

AMA Worksheet for Identifying Unit Barriers – Customer Service

Mission Statement

Brandon University is committed to diversity, inclusion, and accessibility in our programs, employment opportunities, and in the conduct of the University's affairs. We are committed to identifying and removing the barriers that prevent full and meaningful participation in all aspects of campus life. The University will comply with all legislation with respect to accessibility and will implement the standards specified under The Accessibility for Manitobans Act ("AMA").

(Draft)

Introduction

On December 5, 2013, Manitoba passed *The Accessibility for Manitobans Act* (the "AMA"). The purpose of the AMA is to achieve accessibility for all Manitobans by preventing and removing barriers that disable people with respect to employment, accommodation, the built environment, the delivery and receipt of goods, services and information, and a prescribed activity or undertaking. The AMA mandates every public sector body (which is defined in the Regulations to include a university and college) to prepare an annual accessibility plan that addresses the identification, prevention and removal of barriers to accessibility in their policies, programs, practices and services.

The AMA guides the University's efforts to comply with the legislation by establishing five standards:

1. Customer Service;
2. Employment;
3. Information and Communications;
4. Transportation; and
5. Built Environment.

Effective November 1, 2015, the Manitoba government introduced the first standard: **The Customer Service Accessibility Standard**, which requires all of Manitoba's public, private and non-profit organizations with one or more employees to establish and implement measures, policies and practices to remove barriers to customer service. Under this standard, the University of Manitoba must address business practices and training needed to provide better customer service to people with disabilities.

The purpose of this document is to assist each unit in understanding and identifying barriers relating to customer service within their area, and the actions required to remove those barriers. These will be addressed in the University's accessibility plan. Units are encouraged to use the chart attached in order to document the following steps.

Step 1: Prepare Baseline Report

- A. Provide an overview of the programs and services in your unit.
- B. What are your unit's accessibility achievements?
- C. What are the barriers to accessibility in your unit?

Step 2: Identify Barriers

There are many different types of barriers, both visible and invisible. Examples include:

1. [Attitudinal Barriers](#)

Attitude is perhaps the most difficult barrier to overcome. Some people do not know how to communicate with those who have visible or invisible disabilities. They may feel that they could offend the individual with a disability by offering help. Others might ignore or avoid people with disabilities all together.

2. [Physical and Architectural Barriers](#)

These barriers exist when the environment presents challenges that make it difficult for some people to easily get into a location. Examples could include where a door knob cannot be turned by a person with limited mobility or strength, or where a hallway or door is too narrow to allow a person who uses a wheelchair to pass through safely.

3. [Informational and Communication Barriers](#)

These barriers exist when information is offered in a form that works for some people, but not all. For example, print on documents or on websites may be too small for some people to read, and public address systems often alert only people who can hear.

4. [Technological Barriers](#)

These barriers occur when technology, or the way it is used, is not accessible. Examples include websites that are not accessible to people with visual impairments who use screen reader software; or accepting only online registration forms for programs.

5. [Systemic Barriers](#)

Systemic barriers can occur through policies and procedures. The University must address policies, practices or procedures that result in unequal access to services. Examples include not considering the needs of persons with disabilities at the event planning stage; or not being aware of policies that support accessibility.

Step 3: Identify Actions

Determine the actions required to remove existing accessibility barriers in relation to the Customer Service Standard. The actions should reflect the priorities of your unit.

As an example, review your physical space, ensure that universal signage is simple and well displayed for clear legibility. Remove all signs that can be perceived as too small or confusing for people with developmental disabilities, visual impairments, and other limitations.

Acknowledgment

These materials have been borrowed and/or adapted from the Disabilities Issues Office with permission.

Worksheet: Identifying Barriers – Customer Service

Please complete the following worksheet. Once all sections of the worksheet are filled out, have the Dean /Director sign off on the completion, and submit to _____.

Thank you for your commitment in making the Brandon University an accessible campus.

Unit: Healthy Living Centre Building

Form Completed by: Maureen Bonar

Phone Number: 204-573-3051

Email: bonarm@brandonu.ca

Date: August 23, 2016

Dean/Director Sign off: _____

Step 1: Compile an overview of the programs and services your unit provides.

-Access for BU students, community members, private groups, organizations, non-profits, to use the facility amenities such as fitness centre, gymnasiums, classrooms, indoor track, soccer field, public Wall of Fame access, canteen, Sports Medicine Centre (Therapy and Dr services) and office spaces. Some areas are membership access only, private designated access only, public access during certain hours, private rental spaces, open access to special public events, games, activities that are internal to BU and also external to the greater community.

The Campus Recreation, Education, and Athletic Units provide programs and services that cater to the internal campus and the great community of Brandon. Campus Recreation offers fitness, intramurals, and club activity, while Athletics offers camps, clinics, academies, club sports teams, athletic teams, Athletic Therapy, canteen services, and game nights for public audiences.

Step 1 (cont.): What are your unit's accessibility achievements?

Hlc building tours and Orientations

-All Staff are trained on providing building tours and orientations. A tour script is used as a guide and learning document for new staff. A staff handbook is available at all times for staff to refer to for all procedures of the facility.

-Staff provide building tours to any individual, visitor, organization that requests a tour. During the tour they identify accessibility achievements such as wheelchair accessible equipment, door opening buttons, elevator, specific washrooms/changerooms/locker accesses.

-Staff provide all new members an orientation which includes the fitness centre, track, membership and parking rules. Members must complete the orientation prior to using the facility. Staff accommodate requests for tours and orientations at any time of day as long as there is another staff on duty to attend to the front desk.

Main Foyer

- entrance exterior and interior lobby doors have automatic door button openers
- crash bar door handles for ease of access
- Elevator to all floors and includes Braille on buttons and bells for floor arrival (sight and hearing)

Front Reception Area

- lower desk area for wheelchair access
- wireless POS machine to reach beyond counter
- provide ice bags onsite for acute injuries/accidents
- security cameras to all activity areas (except Mezzanine)

East Hallway

- lower water fountain for wheelchair access and shorter person access, with push button service.
- Gender Neutral, wheelchair accessible and family washroom with push button door opener, lowered sink, zero entry large shower with pull down bench, baby change table, assist bars and mirror.
- public washrooms with push button door opener, wheelchair accessible washroom and shower stall.
- Equipment desk lower access counter for wheelchair or shorter person access.

West Hallway

- Public washrooms with wheelchair accessible washroom stalls.
- lowered water fountains for wheelchair or shorter people access, with push button service.

Fitness Centre

- Five fitness equipment pieces are wheelchair accessible
- accommodate clients with medical needs who require to carry medication in a bag with them.
- staff provide all new clients with equipment orientation.
- established a more indepth orientation program to meet client's needs and specifically the target population 55 years and older. (fee associated with service)

Track Area:

- Barrier free area, bags, coats and shoes are not stored in this area, clients are asked to use the changeroom lockers to store all belongings to keep the track entrance area free of items that could be a potential hazard to access the area.
- Walkers and baby strollers are allowed on the track to encourage access for those requiring these devices
- Family member or Companion walking is welcome to accompany a walker who has accessibility issues, a shared membership is used to accommodate these members.
- Track area is wheelchair accessible via an elevator.
- Track access public washrooms are wheelchair accessible with 1 stall in each male and female washroom, automatic door buttons, baby change table, wheelchair accessible sinks.
- Event viewing for wheelchairs through clear glass, and safe from event activities.
- provide chairs for clients to sit and rest or tie shoes, provide table to place water bottles on rather than having to bend down to floor to pick up bottle.

Staff Training requirements

- 1st Aid training, AED reviews, training for major equipment moving, gender neutral training
- Fire or emergency exit plan, meeting point for wheelchair or stair challenging issues
- Announcing at events the meeting point for wheelchair or stair challenging issues in case of evacuation.

- Provide assisted seating for special events, grads, game nights
- Printed material accommodation made when requested by client for services provided.

Data Collection

- data is collected for clients with medical conditions who require accommodation
- all members must fill out a PAR-Q form and Waiver or Consent form and participate in an orientation of the fitness centre prior to use for their own safety and use of the equipment.

Signage

- acknowledgement and awareness signage of sensitivity to scents posted in changerooms

Classrooms

- trapizod tables are used with chairs that can be removed for access.
- door handles are pull down handles for easier opening.
- lowered white boards for access

Henry Champ Gym

- lower water fountain for access

Parking and sidewalks

- Wheelchair accessible and Electric car parking stalls
- Front entrance ramps to east parking lot and to west side walk
- Designated bus drop off area in front of building
- cross walk with wheelchair accessible sidewalk
- bike stands
- railings on stairs

Fitness Programs

- provide mats, chairs, sound system with microphones, equipment requirements as requested.
- register from their own home computer, face to face or by phone.
- i.e. older female requires a chair to do her fitness because she can not get down on the floor.
- i.e. programming provided for specific age groups and needs 'Sit and Fit' class.

Step 2+3: What are the barriers to accessibility?

1. Attitudinal Barriers:

Use of Service Animals | Considerations: Are you aware of the University's policy regarding service and support animals? Are your staff aware of the policy?

Actions	Responsibility		Budget	Estimated Time / Completion Date
	Unit	University		

Educate staff regarding policy (e.g. through next unit meeting)				

2. Physical and Architectural Barriers:

Notice of Temporary Disruption | Considerations: Have you developed the procedure and means of communicating any service disruptions that are related to services at your unit?

Actions	Responsibility		Budget	Estimated Time / Completion Date
	Unit	University		
Develop a procedure for communicating service disruptions	Hlc		Required if newspaper, radio advertising needed. Min. \$600	Completed (attached)
Internal access doors to spaces for activity do not have automatic door buttons (specifically the basement door off the elevator leading into the hallway to the classrooms should be addressed first)		University	Approx. \$1200	2018
Winter snow removal on outside ramps during weekends when no Physical Plant is available to clear them.		University		

3. Information and Communications Barriers:

Training for Staff | Considerations: Did you know that under the Customer Service Regulation you need to ensure that your staff are trained? Webinar and in person training will be available in the fall 2016.

Actions	Responsibility		Budget	Estimated Time / Completion Date
	Unit	University		
Note how many staff need to be trained and the expectation of when the training will be complete.	√	√	Hlc budget requires student staff to be paid for meeting/training time. \$13/hr x # of staff attending.	
There are two conflicting rules for handicapped parking from the City 's rule to the Campus rule. City designated wheelchair parking passes for any parking designated space but on University Campus only purchased Wheelchair parking passes are allowed in wheelchair spaces, it is confusing to the public patrons		University		

4. Technological Barriers:

Feedback Process | Considerations: What channels and procedures have to be in place at your unit to properly receive customer/user feedback and respond? Did you know that there is a central accessibility feedback button?

Actions	Responsibility		Budget	Estimated Time / Completion Date
	Unit	University		
Identify a person				

within the unit to receive and review feedback and coordinate response.				
Offer over the phone registration assistance and payment.	Hlc		Nil	ongoing

5. Technological Barriers

Format of Documents | Considerations: What is the procedure for providing accessible format for the documents and communications that pertain to your services? Is it properly communicated in an accessible manner?

Actions	Responsibility		Budget	Estimated Time / Completion Date
	Unit	University		
Ensure staff are trained to create accessible documents (e.g. use of styles, use of headings, use of sans serif fonts)				

6. Systemic Barriers:

Notice of Availability of Documents | Considerations: Under the customer service standard, customers may request documents in alternate formats, e.g. large print text, audio, braille or e-text. Do you have a process for customers to request documents in alternate format?

Actions	Responsibility		Budget	Estimated Time / Completion Date
	Unit	University		
Create or identify a process for customers to request documents	Hlc		nil	

in alternate format from the unit – Clients of the hlc can request printed formats, audio, etc formats and this requirement can be documented on their file.				

7. Systemic Barrier:

Use of Support Persons | Considerations: Do you have a policy or procedure accommodating support persons who accompany people with disabilities?

Actions	Responsibility		Budget	Estimated Time / Completion Date
	Unit	University		
Create (or review / revise) policy or procedure for accommodating support persons who accompany people with disabilities				
Hlc accommodates people with access issues & or support person needs: 1. Wheelchairs, walkers, canes, walking sticks and baby strollers are permitted on the walking track. 2. Clients with psychological issues or	hlc		nil	Procedures completed for support person (attached)

ACCOMMODATING SUPPORT PERSON(S)

The hlc provides accommodation to people with accessibility issues who are dependent on a support person to assist them in their daily life. A support person designated to assist someone who wants to use the hlc facilities will be granted free access to assist such person towards their activity lifestyle goals. If the support person wishes to also work out with that said person then a membership fee will be charged to that person. As there are many different situations, each case may need to be reviewed to come up with the best possible plan.

Examples of a support person include:

1. Clients with dementia or similar afflictions- support person needs to be with the person at all times for their own safety.
2. Clients with Psychological concerns- support person needs to be with the person at all times due to behavioral concerns.
3. Clients with Balance issues- support person needs to be with the person due to personal safety.

Procedures:

1. Requests for accommodation are directed to the Facility Manager or designate for review.
2. Accommodation is arranged and Facility Manager informs staff and accommodation is noted on client file with support worker's(s) contact information.
3. If the client has different support workers assigned when using the facility, all support workers are listed on the clients file.
4. Client receives membership card as any other membership, and orientation provided.
5. If it is determined the support work(s) wish to workout with the client, then one membership is purchased with all support workers names attached to the membership and one membership card is provided for them to use. The support worker(s) membership card is only used in conjunction with the client's visit/use of the facility.

SERVICE DISRUPTION COMMUNICATION

Depending on the disruption and who it affects, the following communications will be utilized to ensure everyone affected is notified. A standard communication notice with all relevant information will be included (who, what, where, when, why).

Electronic or mail

First notice- Initial notice will go out to all affected.

Second notice- if the disruption exceeds two weeks beyond the initial disruption, a second notice will be sent to update those affected on the status of the disruption.

Third notice- after the disruption has concluded, a final notice will go out to those affected, thanking them for their patience.

Scripting- Staff will receive scripts to address inquiries regarding the disruption

A. INTERNAL COMMUNICATION

- 1) Email communication through the following:
 - a) BU Communication
 - b) BU Administration
 - c) BU Students
- 2) Onsite at the hlc through the following:
 - a) CIS Game night/event announcements
 - b) TV posting at hlc front desk
 - c) posters
 - d) Track whiteboard posting specific to track closures
 - e) Staff will continually mention the disruption notice to clients
 - f) Written paper format of the disruption will be available upon request (Active Offer)

B. EXTERNAL COMMUNICATION

- 1) Email communication through the following:
 - a) BU Website gobobcats.ca/hlc
 - b) Community Memberships/renters
- 2) Media Advertising through the following:
 - a) Public Service Announcements TV (WCG)
 - b) Public Service Announcements (Brandon Sun, Westman Journal, Radio)
 - c) If budget permits paid announcements in Media advertising
- 3) Onsite at the hlc through the following:
 - a) CIS Game night/event announcements
 - b) TV posting at hlc front desk
 - c) posters
 - d) Track whiteboard posting specific to track closures
- 4) Other communications through the following:
 - a) Announcements at meetings
 - b) Emails sent to individual contacts
 - c) Emails/calls to Access Agreement Committee representatives
 - d) Phone calls to members/user groups
 - e) Staff will continually mention the disruption notice to clients
 - f) Written paper format of the disruption will be available upon request (Active Offer)

AMA Worksheet for Identifying Unit Barriers – Customer Service

Mission Statement

Brandon University is committed to diversity, inclusion, and accessibility in our programs, employment opportunities, and in the conduct of the University's affairs. We are committed to identifying and removing the barriers that prevent full and meaningful participation in all aspects of campus life. The University will comply with all legislation with respect to accessibility and will implement the standards specified under The Accessibility for Manitobans Act ("AMA").

(Draft)

Introduction

On December 5, 2013, Manitoba passed *The Accessibility for Manitobans Act* (the "AMA"). The purpose of the AMA is to achieve accessibility for all Manitobans by preventing and removing barriers that disable people with respect to employment, accommodation, the built environment, the delivery and receipt of goods, services and information, and a prescribed activity or undertaking. The AMA mandates every public sector body (which is defined in the Regulations to include a university and college) to prepare an annual accessibility plan that addresses the identification, prevention and removal of barriers to accessibility in their policies, programs, practices and services.

The AMA guides the University's efforts to comply with the legislation by establishing five standards:

1. Customer Service;
2. Employment;
3. Information and Communications;
4. Transportation; and
5. Built Environment.

Effective November 1, 2015, the Manitoba government introduced the first standard: **The Customer Service Accessibility Standard**, which requires all of Manitoba's public, private and non-profit organizations with one or more employees to establish and implement measures, policies and practices to remove barriers to customer service. Under this standard, the University of Manitoba must address business practices and training needed to provide better customer service to people with disabilities.

The purpose of this document is to assist each unit in understanding and identifying barriers relating to customer service within their area, and the actions required to remove those barriers. These will be addressed in the University's accessibility plan. Units are encouraged to use the chart attached in order to document the following steps.

Step 1: Prepare Baseline Report

- A. Provide an overview of the programs and services in your unit.
- B. What are your unit's accessibility achievements?
- C. What are the barriers to accessibility in your unit?

Step 2: Identify Barriers

There are many different types of barriers, both visible and invisible. Examples include:

1. [Attitudinal Barriers](#)

Attitude is perhaps the most difficult barrier to overcome. Some people do not know how to communicate with those who have visible or invisible disabilities. They may feel that they could offend the individual with a disability by offering help. Others might ignore or avoid people with disabilities all together.

2. [Physical and Architectural Barriers](#)

These barriers exist when the environment presents challenges that make it difficult for some people to easily get into a location. Examples could include where a door knob cannot be turned by a person with limited mobility or strength, or where a hallway or door is too narrow to allow a person who uses a wheelchair to pass through safely.

3. [Informational and Communication Barriers](#)

These barriers exist when information is offered in a form that works for some people, but not all. For example, print on documents or on websites may be too small for some people to read, and public address systems often alert only people who can hear.

4. [Technological Barriers](#)

These barriers occur when technology, or the way it is used, is not accessible. Examples include websites that are not accessible to people with visual impairments who use screen reader software; or accepting only online registration forms for programs.

5. [Systemic Barriers](#)

Systemic barriers can occur through policies and procedures. The University must address policies, practices or procedures that result in unequal access to services. Examples include not considering the needs of persons with disabilities at the event planning stage; or not being aware of policies that support accessibility.

Step 3: Identify Actions

Determine the actions required to remove existing accessibility barriers in relation to the Customer Service Standard. The actions should reflect the priorities of your unit.

As an example, review your physical space, ensure that universal signage is simple and well displayed for clear legibility. Remove all signs that can be perceived as too small or confusing for people with developmental disabilities, visual impairments, and other limitations.

Acknowledgment

These materials have been borrowed and/or adapted from the Disabilities Issues Office with permission.

Worksheet: Identifying Barriers – Customer Service

Please complete the following worksheet. Once all sections of the worksheet are filled out, have the Dean /Director sign off on the completion, and submit to _____.

Thank you for your commitment in making the Brandon University an accessible campus.

Unit: Housing, Conference Services, Parking, ID Centre

Form Completed by: Paul O'Driscoll

Phone Number: 799

Email: odriscoll@brandonu.ca

Date: Sept. 1, 2016

Step 1: Compile an overview of the programs and services your unit provides.

My unit includes most of what is customarily regarded as Ancillary Services, with the two exceptions being the bookstore and food services. Therefore, my unit includes housing, meeting rooms, parking, ID Centre, and conferences

Step 1 (cont.): What are your unit's accessibility achievements?

Flora Cowan Hall:

Wheelchair accessible suite.

Wheelchair accessible dormitory bathroom.

Link door from dining room, plus bathroom door has handicap modifications (button and power).

First floor rooms have specialized hinges that provide more clearance for wheelchairs.

Darrach Hall:

Wheelchair accessible dormitory bathroom on floor 1.

Wheelchair accessible lounge area.

Wheelchair accessible public bathroom on floor 1.

McMaster Hall:

Elevator access to odd-numbered floors.

Wheelchair accessible renovated bathrooms (currently 30).

Wheelchair ramp out West side of building.

Automatic door on West side of building.

Extra wide door on West side of building.

Meeting Rooms:

All meeting rooms are wheelchair accessible, with tables suiteable to accommodate wheelchairs.

Wheelchair accessible bathrooms are located adjacent to the meeting rooms.

Braille on washroom door signs, also on elevator buttons.

Parking:

Curb cut-outs in all paved parking lots.
Designated parking spots in each lot for handicap use.

ID Centre:

Completely barrier-free.
ID can be processed online if necessary.

Step 2+3: What are the barriers to accessibility?1. Attitudinal Barriers:

Use of Service Animals | Considerations: Are you aware of the University's policy regarding service and support animals? Are your staff aware of the policy?

Actions	Responsibility		Budget	Estimated Time / Completion Date
	Unit	University		
Educate staff regarding policy (e.g. through next unit meeting)			Nil	Aware of policy

2. Physical and Architectural Barriers:

Notice of Temporary Disruption | Considerations: Have you developed the procedure and means of communicating any service disruptions that are related to services at your unit?

Actions	Responsibility		Budget	Estimated Time / Completion Date
	Unit	University		
Develop a procedure for communicating service disruptions	x		Nil	
Adjust Counter Height of Ancillary Services Office	X	X	\$10,000	September, 2017
				September 2017

Install powered doors in all residence entrances	X	X	\$4000	
Install elevator on West side of Residence Complex		X	\$100,000.	
Install permanent wheel chair ramp, front door, Flora Cowan Hall		X	\$10,000	
Install permanent wheelchair ramp on North side of DH link		X	\$10,000	

3. Information and Communications Barriers:

Training for Staff | Considerations: Did you know that under the Customer Service Regulation you need to ensure that your staff are trained? Webinar and in person training will be available in the fall 2016.

Actions	Responsibility		Budget	Estimated Time / Completion Date
	Unit	University		
Three full-time staff	√	√	NIL	January, 2017
Four contract staff (security)	X		Nil	January 2017
Student staff	X		Nil	January 2017, then upon hiring.

4. Technological Barriers:

Feedback Process | Considerations: What channels and procedures have to be in place at your unit to properly receive customer/user feedback and respond? Did you know that there is a central accessibility feedback button?

--	--	--	--

Actions	Responsibility		Budget	Estimated Time / Completion Date
	Unit	University		
Identify a person within the unit to receive and review feedback and coordinate response.	x	x	Nil	?
Yearly audit of facilities and services to ensure both remain available to all potential users	X	X	Nil	September, 2016

5. Technological Barriers

Format of Documents | Considerations: What is the procedure for providing accessible format for the documents and communications that pertain to your services? Is it properly communicated in an accessible manner?

Actions	Responsibility		Budget	Estimated Time / Completion Date
	Unit	University		
Ensure staff are trained to create accessible documents (e.g. use of styles, use of headings, use of sans serif fonts)	x	x	Nil	January 2017

6. Systemic Barriers:

Notice of Availability of Documents | Considerations: Under the customer service standard, customers may request documents in alternate formats, e.g. large print text, audio, braille or e-text. Do you have a process for customers to request documents in alternate format?

Actions	Responsibility		Budget	Estimated Time / Completion Date
	Unit	University		
Create or identify a process for customers to request documents in alternate format from the unit				

7. Systemic Barrier:

Use of Support Persons | Considerations: Do you have a policy or procedure accommodating support persons who accompany people with disabilities?

Actions	Responsibility		Budget	Estimated Time / Completion Date
	Unit	University		
Create (or review / revise) policy or procedure for accommodating support persons who accompany people with disabilities	x		Nil	January 2017

Identifying Barriers – Customer Service

Programs and Services provided in Food Services

- Food Service Dining – Students/Faculty and Staff as well as Brandon Community
- Banquets and Conferences
- Projector/Audio/Video/Television

Fully Accessible to Harvest Hall Building

- Outside Ramp
- Elevator in Brodie Building to access either Lower Level Canteen area or Main Level Dining
- Wheel Chair Accessible door buttons to enter the building as well as Harvest Hall
- Wheel Chair Accessible Washrooms available on both levels
- Wheel Chair Accessible Parking available
- Placement of dining room tables, clear of obstructed route
- Staff are available to provide assistance to persons with disabilities
- Accessible washroom facilities near food service operation/s
- Currently most counters in dining room have tray sliders
- Cash registers display amount owing – hearing impaired
- Tables in dining room have adjustable legs for height to accommodate wheel chair accessible heights

Work in Progress Accessibility

- Sign Height for posted information in or around Harvest Hall
- Counter Height for customers will have to be looked at as well as salad bar, coffee stations etc.
- Self-serving shelving/counters need to be available for wheel chair accessibility
 - o Salad Bar, Coffee Station
- Serving station area would require a portion of counter to be accessible for wheel chair accessibility

Building fire alarms are in place so that the deaf are able to feel vibration

Any files that are posted on the website or sent to customers for information are easily changed to be compatible with software, fonts, text etc.