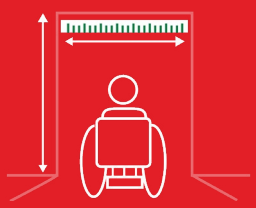
TOOLKIT ON ACCESSIBILITY

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



ACCESSIBILITY ASSESSMENTS

Click on the HOME button to return to Contents page.

unicef for every child

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.

© United Nations Children's Fund (UNICEF) February 2022

Permission is required to reproduce any part of this publication. For more information on usage rights, please contact:

Disability Section, UNICEF
3 United Nations Plaza
New York, NY, 10017, USA
Email: disabilities@unicef.org

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/UN0215638/Viet Hung
Ho Thi Thanh Dao, a 14-year-old girl with intellectual disabilities, studies in a new school in Viet Nam where a regular curriculum is taught and additional vocational training is provided.

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:
Email: disabilities@unicef.org

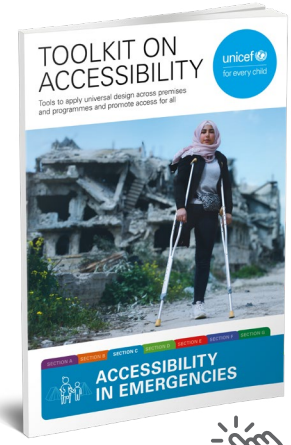
Editor and copy editor: Fabienne Stassen, EditOr Proof
Layout and graphic design: Big Yellow Taxi, Inc.
Web designer: Elias Constantopedos
Illustrator: Foteini Korre
Accessible formats: Prashant Ranjan Verma

Toolkits on accessibility

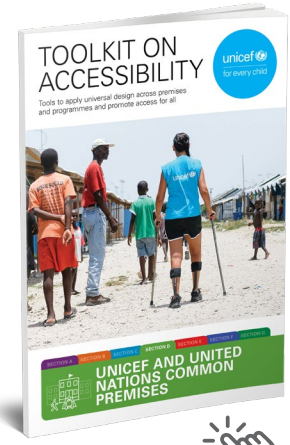
The toolkit is divided into seven sections and one Toolbox:

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

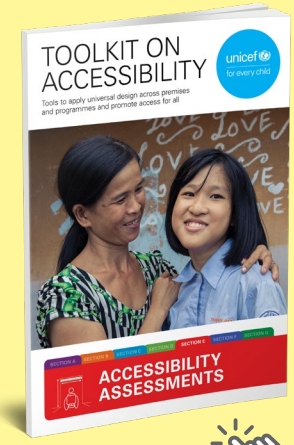
SECTION B:
PROGRAMME-RELATED BUILDINGS:
an overview of accessibility issues in programme-related activities and in managing accessibility activities at the programme level



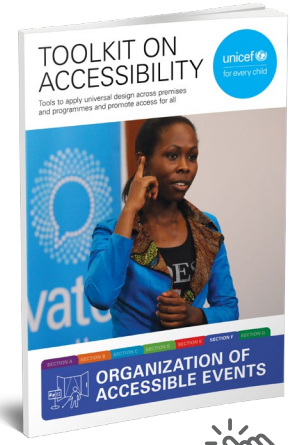
SECTION C:
ACCESSIBILITY IN EMERGENCIES:
an overview of how accessibility should be taken into account in emergencies and disaster preparedness



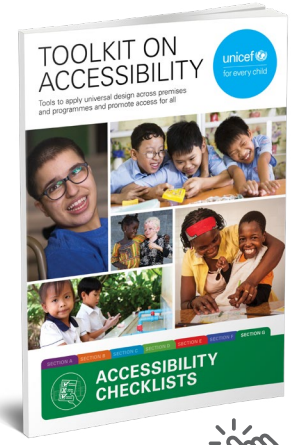
SECTION D:
UNICEF AND UNITED NATIONS COMMON PREMISES:
support for managing accessibility improvements in UNICEF offices around the world



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

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.

Contents

Acknowledgements 2
Toolkits on accessibility 4
Foreword 5
Introduction to the toolkit 7
Structure of the toolkit 8
Target audience 10
Frameworks and approaches 11
Convention on the Rights of Persons with Disabilities 11
Universal design 11
The accessibility continuum 13
Technical accessibility standards 16
Sustainable Development Goals 16
New Urban Agenda 18
United Nations commitment to accessibility – UNDIS 18
UNICEF commitments to accessible programmes and premises 19
UNICEF executive directives 19

SECTION E: ACCESSIBILITY ASSESSMENTS 20

Accessibility assessments 21
Part 1: Preparing for the accessibility assessment 22
When to perform the assessment 22
How to do it and who should be involved 22
TIP 1: Find out more about the building, facility or school to assess 23
TIP 2: Research and identify relevant regulations for compliance 24
TIP 3: Involve local engineers, architects and urban planners 24
TIP 4: Create an accessibility task team 25
TIP 5: Plan the visit with the other involved stakeholders 26
TIP 6: Revise and update existing assessment tools 26
TIP 7: Gather needed materials and equipment 27
Part 2: Conducting the accessibility site visit 28
Step 1: Conduct the final coordination steps 28
Step 2: Assess the area around the facility/building 28
Step 3: Assess the buildings 29
Part 3: Drafting the assessment report and next steps 30
Step A: Debrief with the accessibility task team 30
Step B: Write the accessibility assessment report 31
Step C: Discuss the report with the project team 32
Step D: Identify next steps, responsibilities and costings 33
Step E: Define an accessibility action plan 34
Step F: Monitor and review how the recommendations are implemented 34
Annex: Sample assessment report template 35
Glossary and abbreviations 37
Endnotes 41

> **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.

© UNICEF/UN0251366/HERWIG

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.

© UNICEF/UNI388930/DEJONGH

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.

© UNICEF/UN0427130/DEJONGH

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.

© UNICEF/UN0547488/MAWA

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 E

ACCESSIBILITY ASSESSMENTS

Ho Thi Thanh Dao, a 14-year-old girl with intellectual disabilities, studies in a new school in Viet Nam where a regular curriculum is taught and additional vocational training is provided.

© UNICEF/UN0215638/VIET HUNG

Accessibility assessments

Accessibility assessments are an essential step to monitor the effective implementation of accessibility principles at various stages of a project, for existing buildings (physical assessment) and for new constructions (assessment based on architectural designs). Assessments should be as participatory as possible, to make sure that persons with disabilities are sensitized and involved in the process, and to collect their precious contributions and suggestions. Accessibility assessments are crucial to ensure the quality of the implemented interventions and to raise various stakeholders' awareness of architectural barriers.

SECTION E of this toolkit provides guidance for UNICEF's teams and partner organizations on how to prepare and conduct accessibility assessments according to the situation and context.

Part 1 focuses on the preparation of the assessment, from a methodological as well as technical perspective.

Part 2 provides guidance on how to conduct the site visit during the physical assessment.

Part 3 addresses the steps necessary after the site visit to register the assessment's findings, identify measures to mitigate barriers and prioritize interventions.

In May 2016 in Ecuador, Erick, 6, gets a medical check-up from a doctor. The family lives in the '31 de Marzo' shelter in Nuevo Pedernales, Manabi province, since their house was badly damaged during the earthquake.

© UNICEF/UN018968/ARCOS

Part 1: Preparing for the accessibility assessment

When to perform the assessment

An accessibility assessment – also commonly referred to as an accessibility audit, appraisal or review – can be undertaken when alterations or refurbishments are planned in an existing building, when reviewing potential properties prior to leasing or purchasing new facilities, or as part of ongoing efforts to improve the accessibility of existing programme-related facilities, buildings or premises.

An accessibility assessment should be conducted in two steps:

- Participatory site visit
- Drafting of the accessibility assessment report

How to do it and who should be involved

The participatory site visit should be coordinated by someone with extensive understanding of accessibility issues, together with relevant actors (the owner or manager of the building, representatives of users with and without disabilities, representatives of local authorities, etc.).

> When engaging persons with disabilities though the local organization of persons with disabilities (OPD), it is important to consider various disability groups (e.g., a wheelchair user, a person who is blind). The OPD partners should be well informed in advance about the specific building. It is important to share the relevant chapter of the Accessibility Toolkit as well as checklists with partners prior to the participatory visit.

After the visit, the person in charge should prepare an assessment on all the identified accessibility barriers in the building and include recommended actions. The assessment report should then be used to prioritize and agree on the interventions with the owner of the building and to inform on the development of more detailed project documents (drawings, specifications, etc.)

An accessibility assessment can also be performed on the blueprints related to a new building under development: in this case, the audit will be performed on the architectural design and adjustments will be made before construction begins so they are harmonized with the overall design, resulting in greater effectiveness at generally less cost.

The accessibility checklists in Section G of this toolkit can be used by UNICEF staff and partners to:

- Assess the accessibility features of a planned facility through a design review
- Validate the accessibility status of an existing building or facility

When addressing an accessibility assessment (in particular for an existing building), it is important to define its overall scope. If the assessment aims at raising stakeholders' awareness of accessibility, it should be made as participatory as possible, and observations might focus to a greater extent on the 'comfort of use' of the building's features. If, on the other hand, the assessment is performed to provide technical details on renovating a particular building, it will need to involve technicians and accessibility experts, be detailed and focus to a greater degree on 'compliance to accessibility standards'.

This section offers seven general tips to support the process of preparing an assessment:

TIP 1:

Find out more about the building, facility or school to assess

When working with United Nations joint premises, building users and staff, including persons with disabilities, can explain how the building is being used. Staff can help identify existing barriers or concerns, including issues related to building management and security. Some building features are often repeated throughout a building (for example, most have more than one accessible toilet and many doorways to review).

- Ask management and/or the school principal how many persons with disabilities are attending the school or working in the facility. If anyone with a disability is using the premises, see if a discussion can be set up with them about areas that could be improved.
- Ask if any key areas of the building or facility have already been identified that need attention. Request a copy of the building layout/floor plans to assist with the assessment and to prepare the visit, and review the building plans/map, noting locations of potential non-compliance or poor design. Consider printing the map to outline the major areas for review. These documents can also be used to track or highlight potential challenge areas.

- Ask if an accessibility assessment has ever been conducted in the building; if it has, ask for the date and for any reports or outcomes that can be shared, such as an action plan.

- Ask if accessibility renovations have ever been implemented in the building; if they have, plan to assess them during the site visit. Possibly include a discussion with users of the building to determine if they use the accessibility features and if they are happy with them.

TIP 2:
Research and identify relevant regulations for compliance

- **Identify relevant accessibility standards or codes** adopted locally (if any) that the building should comply with (for example, a national accessibility code, a building code with accessibility specifications, a universal design for schools by the local ministry of education, etc.).

- If no local regulations exist, become familiar with the international regulations that would then apply (generally the International Organization for Standardization (ISO) standards).

TIP 3:
Involve local engineers, architects and urban planners

- Invite engineers, architects and urban planners to the assessment as they have expertise to offer, including on the local context. Involving them is a way to sensitize them on accessibility and to enable them to support future implementations in the building.

> **When working with United Nations joint premises, building users and staff, including persons with disabilities, can help identify existing barriers or concerns.**

TIP 4:
Create an accessibility task team

- **Form a core group of individuals as part of a task team** to assess accessibility, which includes staff and people with diverse disabilities, architects, engineers, designers, users and managers of the building, etc. Provide the team with key documents and tools, such as the accessibility assessment checklists, to explain the different components, and provide versions in alternative formats if required.

- Ideally, ensure that task teams conducting accessibility assessments include people with diverse disabilities. As some members of the task team may be blind, consider providing a version of any information or assessments in an accessible format for a screen reader or in Braille, and/or ask if there are reasonable alterations that can be made to facilitate their participation in the site visit, for instance.

- Consider providing a short training session on accessibility to the team members before the site visit. Even more importantly, consider briefing the task team on the methodology that will be used during the assessment and site visit, on the tools they will be asked to use and on the forms they will be asked to complete.

UNICEF Regional Director for South Asia, Karin Hulshof, and UNICEF Nepal Representative Tomoo Hozumi meet with local school authorities under a pipal tree at the Pipal Danda School in Sindhupalchowk, Nepal in 2015.

© UNICEF/UNI185316/PAGE

TIP 5:
Plan the visit with the other involved stakeholders

- **Consult with the building and site managers** to determine the best time for the assessment and whether background information, such as maps, or building blueprints or outlines can be provided.
- **If required, request permission for photos to be taken** on the day of the site visit; this approval may be important to secure in advance, taking note that when security-related checks are involved, extra permission may be required to take photos, and the security department may need to oversee checks.
- **Agree on a process to inform** staff or visitors of a building, facility or school that an assessment will be undertaken, noting that the assessment may include activation of the alarm system, for example, to test for accessibility.
- **Ideally set up a time during which the building or facility is not in full use** (for example, after school hours if the building is a school. If this is not possible and children are at school, require that child protection processes be considered and in place).
- **Define a duration for the assessment**; consider the complexity of the building to assess (surface, number of floors, existence of external spaces, etc.) and the formalities needed in advance (meeting the building owners or managers) in order to estimate the exercise's realistic duration and to communicate it to the participants (task team).
- **Identify the relevant checklists to be used**
- **Define the itinerary to follow during the site visit/assessment**

TIP 6:
Revise and update existing assessment tools

- **Discuss the accessibility assessment checklists**, including the priority areas to review (e.g., if complaints have been received about a specific building feature or part).
- **Consider if new questions should be added to the existing set**, based on UNICEF Technical Cards or the ISO standards (ISO 21542:2011, Building construction – Accessibility and usability of the built environment).

TIP 7:
Gather needed materials and equipment

- Consider the specific requirements for an existing site, building or facility (for example, whether the conditions are muddy) and whether this has an impact on the equipment used in the assessment.
- Discuss and agree on how to refer to specific rooms or pathways, especially if they are unnamed.
- Gather and test, if relevant, the equipment or tools to be used in an assessment (for example, a tape measure, spirit level or torch). Consider installing, where relevant, mobile-based applications, such as basic digital meters for long distances.

Basic tools and materials include:

- An accessibility assessment cover sheet and checklists (*see the toolbox checklists in Section G*)
- A measuring tape, ideally retractable, at least 3,000 mm long
- Rope or string (possibly set or marked at key lengths for measurement, e.g., 900 mm)
- Chalk to mark longer distances measured
- A pen and clipboard
- A memo recorder
- A calculator
- A camera

In Homs, Syria, in November 2020, Yehya, 43, shows teachers a Braille dotted ruler and tools that are helpful for the blind, as part of a UNICEF supported teacher training course.

© UNICEF/UN0399312/ALDROUBI

Part 2: Conducting the accessibility site visit

This section provides tips on how to conduct the site visit for the accessibility assessment.

Section G of this toolkit includes a series of accessibility checklists that can be used to compare the site visit's findings with appropriate accessibility requirements (national or international standards, according to the context).

During the site visit, all the needed measurements and information must be collected. The assessment report then must include a comparison of these measurements with the applicable regulations to determine whether they match.

STEP 1:

Conduct the final coordination steps

- Go to the site visit location, making sure to arrive on time.
- Meet the owner/manager of the building and ensure all introductions are made and explanations given.
- Remind participants of the site visit's objectives and rules, and make sure everyone has the needed equipment to conduct the assessment.
- Remind participants that the RECU (reach, enter, circulate and use) steps will be followed during the visit to make sure no element of the building or complex is overlooked.

STEP 2:

Assess the area around the facility/building

- Consider the accessibility of the surrounding environment, such as the road to the facility and evacuation routes, potentially by using public transport, by walking or by driving a vehicle to reach the building site or the facility that will be assessed or reviewed.

Example: In India, to raise awareness of a building's accessibility, the construction company asked staff and managers to try to cross the main road to the building using a wheelchair or while blindfolded, to increase understanding of the level of safety of the crossing.

STEP 3:
Assess the buildings

- Perform a site visit of the building using the relevant checklists to ensure all areas have been reviewed (parking area, entrance, reception, doors, corridors, toilets, etc.). During the visit, take the measurements and photos outlined on the checklists and follow the RECU steps.
- Complete the assessment cover sheet with all the relevant data about the assessment (date, place, building, participants, etc.).
- Note the measurements of the most relevant accessibility items, such as the width of doors and corridors, the rise and run of ramps, the position and height of toilet equipment, etc. Note and document examples of poor design, using photos and voice memos. Define the urgent areas for review (such as safety concerns) and discuss who will be responsible for the action areas. If unsure, it might be necessary to recommend a more advanced audit.
- Take many photos and, if possible, make sketches of some elements with the relevant measurements.

UNICEF Armenia, in partnership with the Gyumri Technology Center (GTC), launched UPSHIFT Gyumri 2021. The initiative's goal is to promote civic activism in 12–18-year-olds and equip them with IT and soft skills.

© UNICEF/UN0572492/KIRAKOSYAN/HIEROGLYPH

Part 3: Drafting the assessment report and next steps

After the site visit is over and all the relevant data and measurements have been collected, an assessment report must be written that summarizes the barriers identified, compares the findings with the applicable standards, and identifies the possible solutions. If the assessment reveals that accessibility renovation work must be planned, an engineer or architect, preferably experienced in accessibility, will be needed.

Features to be considered will depend on the local context, the types of buildings, the use of the buildings and the users' characteristics. For example, a school will have more toilets that accommodate children's size than an office space or town hall/community centre. It is good practice – and in some cultures essential – to have separate boys' and girls' accessible toilets. In other contexts, 'unisex' accessible toilets can be used by girls and boys, and men and women.

STEP A:
Debrief with the accessibility task team

- **Before leaving the premises, take the time to sit down for 30 minutes with the task team to discuss** the visit's findings and to ask the owners or managers any final questions.

- **Define next steps with the team and how to involve them.** If the assessment had a sensitization objective, consider giving the team members an exercise to develop and arrange a meeting to further discuss the barriers and possible solutions. If the assessment was performed for technical reasons, the person in charge can prepare the report and then share it with the team.

> **The assessment report summarizes the barriers identified, compares the findings with the applicable standards, and identifies the possible solutions.**

STEP B:
Write the accessibility assessment report

The report template is available in the Annex to this document and in the Toolbox.

- **Compare the information and measurements collected with local accessibility standards and/or with the ISO accessibility standards** to determine if elements are compliant or if they need adjustment. Organize the photographs according to the RECU steps and attempt to note on a building plan where the different pictures were taken.

- **Write the report, including all the relevant information on the building, the assessment, the identified barriers and the possible solutions**.

  A report or accessibility action plan can summarize the findings and recommendations based on a review of such documents as:

  - reports of areas for improvement
  - recommendations from previous accessibility assessments
  - post-occupancy audit reports
  - images or photos
  - assessment matrices

  A standard assessment report includes:

  - recommendations to improve the accessibility and to use universal design principles
  - items that are easy to implement, such as creating signs in large print
  - information on more complex or substantial physical alterations, such as installing a lift
  - information on where further expertise, such as that of an architect or engineer, may be required.

- **Highlight both good practices and problems in the report.** For example:

  - **Good practices:** The doors all meet the recommended standards; the accessible parking spaces are compliant; and the lighting is sufficient and meets the standards.

  - **Main areas for improvement:** Checklist 7 (toilet/latrine) – grab rails need to be installed; a rubbish disposal unit needs to be moved to clear the path to meeting room YY.

STEP C:
Discuss the report with the project team

- Review accessibility assessment recommendations with management and programme staff and approve actions to improve the accessibility of programmes, buildings or facilities, prioritizing safety as well as building codes and standards.

- Use a priority rating system to designate urgent (safety/essential) improvements as well as important versus beneficial improvements, or to indicate how a team might prioritize issues arising from an accessibility assessment.

  The priorities can be established on the basis of such factors as:

  - The purpose and use of the facility or building (including how often a room is used)
  - Safety and compliance with building codes and standards
  - The views of staff/community members and representative groups, and the perspectives of people with different types of disabilities
  - Compliance with local cultural requirements
  - Coherence with policy or programme objectives
  - Budgetary implications
  - Feasibility/cost effectiveness
  - Long-term planning and impact

  Examples:

  Priority A: Urgent to create accessibility – Essential work to secure access to services and facilities, or where action is required immediately to remove or avoid barriers to access or features that are potential risks to the health and safety of building users. For example:

  - Remove items obstructing emergency exit routes both inside and outside a building
  - Repair loose handrails at steps or ramps
  - Create an accessible toilet

Priority B: Important to improve usability – Important actions that should be implemented as soon as practical. An option may be to incorporate improvements into an existing maintenance or development plan in the short to medium term. For example:

- Improve the paint on the accessible parking bays in an existing car park to more clearly distinguish buffer areas for transfer
- Add tactile, textured attention surface indicators at the base of the ramp leading to the main entrance

Priority C: Improve inclusion – Non-urgent work that is desirable and beneficial or recommended to meet and exceed good practice guidelines for improving access for all. For example:

- Provide audio guidance to supplement printed information
- Buy and display supplementary tactile and Braille signage for key areas, such as entrances, toilets and exits

STEP D:

Identify next steps, responsibilities and costings

Where procurement is required (for example, material for grab-bars for toilets), requirements and specifications (outer dimension, material, height, etc.) should be clearly mentioned. In addition, the process for approving the cost estimates and performing the actual installation and quality assurance should be clear. The project manager should be in a position to answer questions from contractors.

It may be useful to consider a complexity rating, such as:

H: High complexity, which may include major structural or resource-intensive civil works that would need to be planned and budgeted

L: Low complexity, which may include easy actions to manage and implement

For UNICEF premises, it is worth considering whether there is scope to apply for a grant from the Greening and Accessibility Fund[10] and/or to work with other United Nations agencies to promote accessibility.

STEP E:

Define an accessibility action plan

Based on the discussions with the team and partners, define a tentative accessibility action plan, with a simple timeline and possibly a rough cost estimate, that can be used by the partners to facilitate renovation work implementation.

STEP F:

Monitor and review how the recommendations are implemented

- If the assessment was meant to orient accessibility renovations in the building, follow up with the partners after a couple of weeks to understand if and how things are proceeding. If there are difficulties or problems, consider organizing a meeting to address them and move on.
- Consider organizing accessibility assessments of buildings, e.g., schools, as part of routine monitoring. This means organizing another assessment in the same building after one or more years to check if things have improved or worsened.
- If renovation work is in progress, consider visiting the construction site to make sure everything is consistent with the identified needs and recommendations.

In 2014, Permanent Representative of Kenya to the United Nations H.E. Mr. Macharia Kamau meets with Leonard Cheshire Disability Campaigner Njelekela Ashura Michael, who is deaf.

© UNICEF/UNI163640/MARKISZ

Annex: Sample assessment report template

Sample summary report

A. **Overview/purpose of the project/programme/premises:** Education for all children in country X

B. **Assessment/appraisal date and team:** DD/MM/2022, Team of AB, CD, EF

C. **Major findings and recommendations**

1. Address priority 1 findings (urgent – safety)
2. Sequence priority 2 recommendations

D. **Action to be taken**

E. **Who is responsible for implementation?**

F. **Summary of potential resources** (and materials) required, cost and time estimates

G. **When:** Proposed completion time frame

H. **Monitoring:** Validation and review process

Findings (summary matrix: optional)

Checklist/ room/area	To improve	Action/costs Recommen-dations	Respon-sibility	When
Priority 1: Urgent				
Checklist 12: Latrines, Level 2	A) Female accessible toilets on Level 2 blocked with cleaning materials – *Unsafe, tripping hazard for a person who is blind and reduced usability for people in wheelchairs* PHOTO 1 B) Indicated male accessible toilet on blueprint at Level 2 does not have grab rails installed PHOTO 2	A) Management to speak to cleaning staff (cost = time) B) Need to purchase and install appropriate grab rails (cost = minor, contractor and equipment)	Cleaning team, facilities and building management	Q1: YYYY meeting with cleaning staff Q2: YYYY install grab rails
Priority 2: Important				
Checklist:				
Priority 3: Beneficial				

Checklist/ room/area	To share/promote	Action/costs Recommendations	Status/ responsibility
Good practice			
Checklists 1–4 compliant	Example of entrance to school BCD	Write up a case study	

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, exit from and evacuate a building independently, in an equitable and dignified manner and to the greatest extent possible[11]
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";[12] 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

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[13]
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

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

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, 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.

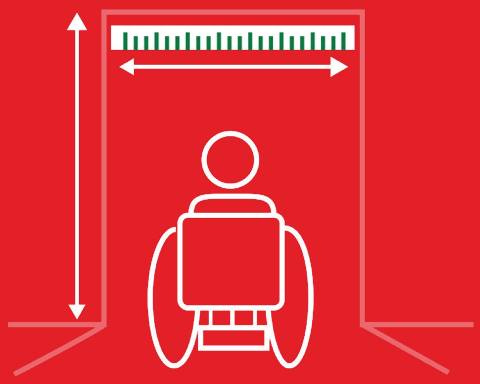
9 United Nations, World Urban Forum, 'Kuala Lumpur Declaration on Cities 2030', United Nations, Kuala Lumpur, 13 February 2018, <https://unhabitat.org/sites/default/files/2018/04/Agenda-10-WUF9-KL-Declaration-English-1.pdf>, accessed 29 October 2021.

10 See United Nations Environment Management Group, 'UNICEF on its way to eco-efficiency', EMG Secretariat, 20 June 2018, <https://unemg.org/unicef-on-its-way-to-eco-efficiency>, accessed 16 August 2021.

11 Adapted from International Organization for Standardization, 'ISO 21542:2011 Building construction – Accessibility and usability of the built environment', Introduction and para. 3.2, <www.iso.org/obp/ui/fr/#iso:std:iso:21542:ed-1:v1:en:sec:11>, accessed 16 August 2021.

12 International Organization for Standardization, 'ISO 21542:2011 Building construction – Accessibility and usability of the built environment, para. 3.4, https://www.iso.org/obp/ui/#iso:std:iso:21542:ed-2:v1:en, accessed 16 August 2021.

13 W3C, 'EPUB 3.2', <www.w3.org/publishing/epub3/epub-spec.html>, accessed 16 August 2021.



SECTION E

ACCESSIBILITY ASSESSMENTS

© United Nations Children's Fund (UNICEF) February 2022

Permission is required to reproduce any part of this publication. For more information on usage rights, please contact:

Disability Section, UNICEF

United Nations Plaza, New York, NY, 10017, USA

Email: disabilities@unicef.org

The accessibility toolkit is available at:
https://accessibilitytoolkit.unicef.org/

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

unicef | for every child