will come back for other visits, and we will check if the situation has been improved



CORRECT!

RECTOR'S PALACE





ITINERARY
from Pile gate to Rector's Palace

Rector's Palace

Task 1: WAYFINDING AND SIGNAGE

- Task 2: ENTRANCE TO THE PALACE
- Task 3: TICKET OFFICE
- Task 4: SIGNAGE and WAYFINDING
- Task 5: CIRCULATION SYSTEM
- Task 6: SEATING POSSIBILITIES
- Task 7: TOILET
- Task 8: BOOKSHOP



1st visit to Fano

Analysis of local wayfinding systems and public spaces and co-design of innovative and inclusive solutions for their improvement in accordance with UD principles.

[Click here](#) or scan the QR code to fill out the registration form.



12-13 September
Fano (PU) - Italy





1st visit to Sibenik



1st visit DUBROVNIK

SITE study visit
THANK YOU
hvala!





2nd April DBV Airport

08:45 – 9:30	Meeting point and trip to airport
9:30 – 11:00	Session 1: participatory mapping to the airport (n. 2 groups)
11:00 – 11:45	<i>Travelling back to Hotel Kompas for meeting</i>
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Italy – Croatia



Italy – Croatia



AIRPORT AIRSIDE



A 3.3 Photo of the event



Italy – Croatia



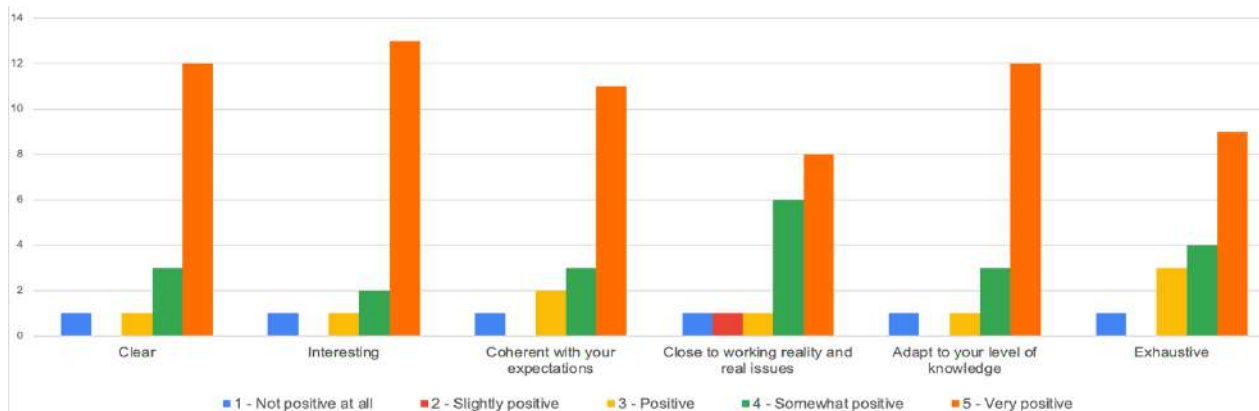
A 3.4 Participant feedback

At the end of the visit, participants were asked to complete a questionnaire evaluating the training session. In the case of Dubrovnik, 17 responses were received.

The questions asked and the results obtained are set out below.

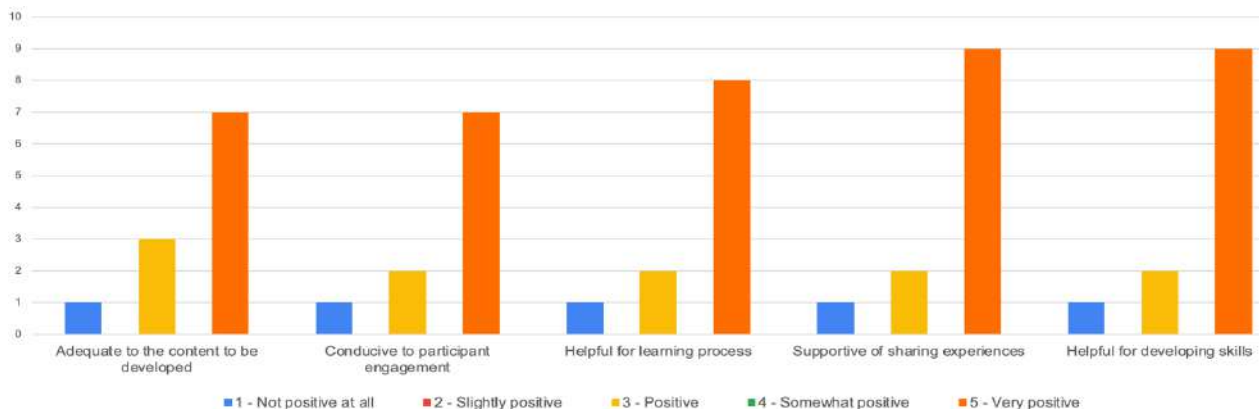
CONTENTS

The topics covered during the two-day First Visit Workshop were:



METHODOLOGY

In your opinion, the methods adopted were:

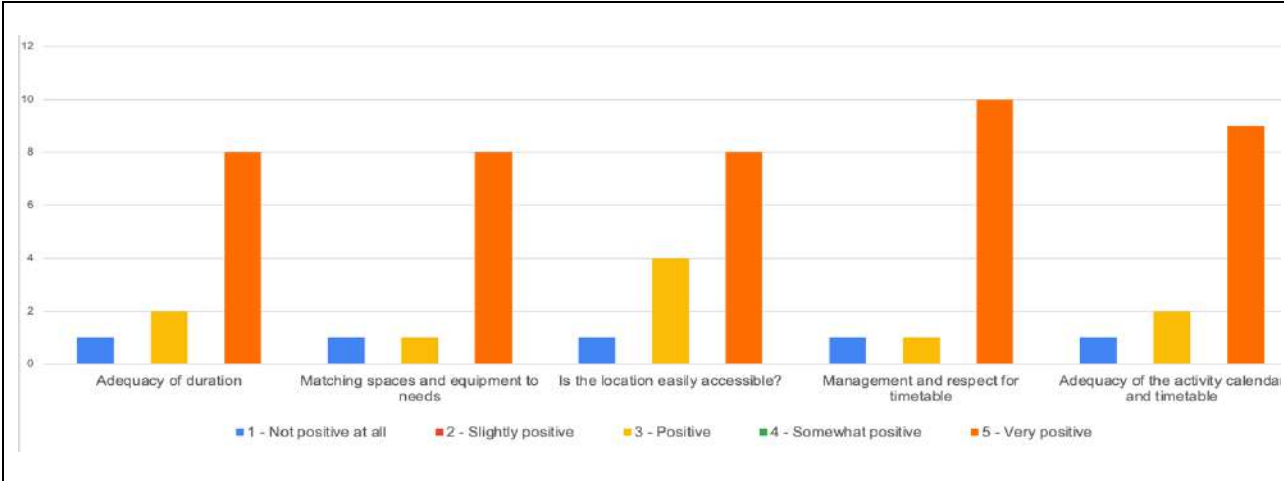


ORGANIZATIONAL ARRANGEMENTS

To what extent do you consider the following aspects of the event organisation to be adequate?

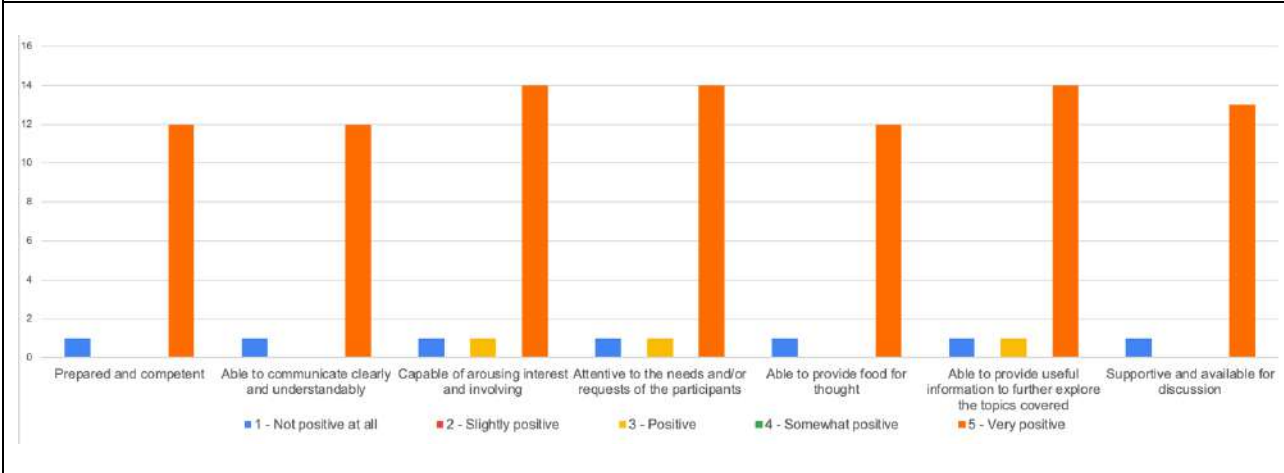


Italy – Croatia



WORKSHOP TEAM

In your opinion, the workshop team was:

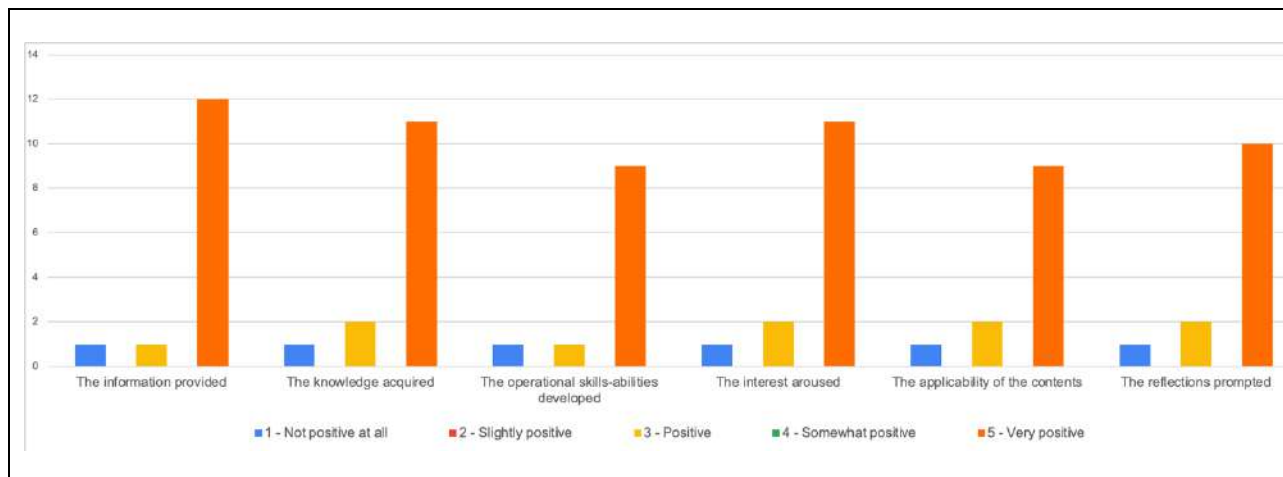


RESULTS AND IMPACT

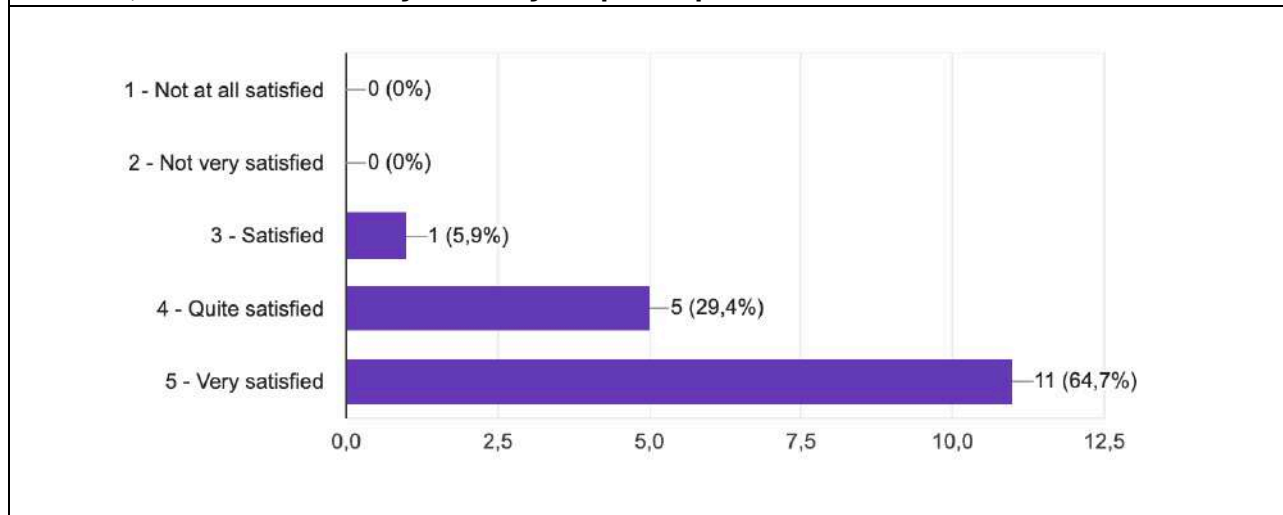
Do you think the event was useful for:



Italy – Croatia

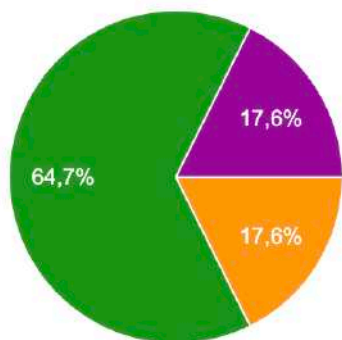


Overall, how satisfied are you with your participation in the event?



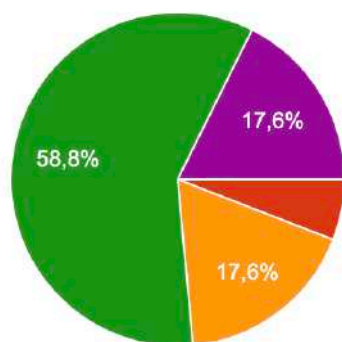
To what extent has the First Visit Workshop increased your capacity to apply the Universal Design approach in your professional field?





- 1 - No increase
- 2 - Limited increase
- 3 - Moderate increase
- 4 - Significant increase
- 5 - Very significant increase

To what extent do you agree that adopting the Universal Design approach in your field can expand the number of stakeholders, users, or beneficiaries?

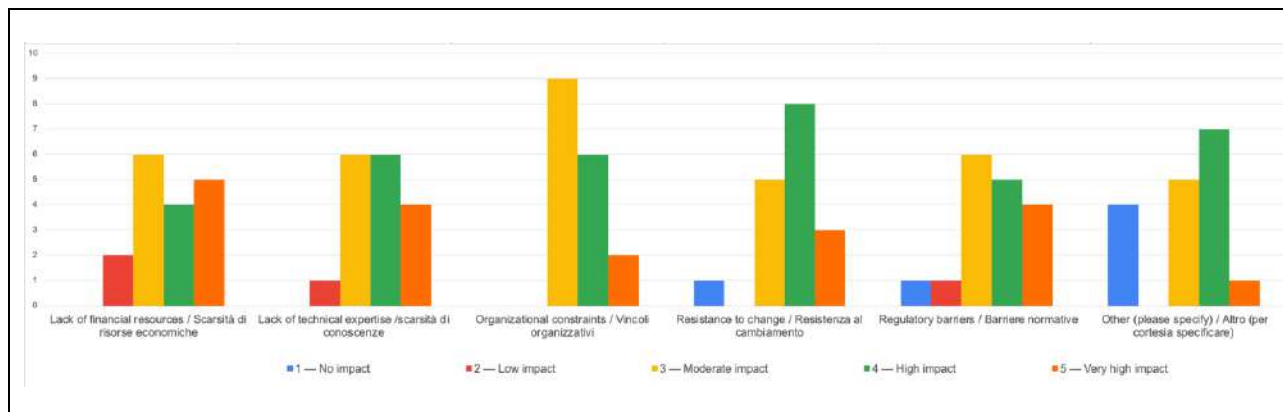


- 1 - No increase
- 2 - Limited increase
- 3 - Moderate increase
- 4 - Significant increase
- 5 - Very significant increase

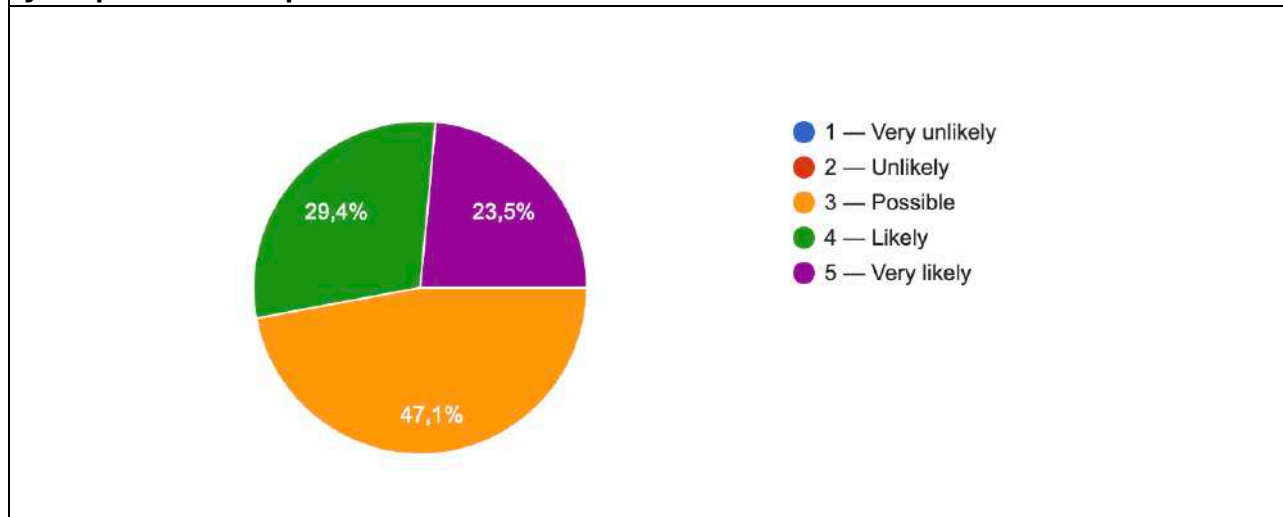
To what extent could the following factors hinder the adoption of Universal Design in your field?



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Following the workshop, how likely are you to integrate Universal Design principles into your professional practice within the next 12 months?



COMMENTS AND SUGGESTIONS

Are there any additional comments or suggestions you would like to make?





Italy – Croatia



N/P
No comments
-
hosts managed the workshop really well
I was truly impressed by the site visit – it was a great opportunity for knowledge exchange. I would especially like to commend the team, whose dedication and effort were clearly visible in ensuring that the solutions presented can be genuinely applied in practice.
No thank you

A 3.5 Total number of participants

A total of 38 people took part in the training session held in Dubrovnik, 20 of whom had already attended previous sessions, while 18 were participating for the first time.





ANNEX B

Dissemination material





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B 1. Visit to Fano

B 1.1 Flyer of the event



1st visit to Fano

Analysis of local wayfinding systems and public spaces and co-design of innovative and inclusive solutions for their improvement in accordance with UD principles.

[Click here](#) or scan the QR code to fill out the registration form



 **12-13 September**

 **Fano (PU) - Italy**



interreg  Co-funded by the European Union
Italy – Croatia




**Italy – Croatia**

**B 1.2 Dissemination through social media and websites**

Youtube: <https://www.youtube.com/watch?v=KioD00ZG4Zg>

Instagram: https://www.instagram.com/p/C_s68wtoqRN/
https://www.instagram.com/p/DAA29ZJsa04/?img_index=1
<https://www.instagram.com/p/DAtHRMfskYD/>

Facebook: <https://www.facebook.com/people/SITE-Project-Interreg-ITA-CRO-2021-27/61557567188022/>

X (Twitter): https://x.com/SITE_Interreg

Linkedin: <https://www.linkedin.com/company/siteproject-interregitacro/posts/?feedView=all>

SITE website: <https://www.italy-croatia.eu/web/site/dettaglio?articleId=18212139&groupId=7257222>

PP3 – DURA website: <https://dura.hr/2024/09/16/dura-sudjelovala-na-sastanku-projekta-site-interreg-italija-hrvatska-u-fanu/>

PP8 -FTHM website: <https://fthm.uniri.hr/en/interreg-project-site-1st-visit-to-fano-and-field-workshop/>



B 2. Visit to Šibenik

B 2.1 Flyer of the event



Italy – Croatia



B 2.2 Dissemination through social media and websites

Youtube:

<https://www.youtube.com/watch?si=cwOLFd8HyaFORk5X&v=LPCps6tQLXY&feature=youtu.be>

Instagram: https://www.instagram.com/p/DBJBT_XMc01/
https://www.instagram.com/p/DBwlztMsx14/?img_index=1
<https://www.instagram.com/p/DCURWTVPr5t/>

Facebook: <https://www.facebook.com/people/SITE-Project-Interreg-ITA-CRO-2021-27/61557567188022/>

X (Twitter): https://x.com/SITE_Interreg

Linkedin: <https://www.linkedin.com/company/siteproject-interregitacro/posts/?feedView=all>

SITE website: <https://www.italy-croatia.eu/web/site/dettaglio?articleId=23104688&groupId=7257222>

PP2 – CoS website: <https://www.sibenik.hr/clanci/grad-sibenik-u-sklopu-projekta-site-rjesava-kriticne-tocke-unutar-stare-gradske-jezgre/12758.html>

PP8 – FTHM website: <https://fthm.uniri.hr/en/interreg-site-project-first-visit-to-sibenik-and-field-workshop/>



B 3. Visit to Dubrovnik

B 3.1 Flyer of the event



Italy – Croatia



B 3.2 Dissemination through social media and websites

Youtube: <https://www.youtube.com/watch?v=KioD00ZG4Zg>

Instagram: <https://www.instagram.com/p/DHvirguNZLP/>
https://www.instagram.com/reel/DMH-LOmP_IQ/?utm_source=ig_web_copy_link&igsh=MzRlODBiNWFlZA==

Facebook: <https://www.facebook.com/share/v/1EKxucjSSB/> (day 1)
<https://www.facebook.com/share/v/1Fp26chVnX/> (day 2)

X (Twitter): https://x.com/SITE_Interreg

Linkedin: https://www.linkedin.com/posts/siteproject-interregitacro_tourismforall-siteproject-universaldesign-activity-7340699612241874945-BIAh?utm_source=share&utm_medium=member_desktop&rcm=ACoAAC0u-x0BQUwKVDLVGJg6u1bAG8G4zPzONlg (day 1)
https://www.linkedin.com/posts/siteproject-interregitacro_siteproject-inclusivetourism-universaldesign-activity-7350831178083401728-rprp?utm_source=social_share_send&utm_medium=member_desktop_web&rcm=ACoAAC0u-x0BQUwKVDLVGJg6u1bAG8G4zPzONlg (day 2)

SITE website: <https://www.italy-croatia.eu/web/site/dettaglio?articleId=26492528&groupId=7257222>

PP3 – DURA website: <https://dura.hr/2025/04/03/odrzan-sastanak-projekta-site-interreg-italija-hrvatska-u-dubrovniku/>

PP8 – FTHM website: <https://fthm.uniri.hr/en/site-field-visit-and-workshop-in-dubrovnik/>

