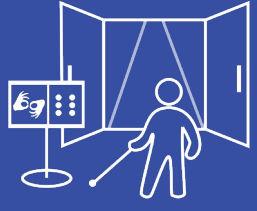
# TOOLKIT ON ACCESSIBILITY

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



## ORGANIZATION OF ACCESSIBLE EVENTS

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/UNI163099/Markisz
International Disability Alliance youth Fellow and former Miss Deaf Kenya, Njelekela Ashura Michael, addresses the audience at an Activate Talk at UNICEF Headquarters on 13 June 2014.

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

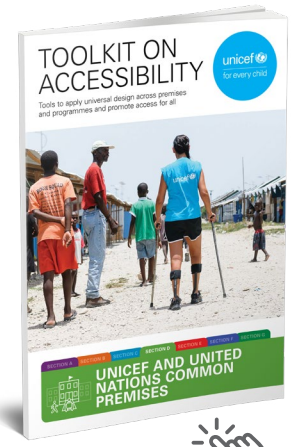
# Toolkits on accessibility

The toolkit is divided into seven sections and one Toolbox:

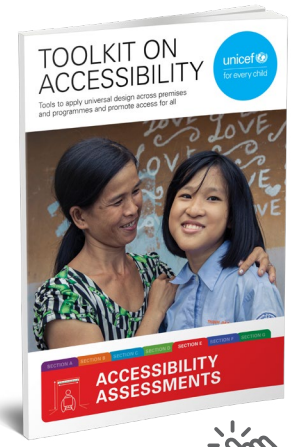
**SECTION A:**
**ADVOCACY FOR ACCESSIBILITY:**
suggestions on how to advocate for accessibility and how to address common objections and preconceived ideas

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

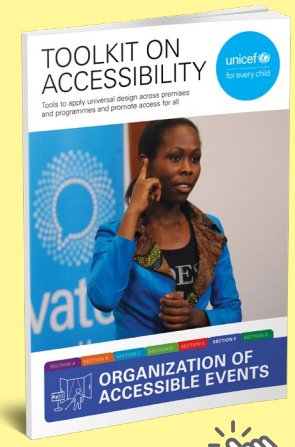
**SECTION C:**
**ACCESSIBILITY IN EMERGENCIES:**
an overview of how accessibility should be taken into account in emergencies and disaster preparedness



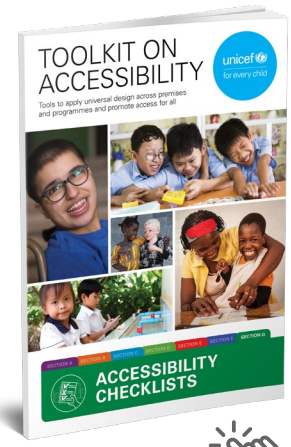

**SECTION D:**
**UNICEF AND UNITED NATIONS COMMON PREMISES:**
support for managing accessibility improvements in UNICEF offices around the world




**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:**

UNICEF works across more than 190 countries and territories, promoting the rights and wellbeing of every child in everything we do. UNICEF advocates for and supports governments to create enabling environments and equal opportunities for all children to survive and thrive, including the over 240 million boys and girls with disabilities living in the world today.

Our work on disability inclusion is mandated by the UN Convention on the Rights of the Child (CRC) and the UN Convention on the Rights of Persons with Disabilities (CRPD) and aligned with the UN Disability Inclusion Strategy (UNDIS) and the UNICEF Strategic Plan. With the 2017 Executive Directive on Accessibility in Programme-Related Construction Activities (CF/EXD/2017-004), UNICEF reaffirms its commitment to ensure physical accessibility is a principle for all the infrastructure that is built through our programmes, including in humanitarian action.

This toolkit is a result of extensive consultations with UNICEF employees, partners and persons with disabilities. It's a set of technical resources that will help our staff to promote and support accessibility and inclusion across our programmes and operations. We invite UNICEF colleagues and partners to apply this guidance in their work, to ensure that construction related to our programmes, such as school buildings, health clinics, water and sanitation facilities, are free of environmental barriers.

**Hannan Sulieman, UNICEF Deputy Executive Director, Management:**

UNICEF is committed to promote an accessible and inclusive work environment for every employee and is investing to increase opportunities for persons with disabilities to join our workforce. This Accessibility Toolkit is an important resource to help us deliver on this commitment, respecting and promoting diversity, equity and inclusion in programmes and operations across the organization.

In 2014, a staff survey on accessibility of UNICEF programmes and premises revealed that 84 per cent of offices required awareness-raising materials and technical capacity on accessibility. In a follow-up All-Staff Survey in 2019, only 39 per cent of respondents deemed their office space was physically accessible for persons with disabilities.

To address the growing internal demand for resources to improve our office buildings, we established a Greening and Accessibility Fund, developed guidance to support renovations for environmentally friendly and accessible premises and set up the Environmental Footprint and Accessibility Assessment Tool (EFAAT).

Data as of 2021 shows us that 52 per cent of UNICEF premises meet "level 1", the minimum organisational requirements for accessibility. But we can do better, and we must do better. UNICEF's Strategic Plan Indicator E2.5 on Percentage of UNICEF offices that are disability inclusive and accessible, sets a target of 100% by 2025. This is an ambitious target, but for UNICEF's 100% organizational commitment on disability inclusion, only a target of 100% of accessibility in our premises and operations can be acceptable.

# 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 F: ORGANIZATION OF ACCESSIBLE EVENTS ..... 20

Organization of accessible events ..... 21

Part 1: Overall principles ..... 22

Three steps of accessible organization ..... 22

Definition of the type of event ..... 23

Part 2: Detailed considerations ..... 28

CHECK 1: In event invitations and visibility materials, highlight the accessibility features of the event and ask about access needs ..... 28

CHECK 2: Book accessible services and venues ..... 30

CHECK 3: Inform presenters in advance about accessibility and provide materials in accessible formats ..... 31

CHECK 4: Identify staff or volunteers to support people during events ..... 32

CHECK 5: Set up the meeting rooms and cafes with flexible tables and chairs ..... 32

CHECK 6: Ensure an appropriate stage set-up ..... 33

CHECK 7: Ensure appropriate lighting and sound ..... 34

CHECK 8: Address security in case of emergencies ..... 34

CHECK 9: Ask for feedback/evaluation after the event ..... 35

Glossary and abbreviations ..... 36

Endnotes ..... 40

> **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.**

International Disability Alliance youth Fellow and former Miss Deaf Kenya, Njelekela Ashura Michael, addresses the audience at an Activate Talk at UNICEF Headquarters on 13 June 2014.

SECTION F

# ORGANIZATION OF ACCESSIBLE EVENTS

© UNICEF/UNI163099/MARKISZ

# Organization of accessible events

UNICEF, together with its partner organizations, is often involved in organizing conferences, seminars, meetings or workshops and is therefore committed to ensuring that all participants and stakeholders, with and without disabilities, can actively participate in the event.

Several basic principles can be followed to select venues with the appropriate accessibility features. Requirements include, at a minimum, an accessible entrance and reception area, corridors, a main meeting room and bathrooms.

SECTION F of this toolkit describes key considerations for creating accessible and inclusive events.

**Part 1** provides overall accessibility guidance according to the type and scale of the event, by phase (before, during and after the event).

**Part 2** details specific actions that must be performed to ensure the accessibility of an event.

Kosovo. 14 years old Riad Mehmeti, who is a wheelchair user, having lunch with friends at the school cantina.

© UNICEF/UN0261099/GAFIC

# Part 1: Overall principles

## Three steps of accessible organization

An event is composed of three phases that have different needs in terms of accessibility:

- Event preparation
  - Accessible visibility and advertisement
  - Assessment of the accessibility needs of all participants
  - Accessible website of the event
  - Accessible invitations to the event (if any)
  - Selection of an accessible location (neighbourhood and building)
  - Accessible transportation to and from the venue
  - Programme and content preparation and preview
  - Technology and personalized assistive devices
  - Accessibility instructions for group facilitators
- Event proper
  - Accessibility of reception areas
  - Availability of accessibility-related technologies (live filming, live translations, live transcriptions (Communication Access Realtime Translation - CART), sign language interpretation, magnetic hearing loops, etc.)
- Event follow-up
  - Provision of accessible event results
  - Availability of a feedback collection system

NOTE: Partnering with the local organization of persons with disabilities (OPD) is recommended to support the dissemination of information and provide advice on the accessibility of the event.

# Definition of the type of event

Even though some accessibility measures are common, certain needs and considerations change according to the type of event that has to be organized. For example:

## Large public conference

- Only one speaker at a time
- Unknown and diverse audience
- Long duration (all day or several days), with the need to organize breaks
- Public who may come from elsewhere and may not be familiar with the location

On 13 June 2014, Science All India Topper winner Kartik Sawhney addresses the audience at the Activate Talk at UNICEF Headquarters.

© UNICEF/UNI163102/MARKISZ

Examples of accessibility considerations for a **conference** throughout the three phases include:

| PREPARATION | EVENT | FOLLOW-UP |
|---|---|---|
| Ensure that the outreach is disability inclusive and information reaches persons with disabilities (partner with OPDs, consider engaging inclusive or specialized schools) | n/a | n/a |
| Ensure visibility in different formats (accessible website, posters, radio and TV programmes with subtitles, sign language window, etc.; *see the Note below)* | Ensure facilitated reception and registration procedures | Ensure an accessible feedback collection system |
| Make sure the registration system is simple; invite volunteers to help participants navigate the building | Provide screens in the room showing the podium and the sign language interpreters | Share materials in accessible formats |
| Ensure information on how to reach the venue | Provide live captioning for sessions (CART) | n/a |
| Choose an accessible and easily reachable venue | Provide sign language interpretation | n/a |
| Provide instructions to speakers as well as accessible materials (and videos) | Provide simultaneous translation | n/a |
| Make available additional services if needed | Ensure the accessibility of side events and ancillary services; provide disability focal points | n/a |

NOTE:

- People with visual disabilities who have screen-reading software on their computers can also access electronic information (e.g., emails, Word formats).

- Formats that are accessible for people with intellectual disabilities include simple language and visual signs, such as pictograms, drawings, pictures and photos on printed materials.
- Formats that are accessible for people with hearing impairments (who are deaf or have hearing loss) include information in print, text messages, captions and sign language interpretation for meetings, consultations, interviews or focus group discussions, etc.

## Training session for partners

- Participation by invitation, with possibility to know the needs of each person in advance
- Group activities, discussions, exercises
- Various materials (presentations, videos, etc.)
- Possible long duration

Farma Hasan and her family visit Al Farah Child and Family Support Centre (CFSC) in Gaziantep, Turkey.

© UNICEF/UN0275829/

Examples of accessibility considerations for a **training session** throughout the three phases include:

| PREPARATION | EVENT | FOLLOW-UP |
|---|---|---|
| Ask if participants need reasonable accommodation/ support | Describe any visual materials used | Ensure an adapted feedback mechanisms |
| Ensure that all services are accessible (toilets, restaurant, relaxation area, etc.) | Plan sufficiently long sessions with breaks to allow everyone adequate time to speak | Facilitate the sharing of accessible training materials |
| Provide definitions, acronyms and a glossary of terms, if necessary | Explain to other participants how to address people with different impairments | n/a |
| Create accessible materials with pictures and diagrams, without too much text | Ensure that circulation in the room is possible | n/a |
| Ensure additional opportunities if needed | Provide mixed working groups; a chance for everyone to speak | n/a |

NOTE: It is important to brief facilitators and make sure they know the basic skills for communicating with children and adults with disabilities.[10]

### Awareness-raising session with communities

- Unknown and varied public, but possibility to find out their needs in advance
- Small budget, possibility of an outdoor location
- Simple material formats for participants with a low literacy level
- Noise, people talking at the same time

Examples of accessibility considerations for an **awareness-raising session** throughout the three phases include:

| PREPARATION | EVENT | FOLLOW-UP |
|---|---|---|
| Ask the village leaders for information on the possible attendance | Use accessible practical activities (theatre/creative set-up with sign language, role play, practical demonstrations, interactive games, etc.) | Provide simple and accessible information materials that summarize the key messages |
| Ensure that accompanying persons are present for people with disabilities who need them | Provide sign language interpretation, if necessary | n/a |
| Ensure that people with disabilities are informed about the session and engaged | Use drawings or pictograms; use narration | Ensure adapted feedback mechanisms |
| Choose an accessible and easily reachable location | Use simple language | n/a |

**Partnering with the local organization of persons with disabilities is recommended to support the dissemination of information and provide advice on the accessibility of the event.**

# Part 2: Detailed considerations

Accessibility applies to both thematic events and social events, e.g., a post-workshop dinner. Regardless of the specific type of event, this section presents nine areas to check to inform the selection of the most appropriate venues when running events.

## CHECK 1:

## In event invitations and visibility materials, highlight the accessibility features of the event and ask about access needs

- In event information and materials, list accessibility information for the venue and the services provided, for instance as follows:
  - Please note that real-time transcription (CART) services will be provided.
  - Please note that the building/office/school has accessible entrances, toilets and rooms.
  - Please note that the nearest train station or bus stop (*name the station and/or pinpoint it on a map*) has accessible facilities and accessible parking is available at the venue.

The 4th cohort of UPSHIFT: Social Impact Workshop presents the 10 final projects in Ho Chi Minh City, Viet Nam in 2018.

© UNICEF/UN0164357/

- When requesting RSVPs or registration, ask individuals, staff, visitors and guests to indicate access needs, for instance as follows:
  - During this event, real-time transcription (CART) services will be provided. I n addition, please indicate if sign language interpretation or other reasonable accommodation[11] is needed.
  - Will you bring an assistant or service animal with you? Do you or your assistant have any dietary or access requirements?
  - Do you require reasonable accommodation? If yes, please indicate the type needed:
    - Sign language interpretation (specify which type of sign language)
    - Temporary wheelchair
    - Documents in electronic or easy-read format
    - Other (please specify)

**TIP:** Sign languages differ, so it is important to check which languages are required before sourcing an interpreter, or to determine if the person has an assistant who is an interpreter. Another option is to ask for a recommendation of an interpreter who could be hired for this work. Sign language interpreters can be in high demand. During large international events, more than one sign language interpreter could be needed in each session.

On 11 June 2014 at United Nations Headquarters, Njelekela Ashura Michael and Braam Jordaan applaud in sign language during the 7th Conference of State Parties to the Convention on the Rights of People with Disabilities.

© UNICEF/UNI163627/MARKISZ

# CHECK 2:
## Book accessible services and venues

Accessibility must be considered when selecting venues for hosting training workshops, meetings, consultations or events, including for programme implementation. Venues that meet the recommended levels of accessibility and standards of universal design will provide access for adults, adolescents and children with and without disabilities.

If case of doubt concerning the most effective arrangements, devices or assistive technology or services, ask for advice from OPDs[12] or staff working on disability and inclusion.

- Book assistive services in advance, such as real-time transcription (CART) services, at the same time as booking translators and sign language interpreters, if required.
- Ask OPDs to suggest accessible venues in their town or city.
- Before booking a conference or meeting venue, check that the venue has accessibility features. Consider checking the accessibility elements typical of every building, and in particular:
  - Is there accessible public transport nearby?
  - Is there accessible parking or a drop-off area near or at the venue?
  - Is there an accessible tactile plan of the venue at the entrance?
  - Is there an accessible reception desk? Do entrance and reception areas have enough space to move around in a wheelchair?
  - Is the circulation space in meeting rooms sufficient for persons using a wheelchair?
  - Is there at least one accessible toilet on each floor?
  - Are all public spaces in the venue accessible (restaurants, buffets, information points, registration booths, etc.)?

*For further details on what to check, please refer to the dedicated checklists in Section G of this toolkit.*

**TIP:** In some contexts, at least one unisex toilet is recommended for accessibility as it allows support workers of both sexes to accompany those needing assistance. In other cultures, one unisex toilet may not be sufficient, and an accessible male and female toilet could be required at a minimum.

# CHECK 3:

## Inform presenters in advance about accessibility and provide materials in accessible formats

- Ask the presenters and facilitators to provide materials in advance. These materials should also be provided to sign language interpreters or other language interpreters, so they can become familiar with the event's topic.
- Make sure the provided materials, including agendas, are available in electronic accessible format (on USBs or sent in advance via email) or in Braille, so persons who are blind or have vision impairment can access the materials.
- Create a list of acronyms or list of jargon and technical language that might be used for the sign language interpreters and CART transcribers and provide it to them in advance. Ask presenters to limit the use of acronyms or to explain them when used.
- If provided, ensure videos have closed captions and, ideally, sign language and audio (descriptive) narration.
- Ask presenters and facilitators to think in advance about inclusion and the participation of people with disabilities. Send them a set of inclusion recommendations beforehand or remind presenters and speakers to:
  - Describe charts and other important visual components, rather than saying "*You can see all the information provided on my slides*" or "*I will let you read this slide yourself*"
  - Use large font sizes
  - Use heading levels and contrasting colours
  - Add alternative text (alt text) to images when sharing a presentation
  - Describe the visual elements as they are presented

**TIP:** UNICEF's 'Inclusive Communication Module' video format[13] incorporates accessibility features such as sign language interpretation, audio description and closed captioning, as well as training on how to develop materials and organize meetings that are inclusive of and accessible to people with disabilities.

## CHECK 4:

# Identify staff or volunteers to support people during events

Security personnel, receptionists or volunteers should be briefed to respectfully offer or provide assistance to participants upon request. Volunteers may offer a person who is blind their elbow to guide them towards a venue, or may offer to take a service dog for respite during the event.

To support participation on an equal basis, it is important to provide information in accessible formats, such as DAISY, EPUB, HTML or easy-to-read formats. It is also important to make sure that all videos that are screened include captions. More information is available in UNICEF's short guide on making events accessible.[14]

**TIP:** Additional information is provided in UNICEF Disability Orientation[15] as well as in checklist 6 (*reception areas*) in this toolkit.

## CHECK 5:

# Set up the meeting rooms and cafes with flexible tables and chairs

- Provide space around tables, chairs and equipment to allow for easy movement by a person using a wheelchair independently or with an assistant. This requires spacing tables apart or creating corridors between desks and chairs to easily approach the tables.
- Make sure table dimensions have wheelchair-friendly or child-friendly heights.
- Leave space at the end of seat rows or along tables, and provide flexible chairs that can be repositioned to allow access for wheelchair users or space for a service dog or assistant to sit alongside participants or presenters with disabilities.
- Ensue some chairs have armrests to support older persons, persons with limited dexterity or persons who want to transfer from a wheelchair to a chair for meetings and at conference events.

*For further specifications, please refer to checklist 13 (meeting rooms/offices/classrooms) in this toolkit.*

# CHECK 6:
## Ensure an appropriate stage set-up

- Ensure microphones have a height adjustable stand, so staff or visitors using a wheelchair or a child giving a guest speech can speak independently on stage.
- Where a stage is elevated, make sure an elevator, lift-cart or accessible ramp is available. The ramp should have a gentle slope of between 1:15 and 1:20 or have a handrail if the gradient is any steeper than 1:20 (5 per cent).
- Check that any podium or desk on the stage is set at an accessible height or can be adjusted. Space on the podium should be sufficient to allow a person using a wheelchair to manoeuvre without difficulty.
- If case they are at fixed heights, check that the table or podium for an adolescent/adult using a wheelchair or sitting is at the recommended height of 740–800 mm from the floor, with leg clearance under the table that is 700 mm high and 700 mm deep.

Mini-summit organized by UNICEF for children in Lebanon's eight Governorates on the occasion of the 30 years of the Convention on the Rights of the Child.

© UNICEF/UNI349245/CHOUFANY

## CHECK 7:
## Ensure appropriate lighting and sound

- Make sure that the lighting and seating arrangements make it easy for people who lip-read or view sign language to see speakers.
- If the event room is large with many rows of chairs, ensure large screens show the stage and sign language interpreters. These screens should also include the live captioning (CART) of the session.
- In addition to natural light, ensure there is clear lighting in hazard areas, such as at the top or bottom of stairways and ramps.
- Ensure that all speakers, including presenters and people asking questions, use microphones to promote the inclusion of people who are hard of hearing.
- Ideally, make sure built-in or portable hearing loop systems are available at the event venue. Background noise volumes should also be monitored and reduced if required.

## CHECK 8:
## Address security in case of emergencies

Make sure that the security of participants, speakers and staff is properly addressed in the event of an emergency:

- Make sure that the selected venue complies with inclusive security measures in case of a fire or other emergency (the emergency exits are well signposted and maintained, accessible for persons with disabilities, not at the bottom of staircases, etc.).
- Ensure that the building's evacuation procedures accommodate persons with disabilities (including visual and audio alert systems, evacuation chairs available on each floor, trained security agents present during the event, etc.).

**Make sure that the security of participants, speakers and staff is properly addressed in the event of an emergency.**

# CHECK 9:
## Ask for feedback/evaluation after the event

Ask for feedback on the accessibility of the event and on its success, and provide at least two methods for offering feedback, such as in written, electronic or audio formats. If event resources are shared, make sure that they are produced in accessible formats (for example, that they include captions on videos and alternative text on photos, images or infographics).

**Receiving feedback:** It is important to create a method to receive feedback on the accessibility of existing premises and events, through surveys of staff, visitors and building users and through event evaluations or as part of consultations and focus group discussions.

When requesting feedback, accessibility and multiple modes of communication should be considered, such as options to provide both verbal and written feedback, with forms that are accessible to screen-reading software and confidential. Multiple means of providing responses should be offered. If required, an evaluation form should be developed in an easy-to-read format.

Questions in follow-up evaluations or as part of standard feedback should include:

- Did you find the location of the event easily accessible from your accommodation or residency?
- What areas of the building/premises were not easily accessible and why?
- What services provided during the event were not accessible for you and why?
- Were you able to follow the sessions and actively interact with the speakers and audience?
- How likely would you be to recommend that a friend, relative or official who uses a wheelchair, is blind or deaf or has a hearing impairment visit or meet with you at the building?
- In which areas can accessibility be improved?

*For tips on conducting accessible virtual meetings, see the* Stakeholder Group of Persons with Disabilities for Sustainable Development *checklist.*

# 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[16] |
| **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 which 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";[17] 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[18] |
| **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' or 'sidewalk cut-out' or 'curb ramp' |
| **km** | Kilometre (1 km = 0.62 miles) |
| **landing space** | Space at the top and bottom of stairs, ramps, or in between and in front of lifts that helps persons 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 For more information, see United Nations Children's Fund, 'Take Us Seriously! Engaging Children with Disabilities in Decisions Affecting their Lives', UNICEF, New York, June 2013, <https://sites.unicef.org/disabilities/files/Take_Us_Seriously.pdf>, accessed 17 September 2021.

11 Reasonable accommodation: necessary and appropriate adjustments (e.g., screen-reader, personal support worker, sign language interpreter) that do not impose a disproportionate or undue burden on the event organizer and ensure persons with disabilities can exercise all of their human rights and fundamental freedoms, and on an equal basis with others.

12 See, for example, International Disability Alliance, 'IDA Members', <www.internationaldisabilityalliance.org/content/ida-members>, accessed 17 September 2021.

13 For more information, see UNICEF, 'Disabilities – Inclusive Communication Module', <www.unicef.org/disabilities/index_90418.html>, accessed 17 September 2021.

14 United Nations Children's Fund, 'Making your events accessible: Draft quick guide (#3) for UNICEF staff and partners', UNICEF, New York, 2018, <https://sites.unicef.org/disabilities/files/Making_events_accessible_short_guide.docx>, accessed 17 September 2021.

15 For more information, see UNICEF, 'Disability Orientation', <https://sites.unicef.org/disabilities/index_66434.html>, accessed 29 September 2021.

16 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 17 September 2021.

17 International Organization for Standardization, 'ISO 21542:2011 Building construction – Accessibility and usability of the built environment', para. 3.4, <www.iso.org/obp/ui/#iso:std:iso:21542:en>, accessed 17 September 2021.

18 W3C, 'EPUB 3.2', <www.w3.org/publishing/epub3/epub-spec.html>, accessed 17 September 2021.

SECTION F

# ORGANIZATION OF ACCESSIBLE EVENTS

© 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/

unicef | for every child