

Accessibility for all: Social inclusion and autonomy through multi-format menus

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Abstract: Accessibility of information in restaurants still lacks effective strategies to ensure the inclusion of persons with disabilities (PwD). This study aimed to validate the adaptation of menus in accessible communication as a tool to promote social inclusion and autonomy. A multiple case study was conducted in two restaurants using data collection methods including a semi-structured interview (n=1), field notes, a focus group (n=4), and a questionnaire (n=80). Content analysis and descriptive statistics revealed that 98% of participants viewed menu modification as a means of inclusion, while 95% viewed it as a strategy to promote autonomy.

Keywords : Inclusive Education; Multi-format menus; Accessible Tourism.

Acessibilidade para todos: Inclusão social e autonomia através de menús multiformato

A acessibilidade à informação em restaurantes ainda carece de estratégias eficazes para garantir a inclusão de pessoas com Necessidades Específicas (NE). Esta pesquisa teve como objetivo validar a



adaptação de ementas em comunicação acessível como ferramenta de promoção da inclusão social e autonomia. Utilizou-se um estudo de casos múltiplos em dois restaurantes, com recolha de dados por entrevista semiestruturada (n=1), notas de campo, Focus Group (n=4) e questionário (n=80). A análise de conteúdo e estatística descritiva indicou que 98% dos participantes consideraram a adaptação das ementas um meio de inclusão e 95% uma estratégia promotora de autonomia.

Palavras-chave: Educação Inclusiva; Menus Multiformato; Turismo Acessível.

Accesibilidad para todos: inclusión social y autonomía mediante menús multiformato

Resumen: La accesibilidad a la información en los restaurantes aún carece de estrategias eficaces para garantizar la inclusión de las personas con Necesidades Específicas (NEE). El objetivo de esta investigación fue validar la adaptación de menús en formato accesible como herramienta para promover la inclusión social y la autonomía. Se realizó un estudio de caso múltiple en dos restaurantes, con datos recogidos mediante entrevista semiestructurada (n = 1), notas de campo, Focus Group (n = 4) y cuestionario (n = 80). El análisis de contenido y las estadísticas descriptivas indicaron que el 98 % de los participantes consideraban la adaptación de los menús como un medio de inclusión y el 95 % como una estrategia para promover la autonomía.

Palabras clave: Educación Inclusiva; Menús Multiformato; Turismo Accesible.

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1 INTRODUCTION

In Portugal, the Disability and Human Rights Observatory reports that in 2020, the area with the highest number of complaints of discrimination based on disability was accessibility, accounting for about 44% of the total (Pinto; Neca, 2020). Despite the existence of legislation on accessibility in Portugal, it focuses mainly on architectural barriers and access to physical spaces. Decree-Law No. 163/2006, of 8 August, provides for the "construction of a global, coherent and orderly system in terms of accessibility, capable of providing people with reduced mobility with conditions equal to those of other people" (our translation). In this scenario, it is considered that the concept of accessibility should be approached in a comprehensive and multi-faceted manner. In particular, with regard to accessibility in communication and information, there are still several barriers to access to everyday products and services. The regulatory and legal framework in Portugal does not include specific legislation on communication accessibility, especially in restaurants, such as menus. This gap is an obstacle to the implementation of the Conventions on the Rights of Children and People with Disabilities.

Pedagogical internationalization allows the integration of processes, knowledge, and tools on a global scale, improving the quality of research and education and making a significant contribution to society. Recognizing the difficulties and barriers that persons with disabilities (PwD) face in their daily lives, it is necessary to reassess the efforts and resources that allow access to various common everyday services for all people, that is, society must adapt to individuality and heterogeneity. In this context, it is considered appropriate to include the importance of the adaptation of multi-format menus in the international pedagogical discussion. Recent years have been marked by several advances in guaranteeing the rights of PwD, namely through the creation of an international movement in favor of accessible tourism. Thus, societal and tourism responses must seek to adapt to new challenges, especially when it comes to specific audiences.

The adaptation of accessible menus aims to promote practices that guarantee the full rights of these people, especially with regard to their autonomy and independence. The objective of this study is to adapt the menus of two restaurants, namely *Restaurante Varanda da Estrela* and *Restaurante Casa do Clube*, for accessible communication. Accessible menus in different formats are presented as an instrument of social inclusion, using four different forms of communication and information

representation: i) Braille; ii) Pictographic Symbols for Communication (PSC); iii) Audio (through the creation of a QR code); iv) Photographs of the dishes.

This study focuses on the validation of adapted menus in multi-format accessible communication, through a multiple case study technique that will include two restaurants in Portugal. The study is qualitative in nature and aims to describe the impact of accessible menus on the social inclusion and autonomy of PwD in the context of accessible communication in non-formal education settings. The different forms of communication and representation allow the inclusion of all PwD, ensuring the accessibility of restaurant services and thus providing opportunities for self-determination and participation in decision-making by PwD.

2 DEVELOPMENT

The Convention on the Rights of Persons with Disabilities (Portugal, 2007) represented a historic milestone in the promotion, protection, and guarantee of the full and equal enjoyment of all human rights and fundamental freedoms by all PwD, as well as respect for their dignity. The Convention sought to recognize the importance to PwD of their independence, including the freedom to make their own choices, while promoting greater levels of autonomy. Achieving this recognition is essential for their active and equal participation in society, including their involvement in decision-making processes, especially in situations that directly affect them, so that they can exercise their citizenship.

The Convention presents an evolving conceptualization of disability, as it results from "the interaction between persons with disabilities and behavioral and environmental barriers that prevent their full and effective participation in society on an equal basis with others" (Portugal, 2007, p. 1, translated by us).

We emphasize the awareness of the difficulties faced by PwD, regardless of the level of their motor, sensory, communicative, intellectual, and/or developmental abilities, especially with regard to critical needs related to difficulties in accessing the physical, social, economic, and cultural environment, health and education, and information and communication (Portugal, 2007).

Recognizing the difficulties and obstacles that PwD needs to face on a daily basis, it is

imperative to rethink the efforts and resources available to ensure their access to various everyday services for all. In other words, society must adapt to individuality and diversity. Thus, social and tourist responses must adapt to new challenges, especially when it comes to specific target groups.

In the context of accessible tourism, Gouveia, Mendes and Simões (2010) argue that accessibility results from the capacity of the environment (spaces, buildings, and/or services) to provide everyone with the opportunity to use it in a direct, immediate and as autonomous a way as possible. The authors also state that the environment must adapt to people's needs, as the opposite is not consistent with a vision of quality and customer satisfaction. However, accessibility and autonomy cannot be separated. Therefore, tourism services must seek to guarantee users adequate conditions to perform all tasks and activities autonomously (Gouveia; Mendes; Simões, 2010).

However, participation in society and autonomy for PwD are still rights that are not fully guaranteed. Given this scenario, there is an urgent need to promote the recognition of the importance of a society capable of providing services with an effective and efficient response to all people and, in particular, tourism services, within the framework of menus accessible to all.

2.1 Accessible Tourism for All

In an increasingly globalized world, Western societies are experiencing a paradigm shift in terms of equal opportunities and individual fulfillment, which are seen as a greater common good. These social changes have led states to develop policies aimed at improving and generalizing accessibility conditions to ensure the full participation of all, regardless of their limitations, thus focusing on the inclusion and appreciation of all (Mendonça, 2017).

In 1980, the World Tourism Organization proclaimed tourism as an essential right and a fundamental means for human and economic development. In this sense, it was recommended that member countries regulate tourism services, but also here tourism accessibility emerged (WTO, 1980).

Initially, the concept of inclusive tourism was formulated to ensure tourist experiences for people with some physical, sensory, or cognitive disability or impairment (Gouveia; Mendes; Simões, 2010). However, at the end of the 1980s, specifically in 1989, the "Tourism for All" report emerged as a result of a

congress in the United Kingdom, which included

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recommendations for the tourism industry to adopt measures that take into account the needs of all people, especially groups in disadvantaged situations (SNRIPD, 2007). These measures have gradually been adopted in Western countries.

In 2006, the European Network for Accessible Tourism was established, a European network that aims to make European tourism destinations, products, and services accessible to all travelers, in addition to promoting tourism accessibility on a global scale (ENAT, 2018). In Portugal, accessible tourism is a recent phenomenon, and only with the National Strategy for Tourism (PENT revision 2013-2015) was an action plan established to make Portugal an accessible destination for all. In particular, a national vision was established through the "All for All" program, national legislation and standards were established (Portuguese Standard NP 4523/2014 Accessible Tourism in Hotel Establishments), investments were made in research, education, and training, and finally, organizational structures and local networks for the dissemination of Accessible Tourism were promoted (Ambrose et al., 2017).

The relevance of the implementation of these national and international strategies is reflected in the growth of the accessible tourism market in recent years. This trend is reflected in some global estimates, which predict that 15% of the world's population (1 billion people) live with some type of disability (UNWTO, 2019). Tourism must therefore ensure strategies and structural actions that guarantee the accessibility and participation of the different representations of human diversity. And these actions also include guaranteeing access to information, through the adaptation of information about services in accessible communication.

2.2 Inclusive Design and Multi-format Accessible Communication

Accessible menus consist of a multisensory approach based on Universal Design, which aims to ensure the communicative accessibility of services and products for everyone. Mineiro (2017, p. 11, translated by us) states that Universal Design is a "privileged tool for achieving accessibility and, by extension, for promoting social inclusion".

However, according to Buhalis and Michopoulou (2011), the application of Universal Design does not guarantee full accessibility. The authors argue that, in addition to applying the principles of this philosophy, it is crucial to understand the specific needs of PwD and create a design that combines

both aspects. Hence, the concept of inclusive design, in which Goltsman, cited by Holmes (2018), states that it allows for the design of different forms of participation, giving everyone a sense of belonging.

In this context, the adaptation of menus aims to remove communication barriers, which in turn facilitates the civic participation of PwD. Augmentative and Alternative Communication Systems (AACs) include techniques, strategies, and resources that facilitate communication for this group (Ferreira; Ponte; Azevedo, 1990). Mineiro (2017) argues that multisensory and multimodal communication integrally respects human beings, offering them different learning opportunities. Sousa (2011) argues that all areas of development are related to communication, which requires a combination of cognitive, sensory, social, and motor skills. When PwD needs to encounter services and products that do not guarantee communication accessibility, their development opportunities are limited, justifying the importance of policies, strategies, and tools such as accessible menus.

This is also how the relevance of non-formal education is understood. Gohn (2006) suggests that non-formal education is linked to sharing experiences and takes place mainly in everyday collective spaces and actions. Non-formal education takes place in collectively constructed action environments and with the voluntary participation of those involved (Bruno, 2014). Hortas and Campos (2014) state that non-formal education results from the practice of citizenship, allowing each individual to exercise their rights and duties and develop their capacity to influence. This highlights the need to ensure the exercise of rights and duties for PwD. Therefore, an inclusive society aims at citizenship that is inclusive of all people, regardless of their physical, intellectual, social, or cultural conditions. An inclusive society promotes interaction, sharing, and cooperation among all its members, as well as citizenship skills, whether through respect for differences or the necessary cooperation.

From another perspective, the importance of pedagogical internationalization in this context lies in the crucial discussion and exchange of practices and knowledge between countries, allowing the adaptation and implementation of effective strategies for inclusion. As a result, these discussions consolidate international conventions that promote the standardization of norms, ensuring accessibility and universal inclusion (Madera, 2005). International cooperation also provides access to advanced technologies and inclusive educational resources, expanding opportunities for PwD (Pérez, 2012). In addition, it promotes collaborative research that develops innovative solutions to the challenges of inclusion (Pinheiro et al., 2021). In short, the internationalization of education can play

a key role in finding solutions to the barriers that PwD face on a daily basis, consolidating a unified path towards a strategic action plan that projects a fairer and more inclusive society.

3 METHODOLOGY

The methodology used was a multiple case study involving two restaurants, and it was a descriptive and exploratory study using a qualitative approach. Regarding the data collection procedures, a semi-structured interview was conducted with the APPACDM specialist technician, field notes were taken during the observation of the interaction of young APPACDM users with the adapted menus, two focus groups were held with the owners and employees of the restaurants, and finally, a questionnaire survey was applied to the restaurant customers, with four closed responses using a five-option Likert scale and one open response. All the instruments used aimed to describe the perceptions of the participants on the following categories defined a priori: i) adequacy of the adaptation of accessible menus to the needs of PwD; ii) adaptation of menus in accessible communication to promote the social inclusion of PwD; iii) adaptation of menus in accessible communication to promote the autonomy of PwD; iv) provision of accessible menus in tourism services for the accessibility and participation of different representations of human diversity; v) potential, limitations and suggestions for improving the adaptation of multi-format accessible menus (open response).

In turn, the data processing techniques included content analysis and a statistical analysis of the results. It should be noted that an exhaustive statistical analysis of the results obtained was not intended, opting for descriptive statistics to complement some data and reflections, given that the research was qualitative. However, it is reported that, in order to validate this instrument, we had four different groups of participants: young users of APPACDM (n=25), APPACDM technical team (n=1), owners and employees of the restaurants (n=4) and customers of the restaurants involved (n=80).

In short, the objective of the research process is to analyze the validity of the adaptation of restaurant menus to accessible communication as a tool for the promotion of social inclusion and autonomy of persons with disabilities.

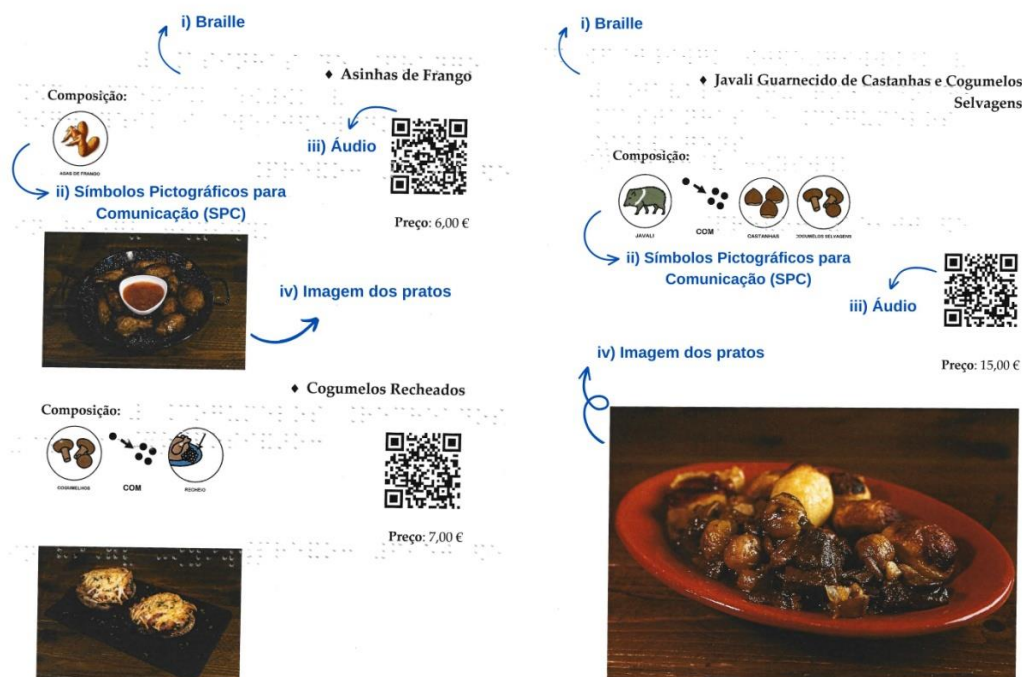
3.1 Adaptation of Accessible Multi-format Menus

The object of study of this research consists of adapting the menus of two restaurants in accessible communication, and subsequently, the objective is to validate them. Accessible menus are presented as an instrument of social inclusion since they use four different forms of communication and representation of information: i) Braille; ii) pictographic symbols for communication (SPC); iii) audio (through the creation of a QR code); and finally, iv) photographs of the dishes.

In particular, this adaptation of the menus into a multi-format resource aims to integrate different forms of communication. The design of the menus and, in particular, the selection of the different forms of communication to be integrated into this adaptation, is based on the objective of trying to respond to the diversity of disabilities that we can find in society, such as: low vision or blindness, speech/communication difficulties, low hearing or deafness, illiteracy, and others. The aim is therefore to create and disseminate inclusive menus so that different audiences can have effective access to accessible communication, constituting a liberating and emancipatory act.

Below are examples of the adaptation of menus in accessible communication in the two restaurants involved in this research (Figure 1).

Figure 1 – Examples of menu adaptation in accessible communication from the restaurants involved



Source: Own authorship (2024).

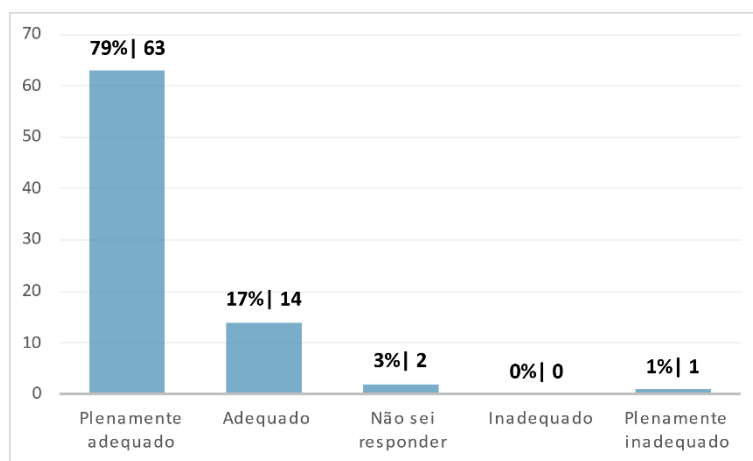
The collaboration with the Resource Center for Digital Inclusion (CRID) of the Polytechnic University of Leiria has made it possible to adapt the menu to accessible multi-format communication.

4 RESULTS

Taking into account the semi-structured interviews and field notes collected at APPACDM, combined with the responses from the focus group with restaurant owners and employees and the customer questionnaire surveys, we now have sufficient information to compare the data collected.

Looking at the results from the questionnaire survey techniques, we can see that in terms of responsiveness to the needs of PwD (Graph 1), 96% (n=77) of respondents believe that adapting accessible menus supports responsiveness to the needs of PwD. Of this percentage, 79% (n=63) responded "fully adequate" while 17% responded "adequate" (n=14).

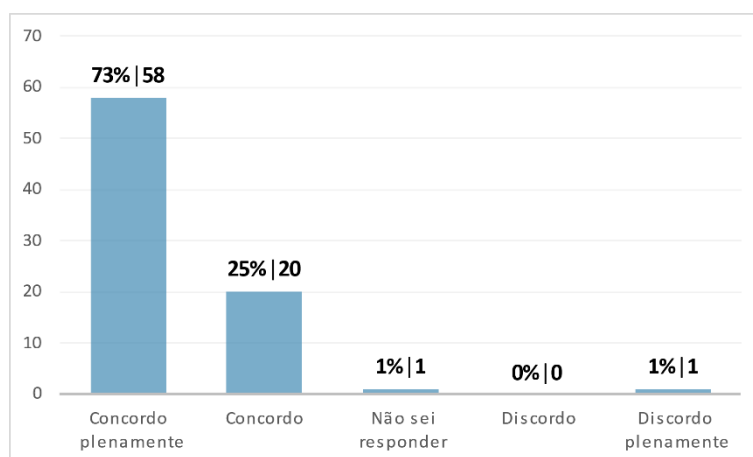
Graph 1 - Perception of customers of the two restaurants regarding the suitability of adapting accessible menus to the needs of children/young people and citizens with disabilities



Source: Own authorship (2024).

Regarding the respondents' perspective on accessible menus as a tool to promote the social inclusion of PwD (Graph 2), 98% (n=78) of the participants agree that adapting accessible menus promotes the social inclusion of PwD. 73% of respondents (n=58) said they "strongly agree" and another 25% (n=20) said they "agree".

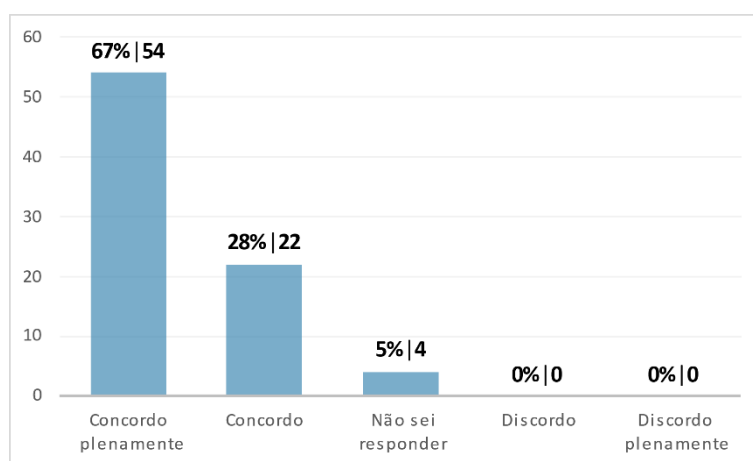
Graph 2 - Perception of customers of the two restaurants regarding the adaptation of menus in accessible communication to promote the social inclusion of children/young people and citizens with disabilities



Source: Own authorship (2024).

In turn, when asked about the importance of accessible menus for the autonomy of PwD, 67% (n=54) of respondents "strongly agree" that adapting restaurant menus promotes the autonomy of PwD, while 28% (n=22) "agree". These values show that a total percentage of 95% (n=76) of respondents believe that adapting accessible menus promotes the autonomy of persons with disabilities.

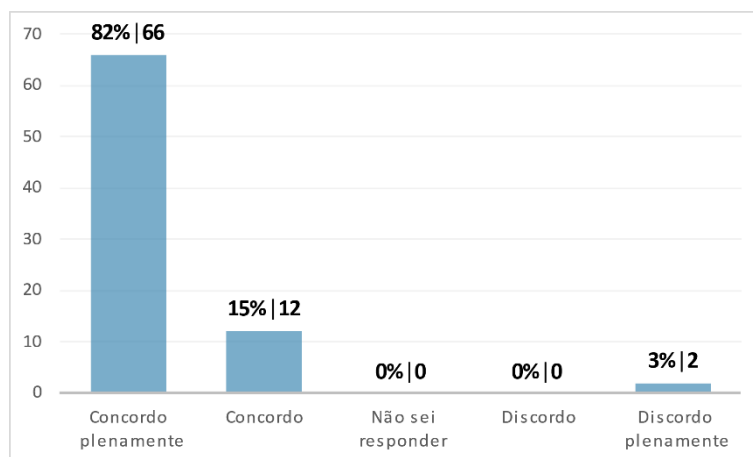
Graph 3 - Perception of customers of the two restaurants regarding the adaptation of menus in accessible communication to promote the autonomy of children/young people and citizens with disabilities



Source: Own authorship (2024).

Finally, when asked about the impact of providing accessible menus in tourism services on promoting accessibility and participation of different representations of human diversity, 97% (n=78) of the 80 respondents considered it relevant. Of these responses, 82% (n=66) "strongly agree" and 15% (n=2) "agree".

Graph 4 - Perception of customers of the Restaurante Varanda da Estrela regarding the provision of accessible menus in tourism services for accessibility and participation of different representations of human diversity



Source: Own authorship (2024).

Regarding the open response data, we observed that although there was no overall appreciation for adapting menus in accessible multi-format communication, we observed a generalization of appreciation for the different elements (Braille, QR code, and photographs).

Participants' Perceptions of the Limitations of Menu Accommodation in Accessible Communication.

Table 1 – Participants' perception of the limitations of adapting menus to accessible communication

LIMITATIONS		
ANALYSIS CATEGORIES	NUMBER OF REGISTRATION	ANSWERS
Quality of photographs	N=4	<p>CC_IQ76: "The photos are too dark."</p> <p>CC_IQ77: "The photos are too dark."</p> <p>CC_IQ78: "The photos are too dark."</p> <p>CC_IQ79: "The photographs are too dark, not allowing a clear view of the ingredients."</p>
Menu extension	N=2	<p>CC_IQ56: "Very extensive menu (too many pages)." CC_IQ58: "However, the menu is too extensive and there should be a way to have a more condensed menu so as not to overwhelm the customer."</p>
Readability of SPC symbols	N=2	<p>CC_IQ78: "Some icons do not illustrate the products well."</p> <p>CC_IQ79: "Some icons are not very legible, that is, it is not clear"</p>

LIMITATIONS		
ANALYSIS CATEGORIES	NUMBER OF REGISTRATION	ANSWERS
		what they symbolize.”
Multi-format features to add	N=2	VE_IQ2: “Suggestion: Audible menu.” CC_IQ67: “QR code with photo, description of the dish available in Portuguese and English.”
Caloric value	N=2	CC_IQ67: “Calories per dish.” CC_IQ68: “It lacks information on Kcal per dish, which is very popular these days.”
Food allergies and intolerances	N=1	VE_IQ16: “Identification of food allergies and intolerances by children/young people and citizens with disabilities with greater autonomy.”
Formatting improvements	N=1	VE_IQ34: “Make an index at the beginning of the menu and number the pages.”
Source : Own authorship (2024).		

However, we received several assessments of the relevance, importance and need to make these resources available in national tourism services.

Participants' perceptions of the potential for adapting menus in accessible communication.

Table 2 - Participants' perception of the potential for adapting menus to accessible communication

POTENTIALITIES		
ANALYSIS CATEGORIES	NUMBER OF REGISTRATION	ANSWERS
Adequacy in response to the various needs	N=5	<p>VE_IQ6: "The menus are in line with the needs of all citizens, particularly those with specific needs."</p> <p>VE_IQ28: "An excellent menu even for citizens without special education. (...) Excellent work, to be implemented!"</p> <p>VE_IQ30: "Very well-executed work, not only for citizens with special needs (...) but also for people with allergies or specific food choices. (...) Very interesting and complete proposal. Congratulations!"</p> <p>CC_IQ56: "Inclusion of different needs"</p> <p>CC_IQ68: "Clearer and more accessible information to a greater number of customers"</p>
Autonomy for PwD	N=4	<p>VE_IQ15: "Developing and improving their autonomy."</p> <p>VE_IQ26: "It can help a lot when choosing a dish, seeing the final appearance makes it much easier."</p> <p>VE_IQ46: "I don't think there are any limitations. I consider it a great project to promote the autonomy of children/people with disabilities."</p> <p>VE_IQ47: "Promotes children's autonomy and independence."</p>
Adequacy in response to visual disabilities	N=3	<p>CC_IQ58: "These menus clearly have potential and usefulness for the visually impaired."</p> <p>CC_IQ63: "The greatest potential in this menu, in my opinion, is Braille".</p> <p>CC_IQ64: "Excellent Braille reading capabilities."</p>
Provision of photographs of dishes	N=3	<p>VE_IQ30: "Additionally, the use of illustrative images is quite appealing to most people, managing expectations of the meal and even opening up other options that perhaps the name would not be enough (e.g.: vegetarian burger)."</p> <p>CC_IQ56: "Possibility of viewing the chosen dish."</p>

POTENTIALITIES		
ANALYSIS CATEGORIES	NUMBER OF REGISTRATION	ANSWERS
		CC_IQ64: "Excellent photos to give us a real perception of the different dishes".
Providing QR code with audio	N=2	VE_IQ28: "The QR code with audio and the visual aspect of the letter are worth highlighting." VE_IQ30: "Work very well done, not only for citizens with disabilities such as the blind and deaf (QR Code)."
Social inclusion of persons with disabilities	N=2	VE_IQ12: "Important for inclusion and subjective identification with the culinary tradition and the person's insertion in the social context." VE_IQ15: "Enhances the inclusion of all persons with disabilities"
Service management	N=1	CC_IQ68: "It can optimize employees' time by making them waste less time with explanations in the menu."

Source: Own authorship (2024).

However, if we compare these data with the data collected in the interview with the APPACDM specialist technician, we can conclude that this was a successful adaptation in accessible multi-format communication. In particular, when asked about the potential of this resource, the technician appreciated the intuitive way the young people integrated into APPACDM read the menus through SPC communication, thus allowing their autonomy and independence as clients of these tourist services. We also understand that the value of the SPC communication system is due to the characteristics of the young users of APPACDM, since the majority of them have intellectual and developmental difficulties (IDD). Furthermore, in the interaction of the group of young people integrated into APPACDM, it was possible to determine that to use the audio resource available through the QR code, the person needs to have their tablet or smartphone to access this resource. Given this interaction, it was also possible to understand the need to correct some SPC symbols to avoid confusion between some ingredients and to ensure a correct and rigorous reading of this writing system.

In turn, through the focus group with the owners and employees of the two restaurants, it was

possible to analyze their perception of the tool. Regarding the relevance of having this resource in the restaurant, it was clear that they valued it and intended to integrate it in the future of these restaurants. Its relevance was confirmed by the case of a blind customer in the Restaurante Varanda da Estrela, and the relevance of the Braille writing system was highlighted. However, the study did not include a convenience sample, where the sample was the customers of the restaurants who visited the restaurant on the day of the survey. The graphic aspect of the menus and the potential for raising awareness in society about issues related to disabilities were also appreciated. Regarding the suggestions for improvement, it was expected that the focus group would bring more suggestions for improvement so that the adaptation of the menus in accessible multi-format communication would consist of a complete and even more inclusive response. Regarding the analysis of some of the data obtained from the customer surveys, we understand that the sequential responses to the surveys indicating the poor lighting of the photos as a limitation were the result of the group effect. However, we have not been able to understand more precisely the negative data obtained, albeit marginal, from the closed responses in the surveys applied in the Restaurante Varanda da Estrela.

5 CONSIDERATIONS

From the point of view of some authors, accessibility results from the ability of environments (spaces, buildings, and services) to offer everyone the opportunity to use them in a direct, immediate, and as autonomous a way as possible (Gouveia; Mendes; Simões, 2010). The authors emphasize that the environment must adapt to people's needs, as the opposite does not correspond to a vision of quality and customer satisfaction. Given the various barriers that people with special needs face due to the lack of accessibility to various public and private services, it is imperative to change this paradigm to avoid perpetuating these daily difficulties. The implementation of accessible menus in different formats aims to overcome some of these barriers.

The results of the research show that all participants recognize the relevance and importance of providing adapted menus in accessible communication in tourism services. Some respondents consider that this resource is useful for everyone, not only for PwD. This leads to a reflection on how responding to the specific needs of a target group can benefit society as a whole, confirming the view of Sassaki (1990) and Booth and Ainscow (2002) on inclusion, which is a continuous process of

adaptation of society to successfully respond to everyone.

These authors suggest that an inclusive society is in constant motion, changing not only physical environments but also mentalities. However, there is still a perception that the adaptation of menus in accessible multi-format communication is only for PwD. This highlights the need to raise awareness of the issue, as this tool can also benefit other groups, such as people with low literacy levels, foreign tourists who do not speak the language, and the elderly population, who often face sensory and motor difficulties due to aging.

According to Holmes (2018), the use of inclusive design allows for the creation of different forms of participation and promotes a sense of belonging for everyone who visits these tourist facilities. Mineiro (2017) also argues that the adaptation of menus to accessible multi-format communication results from actions that make the environment more accessible, facilitating everyone's participation. Sousa (2011) adds that all areas of development are related to communication, and that ensuring communication accessibility not only promotes the personal development of PwD but also enriches society through the inclusion of human diversity.

Pedagogical internationalization should be included in this discussion, with the aim of accelerating the exchange of practices and knowledge on inclusion at the global level, promoting a transversal, inclusive, and equitable education. This global approach allows for the standardization of accessibility standards, ensuring that the rights of people with disabilities are respected in different cultural and geographical contexts.

In short, this research aimed to validate ways to adapt menus in multi-format accessible communication to promote social inclusion and autonomy for PwD, confirming this premise throughout the process. However, as this is a pilot study, validation through a multicenter or extended study is needed. Future research could compare the effectiveness of accessible menus with other forms of accessible communication in tourism services, using a convenience sample and a longitudinal study to assess the long-term impact of this tool.

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