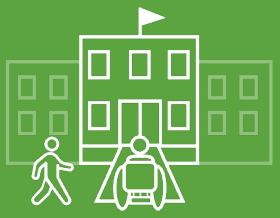
# TOOLKIT ON ACCESSIBILITY

Tools to apply universal design across premises and programmes and promote access for all

unicef
for every child

SECTION A | SECTION B | SECTION C | SECTION D | SECTION E | SECTION F | SECTION G



## UNICEF AND UNITED NATIONS COMMON PREMISES

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# TOOLKIT ON ACCESSIBILITY

Tools to apply universal design across premises and programmes and promote access for all

## Acknowledgements

This toolkit was developed by the UNICEF Disability Team, based in the Programme Group Leadership Team at New York Headquarters. It was prepared in close consultation with persons with disabilities, and through consultations and collaboration with accessibility specialists, UNICEF staff and other partners around the world.

The core team at UNICEF included Gopal Mitra (currently serving as Senior Officer at the United Nations Disability Strategy Secretariat, Executive Office of the Secretary-General, United Nations), Megan Tucker and Anna Burlyaeva. The toolkit was developed under the supervision of Rosangela Berman Bieler, Senior Adviser and Chief, Disability Section, UNICEF.

Colleagues from UNICEF country and regional offices and various headquarter divisions contributed substantially to the development of this toolkit. Thanks go to Carlos de la Espriella, Katinka Rosenbom, Ignacio Giménez, Kirstin Lange, Ahmed Ghanem, William Abi Abdallah, Heidy Martinez, Shirin Kiani and Besan AbdelQader.

UNICEF consultants with expertise in disability-inclusion, communication, accessibility and urban planning provided key input into the document, including Renata Zanetti, Daisuke Arao, Jens Aerts and Erika Trabucco, on behalf of Humanity and Inclusion.

An original draft that substantially informed this toolkit was created by the Global Alliance on Accessible Technologies and Environments (GAATES), led by past president Betty Dion, with Bob Topping, LoriAnn Girvan and Marnie Peters, and the GAATES project team: Abdul Zazai, Vashkar Bhattacharjee, Chuck Letorneau, Mathew Fleet, Anjlee Agarwal, Aqueel Qureshi, Erin O'Herlihy, Aqueel Qureshi, Deepak KC and Janett Jimenez.

Thanks also to conversations and interviews with the Disability-Inclusive and Accessible Urban Development (DIAUD) Group, which included Stig Langvad, Benjamin Dard, Kathy Kline, Lisa Stafford, Mano Karan and Megan Smith during the ninth World Urban Forum in Malaysia, which also informed the toolkit.

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In addition to the PDF version, the toolkit is also available in a range of accessible formats: EPUB, Braille-ready file and accessible HTML.

Cover photo: @UNICEF T.Chang/2012
2012, La Piste Transitional Shelter Camp, Cité de Soleil, Haiti.

Feedback and comments: This toolkit is a living document that will be updated and revised as it is used in the field to support UNICEF's work on accessibility and inclusion of children and adults with disabilities. UNICEF colleagues and partners are invited to send feedback:
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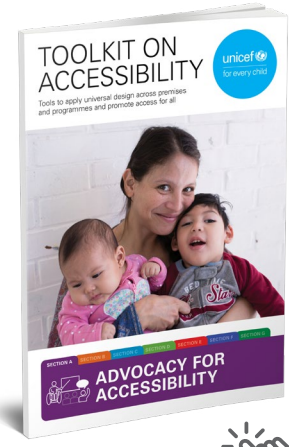
# Toolkits on accessibility

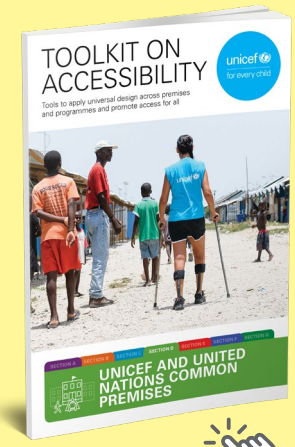
The toolkit is divided into seven sections and one Toolbox:




**SECTION A:**
**ADVOCACY FOR ACCESSIBILITY:**
suggestions on how to advocate for accessibility and how to address common objections and preconceived ideas

**SECTION B:**
**PROGRAMME-RELATED BUILDINGS:**
an overview of accessibility issues in programme-related activities and in managing accessibility activities at the programme level

**SECTION C:**
**ACCESSIBILITY IN EMERGENCIES:**
an overview of how accessibility should be taken into account in emergencies and disaster preparedness




**SECTION D:**
**UNICEF AND UNITED NATIONS COMMON PREMISES:**
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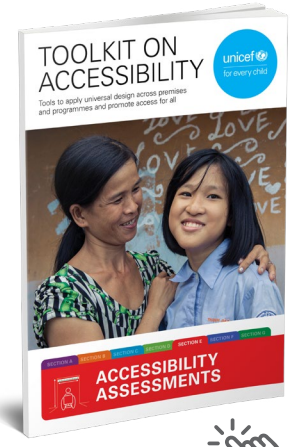
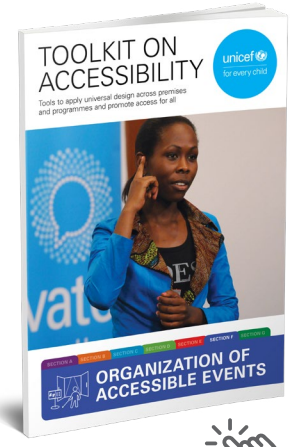
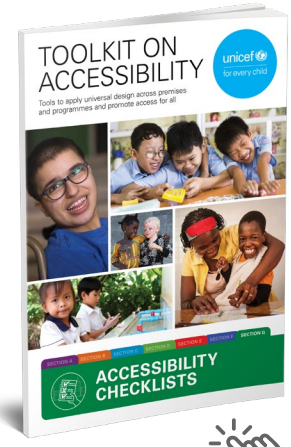



**SECTION E:**
**ACCESSIBILITY ASSESSMENTS:**
insight on how to conduct accessibility assessments regardless of the specific circumstances




**SECTION F:**
**ORGANIZATION OF ACCESSIBLE EVENTS:**
suggestions on how to organize accessible events




**SECTION G:**
**ACCESSIBILITY CHECKLISTS:**
17 checklists to use during accessibility assessments

**TOOLBOX:**
a repository of useful tools, documents and examples for accessibility activities, such as terms of reference or samples of assessment reports

# Foreword

**Dr Omar Abdi, UNICEF Deputy Executive Director, Programmes:**
Each year, UNICEF is responsible for delivering programmes across hundreds of countries, reaching millions of children all around the world. Central to our programmes is a mission to provide opportunities for all children, boys and girls with and without disabilities. Our equity mission is part of our strategic plan (goal 5) and UNICEF recognizes that having schools that are accessible helps to support inclusive education. With the Executive Directive on Accessibility in Programme-Related Construction Activities, UNICEF has affirmed its commitment to the accessibility of all our programmes, including in situations of humanitarian conflict and emergency. Our programme teams and advisers have contributed to this toolkit, which can drive positive change to promote inclusion more broadly.

**Hannan Sulieman, UNICEF Deputy Executive Director, Management:**
UNICEF is committed to doing more to promote inclusion and to employ talented staff with disabilities as part of its workforce. This toolkit helps to deliver on our commitment to be a UNICEF for all staff, with or without disabilities. In 2014, the UNICEF Supply Division survey on the accessibility of programmes and premises showed that 84 per cent of offices needed information and material on awareness and knowledge on accessibility, and 59 per cent indicated the need to establish partnerships and collaboration in this area. In a 2017 all-staff survey, 39 per cent of respondents felt that their employment space was physically accessible for staff with disabilities. We want to make sure that all staff working with UNICEF have accessible premises. We are making progress. For example, the Greening and Accessibility Fund (GrAF) that has existed for several years has funded initiatives around the world to make premises more accessible and sustainable. It is my hope that this toolkit will be used as a guide as we create an inclusive UNICEF for all.

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> **The path to inclusion starts with accessibility.**

# Introduction to the toolkit

This toolkit was developed so the work of UNICEF programmes can support children like nine-year-old Amal, a girl with a physical disability who lives in Zaatari camp and who can now play with other children because the local playground has been made accessible to all. It can support children like Frinpali, a seven-year-old boy who uses a wheelchair and now receives appropriate education in Burkina Faso because his school has been made accessible. This toolkit has been conceived as an instrument to facilitate the dialogue with partners and the involvement of organizations of persons with disabilities (OPDs) on accessibility-related issues. And it has been developed with UNICEF's current and future employees with disabilities and other organizations in mind, so that the facilities they work in are made more accessible and inclusive for all.

Nine-year-old Amal plays on the seesaw in the new inclusive playground in her school in Zaatari refugee camp, Jordan where she is in third grade.

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This *Toolkit on Accessibility: Tools to apply universal design across premises and programmes and promote access for all* was developed to help UNICEF programmes and operations to become more accessible. It facilitates dialogue with partners, including OPDs on accessible construction.

Frinpali, a 7 year old boy who is using a wheelchair, and his friend Hassan at the playground of their school in Fada, in eastern Burkina Faso.

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# Structure of the toolkit

The toolkit is divided into seven sections and one Toolbox:

- ✓ **Section A. Advocacy for accessibility:** suggestions on how to advocate for accessibility and how to address common objections and preconceived ideas
- ✓ **Section B. Programme-related buildings:** an overview of accessibility issues in programme-related activities and in managing accessibility activities at the programme level
- ✓ **Section C. Accessibility in emergencies:** an overview of how accessibility should be taken into account in emergencies and disaster preparedness
- ✓ **Section D. UNICEF and United Nations common premises:** support for managing accessibility improvements in UNICEF offices around the world
- ✓ **Section E. Accessibility assessments:** insight on how to conduct accessibility assessments regardless of the specific circumstances
- ✓ **Section F. Organization of accessible events:** suggestions on how to organize accessible events
- ✓ **Section G. Accessibility checklists:** 17 checklists to use during accessibility assessments
- ✓ **Toolbox:** a repository of useful tools, documents and examples for accessibility activities, such as terms of reference or samples of assessment reports

This Accessibility Toolkit offers information on how to build or adapt infrastructure both in **UNICEF-supported programmes** and in **UNICEF premises**, for use by all, including persons with disabilities. Its contents can also be applied to non-UNICEF construction processes and facilities as it takes into consideration international standards.

The guidance provided can be used to enhance and promote accessibility when **planning and designing the new construction** of programme facilities and infrastructure both in development and humanitarian contexts, and when **upgrading or adapting existing infrastructure**.

To summarize, information can be used at different points in the accessibility journey, such as:

1. Planning and designing UNICEF's offices, guest houses and other buildings

2. Planning and designing programme-related facilities
3. Remodelling, renovating, extending or repairing UNICEF's offices, guest houses and other buildings
4. Remodelling, renovating, extending or repairing programme-related facilities and premises
5. Selecting facilities for leasing, renting or hosting conferences and events
6. Managing and setting up humanitarian and emergency programmes
7. Preparing construction contracts and agreements
8. Monitoring and evaluating projects involving construction, renovation or repairs
9. Conducting accessibility assessments of existing facilities or premises
10. Advocating for accessibility with donors and partners
11. Developing a curriculum for trainings on accessibility or accessible construction processes

## ACCESSIBILITY IS EVERYONE'S TASK

To enable persons with disabilities to access and use a facility with safety, comfort and dignity, the built environment not only must be physically accessible but the relevant personnel must be aware of accessibility-related issues and how to communicate and assist persons with disabilities. The personnel may include people who are in charge of security at entrances and at the reception and of facilities management, as well as those involved in emergency evacuation, etc. While this toolkit addresses issues related to physical accessibility, simultaneous actions are also required to sensitize and train key personnel on the inclusion of persons with disabilities. The following videos developed by the Disability Section could be useful in this regard:

- ✓ Disability Orientation, <https://sites.unicef.org/disabilities/index_66434.html>, accessed 4 November 2021
- ✓ Inclusive Communication Module, <https://sites.unicef.org/disabilities/index_90418.html>, accessed 4 November 2021

# Target audience

While this toolkit is primarily for UNICEF employees involved in construction activities, operations focal points or programme colleagues in charge of construction, it can also be useful for UNICEF partners, other United Nations agencies, OPDs, non-governmental organizations, local authorities and other stakeholders.

This toolkit contributes to the implementation of the United Nations Disability Inclusion Strategy and helps to achieve and exceed most of the strategy's indicators: lack of physical accessibility, specifically recognized as one of the barriers to inclusion in Indicator 6 on Accessibility, 6.1 on Accessibility of conferences and events, Indicator 7 on Reasonable accommodation and Indicator 5 on Consultation with persons with disabilities. The toolkit helps to report on United Nations Country Team scorecards and to build the capacity of implementing partners on accessibility.

Bilal Mohammed, 12, signs during his class in the Inclusive Education Program in Mora, in the Far North of Cameroon. He is in class 5 and his dream is to become a photographer.

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# Frameworks and approaches

## Convention on the Rights of Persons with Disabilities

The Convention on the Rights of Persons with Disabilities (CRPD)[1] is an international human rights treaty of the United Nations intended to protect the rights and dignity of persons with disabilities. It was adopted on 13 December 2006 and describes human rights frameworks linked to accessibility, aspects of universal design, reasonable accommodation and international standards for accessibility. UNICEF's existing commitments and policies to promote accessibility are aligned with the CRPD.

The accessibility of spaces and places determines the extent to which everyone – including persons with disabilities, older persons and children – can live, work and learn independently and participate fully and equally in society. Equal access to transportation, media, information and communication technologies, and public services and facilities, such as schools, libraries and town halls, facilitates the participation of persons with disabilities, in both urban and rural communities. Accessibility is also critical in emergency contexts, such as refugee camps, to ensure access to humanitarian services and facilities.

As of October 2021,184 countries have ratified the CRPD and, increasingly, countries around the world have adopted standards, codes and laws to mandate accessibility, in line with CRPD requirements.

Accessibility is one of the primary principles of the CRPD, set out in article 3 as a vital precondition for the effective and equal enjoyment of civil, political, economic, social and cultural rights for persons with disabilities, for example to health, education, information and communication. Other CRPD articles related to accessibility are article 9: Accessibility; article 19: Living independently and being included in the community; article 24: Education; and article 30: Participation in cultural life, recreation, leisure and sport.

# Universal design

In the 1980s, the American architect Ron Mace coined the term 'universal design', which means good design that benefits everyone.[2] Universal design is defined in the CRPD as "the design of products, environments, programmes and services to be usable by all people, to the greatest possible extent, without needing adaptation or specialized design" (article 2).[3]

Seven principles underpin the concept of universal design, summarized as follows:

1. **Equitable use:**
   **Providing the same means of use for all users, with and without disabilities**
2. **Flexibility in use:**
   **Accommodating individual preferences and abilities, such as left- or right-handedness**
3. **Simple and intuitive use:**
   **Ensuring easy to understand utilization, including for people with low literacy**
4. **Perceivable information:**
   **Communicating key information clearly and in multiple ways**
5. **Error tolerance:**
   **Minimizing hazards and adverse consequences of accidental actions**
6. **Low physical effort:**
   **Requiring little operating force to use**
7. **Size and space:**
   **Providing appropriate space for reach and use, if seated or standing**

The outcome of using universal design is that environments, buildings and products are inclusive of, usable by and accessible to everyone, to the greatest possible extent, including children, adults and older persons with and without disabilities, pregnant women, parents with children or using baby strollers, and people carrying heavy equipment, suitcases, groceries, etc.

The concept of universal design applies to almost every area of life. While this toolkit focuses on the accessibility of infrastructure and spaces, the concept also applies to many other areas, programmes and services, such as mobility (e.g., accessible cars, buses or trains; inclusive bus stations; accessible communication on mobility-related web platforms), communication (e.g., inclusive events, sign language interpretation; meetings or lessons; easy-to-read publications; accessible posters) and information and communication technology (e.g., accessible web services and mobile apps; audiovisual content with captions and transcriptions; accessible files and software).

**Accessibility is one of the core elements of the United Nations Disability Inclusion Strategy. While it is emphasized in all four pillars, accessibility is included also in specific dedicated Indicator 6.**

## The accessibility continuum

The accessibility continuum is a concept that describes the experience of children, adults with disabilities and older persons departing from their homes, using pathways, crossing roads and taking transportation to reach, enter and use services and facilities. These facilities can be libraries, public meeting halls, sports fields, health care facilities, courthouses, marketplaces, conference rooms, office buildings, etc. A continuous route means that circulating through it is safe, unrestricted and possible using a wheelchair, a walking frame or a service dog, with no obstacles or barriers blocking the way. Such a route must be continuous because, like in a chain, if one link is broken, the chain is compromised.

Four steps ensure the accessibility continuum: reaching a facility; entering a facility; moving around a facility; and using specific features of a facility.[4] These align with the RECU methodology that stipulates that accessible facilities should be **easy to reach, enter, circulate and use**.[5]

Planning for an accessible environment requires a broad vision of the accessibility continuum perspective. For example, if the route from home to school is accessible for a child who uses crutches but there are stairs at the school entrance and classroom doors are hard to push and pull, the child will have difficulty entering the school or learning and participating in activities with his/her peers.

Similarly, if a UNICEF staff member using a wheelchair has an adjustable desk, an accessible work space with appropriate doorway sizes and accessible toilets, he/she will be able to work on an equal basis with others. However, if he/she is unable to independently access the building because there is no accessible parking space, drop-off zone or kerb (ramp) to get on the sidewalk, the overall accessibility of the workplace is compromised.

At least 10 common pitfalls can be avoided or remedied, often at low or no cost, to achieve an accessibility continuum.

They include the following:

| Common pitfall | Plan or remedy |
|---|---|
| 1. **Doors are too narrow** and the doorway cannot be entered by a standard or larger wheelchair | ✓ Design wide doors and/or change the latches on the doors to allow larger openings |
| 2. **Entrances have steps only** | ✓ Install a ramp or consider a lifting platform |
| 3. **Ramps are installed but they are steep and unsafe** | ✓ Consider going beyond the standards and applying recommended values for a gentle ramp slope (the less steep the better, even if local regulations allow steeper slopes) |
| 4. **Ramps are installed but key safety features are missing,** with no landing space at the top or bottom to move/turn in a wheelchair, or without handrails or kerbs | ✓ Add appropriate handrails; make sure a flat, wide and sufficiently long square circulation or landing space allows room to safely open a door or create momentum to move up the ramp |
| 5. **An accessible typical building plan is used but the specifications have not been tailored to the actual context,** so the slope is steeper or the entrance path is dangerously slanted such that a wheelchair could fall sideways or backwards | ✓ Always take the actual environment into consideration, even when using a 'standard' building plan; the nature and topography of the area might affect the accessibility of the overall design |
| 6. **Accessible toilets exist but the door opens inwards instead of outwards,** which takes up needed moving space | ✓ Make sure the toilet door opens outwards and that there is enough moving space in and around the bathroom |

| Common pitfall | Plan or remedy |
|---|---|
| 7. **Accessible toilets exist but they are used as storage space or kept locked,** so they are unusable | ✓ Raise awareness of the need for accessible toilets to always be available, without needing to request access or having to move things out of toilets |
| 8. **The main building is accessible but the pathways leading to it are inaccessible/ unreachable or unsafe,** for example, unmaintained or steep, or with stepped paths, slippery tiles or construction in or across the pathway | ✓ Remember that persons with disabilities must also be able to reach a building; create safe, continuous step-free paths and engage with urban planning officials and people who are blind to review the implemented designs and solutions |
| 9. **The pathway leading to the playground or office is accessible and safe but there is fixed furniture at arrival,** so persons using a wheelchair do not have room to use the table or area | ✓ Use light furniture that can be moved easily or, where furniture is fixed, make sure that it meets measurements that allow comfortable access and usability, including for persons using a wheelchair or who are blind |
| 10. **The building, pathways and toilets are physically accessible for persons using a wheelchair but no clear, large signs indicate orientation,** so the main buildings and features are difficult to identify and reach | ✓ Use clear, large-font, easy-to-read wayfinding signs with high visual contrast and pictograms to make it easy for people to navigate through venues and spaces without having to ask for assistance |

Other considerations to promote inclusion include:

**Welcoming, respectful attitudes** – If a school is physically accessible but the teacher has a negative, discriminatory attitude and does not want to teach a child with a disability, unless the teacher's attitude is changed, the child's access to education will be limited. Attitudes can be improved through role models, interaction with other teachers and students with disabilities, experiential training or campaigns, and programmes to transform harmful social norms.

**Culturally appropriate technical resources or assistive devices** – If a school is physically accessible but a child with mobility impairments does not have a wheelchair to reach it, or if no pedagogical tools and assistive devices have been adapted to support children who are blind (such as Braille devices or screen-reading software), some children may not attend school at all. Some of these gaps can be filled through access to reasonable accommodation.

## Technical accessibility standards

Many of the technical specifications in this toolkit are based on International Organization for Standardization (ISO) standards, developed by a committee of experts. In particular, ISO 21542:2011 'Building construction – Accessibility and usability of the built environment' applies to construction and the modification of new and existing buildings and is available to UNICEF staff via the Supply Division.

Related ISO standards cover accessible lifts (4190-1), emergencies (22320), assistive devices such as tactile walking surface indicators (23599) and graphical symbols for public information and accessibility (7001). Some of the common global symbols used for accessibility are available in the Toolbox.

For UNICEF programmes, ISO 21542 can be applied to all construction-related activities. While dimensions in the standard are geared primarily towards adults, it also recognizes that people across age levels have different needs, so it incorporates, for example, accessibility in toilets designed for children. In addition, accessibility for children is considered in this toolkit based on other existing guidelines and principles.[6]

## Sustainable Development Goals

As part of the Sustainable Development Goal (SDG) framework,[7] accessibility of the built environment is referred to explicitly in the targets and indicators for:

**Goal 4** – Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Target 4.A – Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

Indicator 4.A.1 – Proportion of schools with access to (a) electricity; (b) the internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities

Nupur takes a computer course and regularly attends counselling services. She receives UNICEF funded Conditional Cash Transfers under the supervision of the Department of Social Services, Nilkamal Union, Char Fasson, Bhola, Bangladesh.

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**Goal 11** – Make cities and human settlements inclusive, safe, resilient and sustainable

Target 11.2 – By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons

Target 11.7 – By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities

In addition, **Goal 6** (Ensure availability and sustainable management of water and sanitation for all) supports the principle of inclusion in the following targets:

Target 6.1 – By 2030, achieve universal and equitable access to safe and affordable drinking water for all

Target 6.2 – By 2030, achieve access to adequate and equitable sanitation and hygiene for all, and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations

# New Urban Agenda

In 2016 during Habitat III, the United Nations Conference on Housing and Sustainable Urban Development, global leaders came together in Ecuador with local governments, mayors and constituency groups to establish the New Urban Agenda. The New Urban Agenda commits governments to promoting:

- ✓ quality public spaces that are safe, inclusive, accessible and green
- ✓ accessible and well-connected infrastructure
- ✓ adequate investments in protective, accessible and sustainable infrastructure and service provision systems

The New Urban Agenda emphasizes the importance of process and implementation in a "participatory manner", which considers "innovative, resource-efficient, accessible, context-specific and culturally sensitive sustainable solutions".[8]

In 2018, as a follow-on to the Habitat III conference, the World Urban Forum in Malaysia issued the Kuala Lumpur Declaration, with an explicit paragraph on universal design, committing governments to "adopt accessibility and universal design as core principles into national, subnational and local action plans for implementing the New Urban Agenda through inclusive, accessible and participatory processes and consultations".[9]

# United Nations commitment to accessibility – UNDIS

During the twelfth Conference of States Parties to the Convention on the Rights of Persons with Disabilities, United Nations Secretary-General António Guterres launched the United Nations Disability Inclusion Strategy (UNDIS).

The policy establishes the highest levels of commitment and a vision for the United Nations system on disability inclusion for the next decade, and aims to create an institutional framework for the implementation of the CRPD and the 2030 Agenda for Sustainable Development, among other international human rights instruments and development and humanitarian commitments.

The accountability framework tracks the implementation of the policy for the entire system. It facilitates the assessment of progress and gaps in the work of the United Nations on mainstreaming disability inclusion with a view to advancing system-wide planning and action, promoting synergies and reducing duplication. The accountability framework comprises two related components: an entity accountability framework and

a United Nations country team accountability scorecard on disability inclusion. Each component includes a set of common system indicators focused on four core areas: leadership, strategic planning and management; inclusiveness; programming; and organizational culture.

Accessibility is one of the core elements of the UNDIS. While it is emphasized in all four pillars, accessibility is included also in a specific dedicated indicator.

# UNICEF commitments to accessible programmes and premises

## UNICEF executive directives

Two executive directives issued by UNICEF relate to disability and inclusion. The first, CF/EXD/2011-005 on disability, sets out the minimum requirements for the accessibility of UNICEF premises and procedures for employing staff with disabilities. A disability accommodation fund was also established by UNICEF to support staff with disabilities.

The second directive, the Executive Directive on Accessibility in UNICEF's Programme-Related Construction Activities, was issued in December 2017 (CF/EXD/2017-004) to systematically address issues related to the accessibility of the physical environment in programmes. This directive requires UNICEF to adopt accessibility and universal design in all projects with governments and partners across all programme areas, and applies to all new construction, remodelling, extensions or repairs both in development and humanitarian contexts. As stated in the directive, "Accessibility is an enabler that allows children and adults with disabilities to enjoy their rights and entitlements. It is also a precondition for children and adults with disabilities to live independently and participate fully and equally in society".

This executive directive supplements the existing requirements for the accessibility of premises in *Property and Equipment Policy, Supplement 6 – Guidelines for Premises Management* and the UNICEF Greening and Accessibility Fund (GrAF) procedures. The GrAF was established in 2015, generated by a 3 per cent air travel surcharge, with 2 per cent of the fund to be used to finance eco-efficiency projects and 1 per cent to be used for accessibility projects (*see also Section D of the toolkit).*

> **Accessibility is an enabler that allows children and adults with disabilities to enjoy their rights and entitlements. It is also a precondition for children and adults with disabilities to live independently and participate fully and equally in society.**

SECTION D

# UNICEF AND UNITED NATIONS COMMON PREMISES

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2012, La Piste Transitional Shelter Camp, Cité de Soleil, Haiti.

# UNICEF and United Nations common premises

To achieve disability inclusion in UNICEF's work, it is important to consider both operations and programmes. The understanding of accessibility as a concept often stems from ensuring the premises are accessible for all and UNICEF is 'walking the talk'. This section of the accessibility toolkit focuses on guidance, processes and procedures to help make UNICEF facilities more accessible. These tools could also be used to improve the United Nations' common premises and partner organizations' facilities.

In particular, this section highlights key considerations for existing premises and facilities, including selecting appropriate locations and enhancing the accessibility of existing facilities in a systematic manner. UNICEF premises include buildings, office spaces, sub-offices, guest houses, warehouses and surrounding spaces, like pathways, car parks and courtyards.

- Part 1 explains UNICEF's overall procurement protocol and the actors involved in the accessibility refurbishment of offices and premises.
- Part 2 integrates specific guidance for improving the accessibility of UNICEF's existing premises and facilities as well as for choosing the new facility (owned or rented, exclusive or shared). A segment is also dedicated to the integration of accessibility considerations within safety and security procedures for UNICEF premises.

Even if not covered in this toolkit, another important aspect related to an organizational priority is the reduction of UNICEF's environmental footprint by cutting greenhouse gas emissions from air travel, vehicle fleets and facilities, and by decreasing water consumption, paper use, single-use plastics and waste.

At the TEDxKids audition in Nyanza District, Rwanda, 10-year-old Claude Tuyizere participates in a group theater production advocating for children's rights.

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# Part 1: UNICEF's internal procurement: Protocol and actors

To facilitate the implementation of refurbishment works, various internal policies and procedures exist: Financial and Administrative Policy 7: Property, Plant and Equipment, Supplement 6: Guidelines for premises; the Procedure on Eco-Efficiency and Inclusive Access in UNICEF Premises and Operations; the Greening and Accessibility Fund.

## Overall policies and procedures

### The Procedure on Eco-Efficiency and Inclusive Access in UNICEF Premises and Operations[10]

As part of its regulatory framework, the Procedure on Eco-Efficiency and Inclusive Access in UNICEF Premises and Operations establishes a commitment to "improving the accessibility of UNICEF premises through applying universal design principles to ensure that all staff including people with disabilities have adequate levels of comfort and mobility within inclusive UNICEF premises".[11] Some sequenced minimum accessibility requirements are being contextualized to improve the accessibility of premises.

The Procedure on Eco-Efficiency and Inclusive Access in UNICEF Premises and Operations lists three levels of accessibility, also available in the Toolbox of the accessibility toolkit. **All UNICEF offices are expected to obtain at least 'level 1' accessibility, and premises that undertake layout changes and/or structural modifications need to make sure that accessibility compliance is maintained at the same level as before the refurbishment works. All new construction must incorporate the maximum achievable accessibility requirements.**

In 2020, UNICEF implemented the Environmental Footprint and Accessibility Assessment Tool (EFAAT) used to collect, aggregate, monitor and analyse resource consumption, carbon emissions, accessibility levels, qualitative office data and operating costs from all 365 UNICEF headquarters and regional, country and zone offices.

**The Cyber Walkthrough tool**[12] is another tool available to provide more personalized technical support to regional and country offices to perform preliminary assessments. It is conducted virtually using a smartphone. UNICEF offices can apply for funding or co-funding for accessibility improvements through the Greening and Accessibility Fund.

# Greening and Accessibility Fund

In 2015, UNICEF launched the internal Greening and Accessibility Fund (GrAF). The GrAF helps UNICEF offices to finance accessibility improvement and environmental impact reduction actions. It applies to facilities that are owned or rented. The 3 per cent air travel surcharge launched on 15 September 2015 generates the funds, of which 2 per cent are to be used to finance greening projects and 1 per cent for accessibility projects. Green teams are established in over 100 offices and accessibility task teams can also be created to work with green teams to identify opportunities for improvements on accessibility and eco-efficiency.

## Applying for grants via the GrAF

UNICEF offices can access the GrAF, generated by the 3 per cent air travel surcharge, to finance or co-finance small-scale accessibility improvement and eco-efficiency projects. Offices may apply to access the GrAF any time. Since 2016, the funds to improve accessibility have been awarded to 34 UNICEF country offices. For example, some UNICEF offices have used the GrAF to ensure accessible toilets, paths, ramps and elevators are available for staff and visitors with disabilities.

Information on how to apply for the grant and support is available at the GrAF internal website.[13] It is also possible to request a cyber walkthrough of a building to suggest or ask for assistance on potential improvements of UNICEF premises.

Entrance to UNICEF India country office.

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# Part 2: Accessibility improvements in UNICEF's existing premises and facilities

**UNICEF** works in more than 190 countries and territories to reach the most disadvantaged children and adolescents. It can have **stand-alone** premises in a country or it can **share** offices with other United Nations agencies. Depending on the situation, a dedicated task team can be created and involved to improve the offices' accessibility.

In some cases, the facilities are **owned** by the United Nations agencies (individual or jointly), so refurbishment initiatives are easier to conduct and remain in full control of UNICEF and its partners. In other instances, offices can also be leased or **rented** from

The 26 September 2019 reception on disability, rights and inclusion at UNICEF House in New York was co-hosted by UNICEF and the International Disability Alliance (IDA) and co-sponsored by the Australian Government, Norwegian Ministry of Foreign Affairs and UK Department for International Development.

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local entities, requiring agreements with the legal owners before beginning any work (UNICEF rarely builds a new building for its offices).

## UNICEF'S permanent or long-term premises

When making accessibility improvements in a permanent or leased office space (either owned by UNICEF or under a long-term lease that allows renovations), it is good practice to follow certain steps to make the intervention as participatory, effective and sustainable as possible. In technical terms, these steps do not differ substantially from those applied to accessibility refurbishments of existing programme-related buildings. They may, however, differ from a procedural and procurement perspective.

These steps are as follows:

| A. PRELIMINARY ACTIVITIES: |
| --- |
| a) Preliminary planning and budgeting |
| b) Sensitization of the staff/participation and consultation |
| c) Identification of the dedicated team |
| **B. ACCESSIBILITY NEEDS ASSESSMENT:** |
| d) Participatory assessment of the existing premises |
| e) Provision of recommendations (assessment report) |
| **C. DESIGN AND IMPLEMENTATION:** |
| f) Production of the technical documents (drawings, bills of quantities, technical specifications, etc.) |
| g) Procurement/tender |
| h) Implementation of the accessibility works |
| **D. QUALITY ASSURANCE/MONITORING AND MAINTENANCE** |

# A. Preliminary activities

## Preliminary planning and budgeting

Accessibility refurbishments of UNICEF premises must be covered by the same procurement rules and procedures as generic refurbishments.[14]

Budgeting should be based on:

- The findings of an accessibility assessment
- The prioritization of the needed interventions
- A rough cost estimate based on local unit prices for different materials

As mentioned in Part 1 of this booklet, country offices can apply for the GrAF for interventions at any time.

## Sensitization of the staff/participation and consultation

Increasing UNICEF's staff members' awareness of the difficulties that persons with disabilities encounter in a non-accessible environment is crucial to promote effective changes towards inclusion. Having people observe the existing environment through an 'accessibility lens' is a particularly effective sensitization method because accessibility barriers are visible, apparent and, most of the time, self-explanatory.

On the other hand, persons with disabilities are essential allies of every effort to improve accessibility, given that they are the ones experiencing barriers the most, and they should be particularly involved in the accessibility assessments of buildings that need to be refurbished.

The involvement of staff members with different disabilities but also of local representatives of OPDs should be ensured. Their participation should be approved in the needs assessment phase to better identify the barriers in the facility, but also in the revision/validation of the proposed solutions, in the monitoring of the ongoing accessibility works and in the evaluation of the finalized interventions.

# Identification of the dedicated team

## Accessibility task team

For the purposes of an accessibility assessment of a specific UNICEF facility in the context of a GrAF grant, a task team can be established on an ad hoc or ongoing basis. Similar to UNICEF green teams, the accessibility task team can include a member from UNICEF operations, a representative of the staff association, a disability focal point, whenever possible a staff/consultant/volunteer/intern with disability and, ideally, an accessibility consultant (especially relevant for large offices).

When assessing UNICEF premises, the task team can use the summary of considerations for basic levels of accessibility as a guide (see *Toolbox, 4 UNICEF premises*).

The team can also collaborate with the green team to consider how environmental sustainability and accessibility can work together, for example, by sourcing locally produced and quality products and designing campaigns to raise awareness of the difficulties that persons with disabilities encounter in a non-accessible environment.

An accessibility task team established for a one-off or ongoing assessment might examine:

- Previous accessibility assessments or reports
- Management and staff priorities related to the accessibility of buildings and facilities
- Opportunities to consult with building users/office occupants, persons with disabilities and local disability organizations or groups

This team could also help identify the best ways to conduct or report on accessibility assessments (e.g., written report, discussion, presentation, walkthrough) and provide support in supervising accessibility work. Further, it can develop processes to integrate feedback and improve the assessment tools and accessibility of buildings and facilities.

## Implementation team

In addition to the accessibility task team (which mainly has an advisory role in assessing the premises and identifying the main barriers and possible solutions), an implementation team must also be identified. Often the Logistic Department is in charge of office renovations, under the supervision of the Chief of Operations.

This team should be able:

- either to turn the findings of the accessibility assessment into technical documents (drawings, bills of quantities (BoQs), specifications, etc.) and tender packages (sample

renovation contract) and to check the renovation process (selection and management of contractor or workers, supervision of the accessibility works, quality evaluation, etc.)

- or to identify and manage an external consultant charged to do the above.

# B. Accessibility needs assessment

In case of accessibility refurbishments of existing UNICEF premises, a crucial phase is the initial needs assessment that will identify the barriers in the buildings that need to be addressed.

*For further details on how to conduct an accessibility assessment, please refer to Section E of this toolkit.*

## Participatory assessment of the existing premises

An accessibility assessment should be conducted in three steps:

- A participatory site visit
- A cyber walkthrough engaging the New York Headquarters UNICEF Inclusive and Sustainable Operations Team
- The drafting of an accessibility assessment report

The participatory site visit should be conducted by the accessibility task team or, if it is not possible to mobilize various stakeholders, by someone with an extensive understanding of accessibility issues, together with members of the implementing team, like the logistic referent.

## Provision of recommendations (assessment report)

After the visit, the person in charge should prepare an assessment report highlighting the identified accessibility barriers in the building and recommending actions.

**Increasing UNICEF's staff members' awareness of the difficulties that persons with disabilities encounter in a non-accessible environment is crucial to promote effective changes towards inclusion.**

The assessment report should be used to prioritize and agree on the necessary interventions with the owner of the building, and to inform the development of more detailed project documents (drawings, BoQs, specifications, etc.).

# C. Design and implementation

## Production of the technical documents (drawings, BoQs, technical specifications, etc.)

The technical quality of design documents is essential for every refurbishment project, but it is particularly important to ensure that accessibility requirements are properly addressed. Design documents should provide the construction firm with all the needed information about what it must realize but are also useful to avoid disputes between the client (UNICEF, in this case) and the builder.

Therefore, the responsibilities of the design team (internal or external) include to:

- Produce a clear **master plan** defining the refurbishment works within the building or the complex, and showing the accessibility interventions around the building itself: paths and walkways with dimensions, the parking bays including the ones for persons with disabilities, the position of ramps (if any), the location of main wayfinding panels, etc.

Children participate in a panel discussion as part of a global summit at United Nations Headquarters in New York on 20 November 2019.

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- Produce **detailed drawings of new ramps**, including handrails, kerbs, floor finishes and dimensions
- Produce **detailed drawings of accessible toilets/latrines**
- Produce **detailed drawings of doors** (minimum width, opening, type and height of the handle and lock, extra handle if needed, automated closing system if needed, built-in window if needed, etc.)
- Include all the **accessibility features in the BoQs:** handrails, grab rails, ramps, wayfinding panels, tactile paths, etc.
- Produce **technical specifications** describing in detail the design and materials of accessibility-related items (handles and locks, taps and flush mechanisms, sanitary fittings, grab bars, handrails, switches and sockets, etc.)
- If possible, for data collection purposes, ensure that **accessibility-related items have a dedicated chapter in BoQs** to facilitate the cost analysis

The above-mentioned elements should be produced for every refurbishment although the level of detail should be adapted to the context and to the capacity of the team in charge of the renovations.

## Procurement/tender

When the technical documents are ready, the implementation team should proceed to the procurement of the accessibility renovation works according to standard UNICEF guidelines.

Refurbishments are frequently executed using simple requests for proposals or the direct appointment of builders. Regardless of the procurement process, the recommendations to ensure that accessibility is properly addressed by the builder include to:

- Invite construction companies or builders that have a proven experience in accessibility
- Include accessibility 'refreshment' training in the contract for the selected builders before starting the works
- Ask for a methodological offer in which bidders describe their understanding of how accessibility has been taken into account in the renovation project

## Implementation of the accessibility works

Ensuring a regular follow-up of accessibility rehabilitation works is as important as providing a detailed architectural project to the construction firm. If not properly supervised, builders may not be able to fully read and interpret architectural documents, or they might attempt easier and cheaper solutions than those described in the project documents. Therefore, to ensure the quality of accessibility renovations realized in UNICEF premises, it is essential for the implementation team to:

- Organize frequent site visits during the works (at least once a week, with additional visits during delicate phases) and ensure, if possible, the attendance of an accessibility expert in some of them
- Make sure the realized accessibility works comply with those described on the design documents (i.e., width of the doors, slope of the ramps, dimensions of the toilets, etc.)
- Ensure the quality of accessibility-related works (i.e., concrete used for ramps; dimensions and material of grab rails and handrails; type of handles for doors, etc.)
- Ensure the correct installation of accessibility fittings (i.e., make sure that grab rails are well affixed to the toilet wall, or that wayfinding panels are solidly attached to the wall, etc.)

# D. Quality assurance/monitoring and maintenance

Monitoring accessibility helps keep building facilities and features usable by everyone at all times. Maintaining accessibility is a vital factor in the day-to-day management and operations of a building, including during renovation. Monitoring is needed across the building's lifespan to ensure that potential problems are avoided. In addition, buildings are living entities, thus what is accessible today can become less accessible tomorrow due to maintenance issues, reconfigurations or the way a space is used.

### How often should an accessibility assessment be undertaken?

After an initial accessibility assessment has been completed and, ideally, renovations have been undertaken, further accessibility assessments should be undertaken every 3 to 5 years at a maximum, or following any major reconfiguration of the structure or layout of the building.

Ideally, people with disabilities using the facility or building should provide input and feedback, and subsequent checks should be relatively straightforward. The United

Nations Economic and Social Commission for Asia and the Pacific suggests annual accessibility audits to make sure that a building meets standards but, once it is "deemed fully accessible", audits should be required less frequently or when there are major structural or system changes.[15]

Once an accessibility assessment has been conducted, various scenarios could lead to an accessible space or construction becoming inaccessible:

1. Equipment malfunctions: for example, a door that has an accessible automatic opening feature stops working

2. Lack of maintenance: for example, the finishing layer of a ramp gets cracked and the section at the beginning crumples away, creating an irregular threshold

3. Layout changes: for example, furniture is replaced and is no longer moveable or is stored in a way that obstructs the movement path of a wheelchair user

4. Failure of repairs or remodelling to consider accessibility or universal design: for example, the functionality of a ramp is impacted by a new design that obstructs the entrance

5. The appearance of temporary obstructions: for example, corridors and routes to an accessible toilet are not well signposted or kept clear and free of obstacles

These scenarios can be mitigated by making sure that reconstruction and remodelling take accessibility and universal design into account. Materials should never be stored in a way that blocks corridors, emergency exits or accessible toilet spaces. A person with disability stated, "When the cleaners leave their cleaning material in the toilets, it is a tripping hazard for me."

## Permanent shared premises

UNICEF offices are often located in a common compound or complex, owned or managed by the United Nations. Where UNICEF shares a space, as part of a common premises policy, based on existing commitments by the United Nations (including A/71/344[16]), it is appropriate to advocate with other United Nations agencies to make common premises accessible. Funding from the UNICEF GrAF could be used as a leverage, and other agencies can match the contributions.

More than 190 United Nations common premises exist worldwide. The United Nations Sustainable Development Group Task Team on Common Premises and Facility Services

(TTCP+FS) is an inter-agency group tasked with providing guidance and tools for UNCTs that intend to engage in United Nations House/United Nations Common Premises renovation, construction and/or relocation projects, and to study and recommend solutions to enhance efficiencies as well as increase the number of United Nations House/United Nations Common Premises worldwide.

The TTCP+FS has developed resources, including a model lease, building performance guidelines and an international roster of technical experts. The work on improving the accessibility of common premises should be conducted in collaboration with the TTCP+FS. Good examples of joint work can be found in Nepal and Armenia where, through the GrAF, the UNICEF offices led the initiative to improve accessibility at the United Nations complex.

Children with disabilities, their parents and disability rights activists joined UNICEF in a Makani centre in Zarqa, Jordan supported by UNICEF and run by the Ministry of Social Development.

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Modifications/improvements can be executed depending on the flexibility of the agreement between the United Nations and the owners of facilities.

## Leasing and acquiring temporary spaces and facilities

If temporary facilities or premises are required, for example in humanitarian settings, after an earthquake or during a renovation, it may be necessary to lease premises for a short or medium period of time. Accessibility must be considered, both in terms of the location and the actual physical building as well as the costs and ease involved in making required temporary or permanent accessibility improvements. Four considerations for leasing or purchasing accessible spaces or offices include:

### 1. Consider the location in addition to policy requirements when selecting venues

Questions to ask when selecting a location include:

- Is the location close to services, such as accessible transportation?

- Does a stable pathway connect the entrance and main venue features?
- Is the area safe for children, adults and older persons with and without disabilities to navigate? For example, is it free of major obstacles, of landmines or other hazards, or of exposed electrical wires that cross the pathway?

## 2. Ask the building manager or owner about accessibility

- How does the building comply with national building code legislation or standards, including those related to accessibility? Request relevant documentation.
- Has an accessibility assessment or verification been conducted? If so, when was the assessment carried out and what improvements were made as a result?

## 3. Consult with people with disabilities to identify accessibility needs

- Have arrangements been made to engage with OPDs and staff with disabilities to review the premises? Through a participatory process, commission a comprehensive report listing positive accessibility features, deficiencies and recommendations for remediation.

## 4. Review and negotiate upgrades and necessary amendments

- Negotiate remediation and compliance with building and accessibility codes and standards as part of the lease agreement. Where possible, also negotiate accessibility upgrades, for example, in return for considerations such as a longer-term lease. Questions to be discussed include:
  - Does the building comply with national accessibility standards? Does the building require accessibility improvements?
  - If yes, to what extent is the owner willing to allow these works to be executed?
  - Is the owner willing to pay for the works and on what conditions? Or can the fees be split between the owner and UNICEF?
  - If not, is the owner willing to offer a discount on the rental fee if UNICEF pays for the accessibility works?

In any case, because the situation varies in every country, ultimately the Chief of Operations must identify the best process to follow.

# Inclusive safety and security measures

When designing or refurbishing accessible facilities, special attention must be paid to safety and security measures adapted for persons with disabilities. Evacuation procedures, security plans and all emergency strategies in a facility used by UNICEF (especially offices) must take into account the needs of persons with disabilities, to make sure that they are not left behind in case of an emergency.

As a reference, the needs to consider include to:

- Make sure that security plans and standard operating procedures (SoPs) take into account the needs of persons with different disabilities
- Make sure that emergency alerts are provided in different formats: audio alarms, visual alarms, automated text messages by phone or email, etc.
- Deliver training to the users of the building in accessible formats for all; train security focal points on how to take care of persons with disabilities during an emergency or an evacuation
- Make sure that emergency exits are signposted in accessible ways, that emergency doors and staircases comply with accessibility standards, and that alternative escape routes are available for persons using a wheelchair (accessible ramps, evacuation chairs, etc.)
- Involve persons with disabilities in the revision of architectural plans in terms of security, as well as in simulations and trainings
- Make sure that sufficient evacuation chairs are available in each building and that security focal points know how to use them
- Make sure that assembly areas and safe rooms/spaces (areas where people can gather and wait safely to be rescued) are accessible to all
- Consider accessibility and disability when developing SoPs in case of wider and more complex emergencies in a country (outburst of violence, civil war, natural disaster, etc.)

## Useful resources

- Specifications for evacuation chairs (in the Toolbox of this toolkit)

# Glossary and abbreviations

| | |
|---|---|
| **accessibility** | "Accessibility is a precondition for persons with disabilities to live independently and participate fully and equally in society. Without access to the physical environment, to transportation, to information and communication, including information and communications technologies and systems, and to other facilities and services open or provided to the public, persons with disabilities would not have equal opportunities for participation in their respective societies." (Source: General Comment N°2 of the CRPD) |
| **accessibility of buildings** | The provision of buildings or parts of buildings for people, regardless of disability, age or gender, to be able to approach, enter, use and exit from and evacuate a building independently, in an equitable and dignified manner and to the greatest extent possible[17] |
| **alternative formats** | Formats of documents and other information that include options that can be read via touch, sound or sight, e.g., the format can be read easily by screen-reading software, such as EPUB, DAISY, HTML or Braille readable format, or has been designed with pictures or icons and simple, large letters/type or font |
| **Braille** | A system of raised dots that people who are blind can use to read with their fingers |
| **built environment** | Defined by the ISO as "external and internal environments and any element, component or fitting that is commissioned, designed, constructed and managed for use by people;"[18] examples include schools, playgrounds, toilets, health centres and UNICEF premises |
| **CART** | Communication Access Realtime Translation; the instantaneous translation of spoken language into text that can be displayed in various forms and on a screen or monitor |

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|---|---|
| **clear headroom** | Space above walkways to prevent hazards, particularly for tall people, persons with low vision or who are blind (from, e.g., cupboards, signposts, the bottom of stairways or tree branches) |
| **cm** | Centimetre (1 cm = 0.393 inches) |
| **colour blindness** | The inability to determine some colours; for example, green or red colours may appear to be grey |
| **CRPD** | Convention on the Rights of Persons with Disabilities |
| **DAISY** | Digital Accessible Information System; a global standard for digital books with audio supporting people who are blind or have other disabilities, such as dyslexia |
| **EPUB** | Electronic Publishing; the current standard is 3.2[19] |
| **flush** | Completely level or even with another surface (not raised) |
| **going** | The horizontal part of a stair or step; also the horizontal distance between the start and end of a ramp |
| **grab-bars/ railings** | Bars/railings that are placed beside bus seats, toilet seats, showers or bedsides to provide support, e.g., for transfer from a wheelchair to a toilet or for passengers to safely stand on a bus |
| **GrAF** | UNICEF's internal Greening and Accessibility Fund |
| **hearing loop (audio induction loop)** | A sound system (built-in or portable) that produces an electromagnetic signal in an area of a building that can be received directly by hearing aids |
| **HTML** | HyperText Markup Language |
| **ISO** | International Organization for Standardization; a worldwide federation of national standards bodies that prepares widely used standards through its technical committees |

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|---|---|
| **JAWS** | Job Access With Speech; a computer screen-reader program for Microsoft Windows that allows blind and visually impaired users to read the screen either with a text-to-speech output or by a refreshable Braille display |
| **kerb ramp** | A lowered kerb that provides a ramp for easier access to roads at sidewalk crossings; also called a 'dropped kerb', 'sidewalk cut-out' or 'curb ramp' |
| **km** | Kilometre (1 km = 0.62 miles) |
| **landing space** | Space at the top and bottom of stairs and ramps, or in between and in front of lifts that helps people to safely rest or manoeuvre; there can be intermediate landings if a ramp or a flight of stairs is very long |
| **leaf** | The main part of a door or a window, which may swing outwards or inwards, or slide sideways |
| **LRV** | Light Reflectance Value; a measure of colour contrast, which makes it easier for people with vision impairment to differentiate hazards and objects (on a scale of 0–100: 0 = black, 100 = white) |
| **lux** | The unit of measuring light (= to 1 lumen per square metre) |
| **m** | Metre (1 m = 1.09 yards = 3.28 feet) |
| **manoeuvring space** | Space needed to make a U-turn or to change position or direction of movement, especially for persons using wheelchairs or walking frames, or when a person is being carried on a stretcher during an emergency |
| **mm, mm²** | Millimetre, square millimetre |
| **OPD** | Organization of Persons with Disabilities; sometimes referred to as Disabled People's Organization (DPO) |
| **persons with disabilities** | Includes those persons with long-term physical, mental, intellectual or sensory impairments that in interaction with attitudinal and environmental barriers may hinder their full and effective participation in society on an equal basis with others |

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|---|---|
| **PIDB** | Programme Information Database; a UNICEF database with codes to report financial expenditure on activities |
| **ramp** | Sloped pathway/surface that allows easy level change for people using bikes, strollers, wheelchairs and other objects with wheels |
| **RECU** | The reach, enter, circulate and use concept |
| **rise/riser** | The vertical part between each stair/step |
| **SDGs** | Sustainable Development Goals |
| **SRV** | Slip Resistance Value; a form of measuring slip resistance |
| **tactile** | A raised or bumpy surface that can be felt through touch |
| **threshold** | A low step (less than 2.5 cm) that can be found at the bottom of a doorway |
| **ToR** | Terms of reference |
| **tread** | The horizontal part of a step, excluding the step nose |
| **TWSI** | Tactile Walking Surface Indicators; tactile guiding pavements (tiles, strips) often required before hazards like roads or stairs that provide bumpy patterns on the ground or surface, which assist people who are blind or have vision impairment to feel (using a cane or feet) a clear pathway to walk or to alert them to hazards |
| **universal design** | The designing of products, environments, programmes and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design |
| **upstand** | A vertical support piece alongside a path/ramp for safety and guidance |
| **WASH** | Water, sanitation and hygiene |

# Endnotes

1 For more information, including the full text of the CRPD in multiple languages and the list of countries that have ratified it, see United Nations, Department of Economic and Social Affairs, Disability, Convention on the Rights of Persons with Disabilities (CRPD), United Nations, New York, 2006, <www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>, accessed 7 September 2021.

2 Ronald L. Mace Universal Design Institute (UDI), 'A Brief History of Universal Design', UDI, 2018, <www.udinstitute.org/ud-history>, accessed 7 September 2021.

3 United Nations, Convention on the Rights of Persons with Disabilities, United Nations, New York, 2006, article 2, <www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/article-2-definitions.html>, accessed 7 September 2021.

4 These considerations are covered for each type of facility in the accessibility checklists (Section G).

5 For more information on RECU, see Plantier-Royon, Eric, Priscille Geiser and Hugues Nouvellet, 'Accessibility: How to design and promote an environment accessible to all', Policy Brief 2, Handicap International (now Humanity for Inclusion), Lyon, 2009, <https://handicap-international.ch/sites/ch/files/documents/files/accessibilite_anglais.pdf>, accessed 17 February 2022.

6 See, for example, United Nations Children's Fund, *Accessible Components for the Built Environment: Technical Guidelines embracing Universal Design*, UNICEF, New York, <https://docplayer.net/73698977-Accessible-components-for-the-built-environment-technical-guidelines-embracing-universal-design.html>, accessed 29 October 2021.

7 For the complete set of SDGs, targets and indicators, see United Nations, Department of Economic and Social Affairs, Sustainable Development, 'Make the SDGs a Reality', United Nations, New York, <https://sustainabledevelopment.un.org>, accessed 29 October 2021.

8 United Nations, United Nations Conference on Housing and Sustainable Urban Development, 'New Urban Agenda', United Nations, Ecuador, 2017, open PDF, paras. 37, 52, 53, 119, <http://habitat3.org/wp-content/uploads/NUA-English.pdf>, accessed 29 October 2021.

9 United Nations, World Urban Forum, 'Kuala Lumpur Declaration on Cities 2030', United Nations, Kuala Lumpur, 13 February 2018, <https://unhabitat.org/sites/default/files/2018/04/Agenda-10-WUF9-KL-Declaration-English-1.pdf>, accessed 29 October 2021.

10 The Procedure on Eco-Efficiency and Inclusive Access in UNICEF Premises and Operations, PROCEDURE/DFAM/2020/001, 25 March 2020. Internal document and link: <https://unicef.sharepoint.com/sites/DFAM-EEIU/DL1/Forms/Executive%20Directives%20Decision%20memos%20%20Publications.aspx?web=1&id=%2Fsites%2FDFAM%2DEEIU%2FDL1%2F2020%20UNICEF%20Procedure%20on%20Eco%2DEfficiency%20and%20Inclusive%20Access%2Epdf&parent=%2Fsites%2FDFAM%2DEEIU%2FDL1> accessed 31 January 2022 (Internal link).

11 United Nations Children's Fund, Procedure on Eco-Efficiency and Inclusive Access in UNICEF Premises and Operations, UNICEF, New York, 2018.

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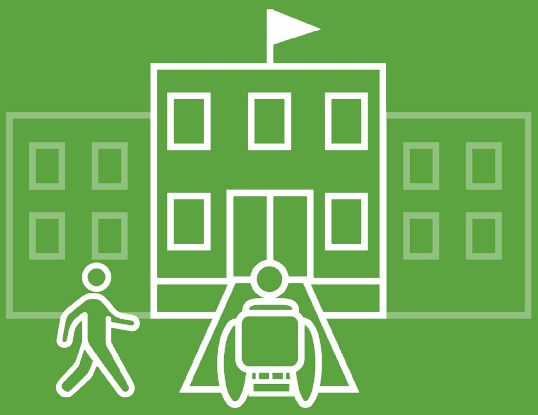

SECTION D

# UNICEF AND UNITED NATIONS COMMON PREMISES

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