United Nations

Division for Social Policy Development (DSPD)
Department of Economic and Social Affairs (DESA)

Toolkit on
DISABILITY for AFRICA

ACCESSIBILITY

Toolkit on disability for AFRICA

ACCESSIBILITY

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Acknowledgements

List of acronyms

AT	Assistive Technology
CEDAW	Committee on the Elimination of Discrimination against Women
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women
CESCR	Committee on Economic, Social and Cultural Rights
CRPD	Convention on the Rights of Persons with Disabilities
CRPD	Committee on the Rights of Persons with Disabilities
CRC	Committee on the Rights of the Child
CRC	Convention on the Rights of the Child
CRC	Convention on the Rights of the Child
DFIs	Development Financing Institutions
DPOs	Disabled Persons Organizations
DSPD	Division for Social Policy and Development/UNDESA
EC	European Commission
G3ICT	Global Initiative for Inclusive ICTs
HIV/AIDS	Human Immunodeficiency virus / Acquired Immunodeficiency Syndrome
ICCPR	International Covenant on Civil and Political Rights
ICESCR	International Covenant on Economic and Cultural Rights
ICF	International Classification of Function, The World Health Organization
ICT	Information and Communication Technology
ILO	International Labour Organization
ITCILO	International Training Centre of the ILO
IPU	Inter-Parliamentary Union
ITC	Information and Communication Technology
ITU	International Telecommunication Union
MDGs	Millennium Development Goals
MFIs	Microfinance institutions
MSPs	Multi-stakeholder Partnerships
NAPs	National Action Plans
NGO	Non-Governmental Organization
NVDA	Non Visual Desktop Access
OHCHR	Office of the High Commissioner for Human Rights
OSISA	Open Society Initiative for Southern Africa

PCM	Project Cycle Management
PRP	Protracted Relief Programme
SABE	Self-Advocates Becoming Empowered
SDGs	Sustainable Development Goals
UDHR	Universal Declaration of Human Rights
UN	United Nations
UN DESA	United Nations Department of Economic and Social Affairs
UNAIDS	Joint United Nations Programme on HIV/AIDS
UNDP	United Nations Development Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
VOCA	Voice Output Communication Aids
WHO	World Health Organization

1. OVERVIEW

The overview provides information on the objectives, target audience, module content, learning outcomes and module map.

Module objectives

▶ To highlight the crucial importance of accessibility in its various dimensions for persons with disabilities.

Who is this module for?

This module is relevant to everyone who has an interest in disability or a responsibility for addressing issues of disability because of the nature of their work, including persons with or without disabilities in civil society, civil and public service, national human rights institutions, parliaments, development agencies, universities and the private sector.

What is this module about?

The content of this module:

▶ reviews the provisions on accessibility in the Convention on the Rights of Persons with Disabilities (CRPD), including accessibility both as a guiding principle of the CRPD and as a cross-cutting issue of general application across the CRPD;

▶ explains key concepts relating to the various dimensions of accessibility and access on an equal basis with others;

▶ identifies measures to be taken to advance accessibility in the national context;

▶ applies the principles of accessibility in different contexts;

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▶ lists key resources for additional reference;

▶ includes learning activities to accompany the material.

Learning objectives

On completion of this module, participants will have:

1. explored the provisions on accessibility in the Convention on the Rights of Persons with Disabilities (CRPD), including accessibility as a guiding principle of the CRPD and as a cross-cutting issue of general application across the CRPD in Article 9;

2. identified key concepts relating to the various dimensions of accessibility and access on an equal basis with others;

3. contextualized the principles of accessibility.

Module map
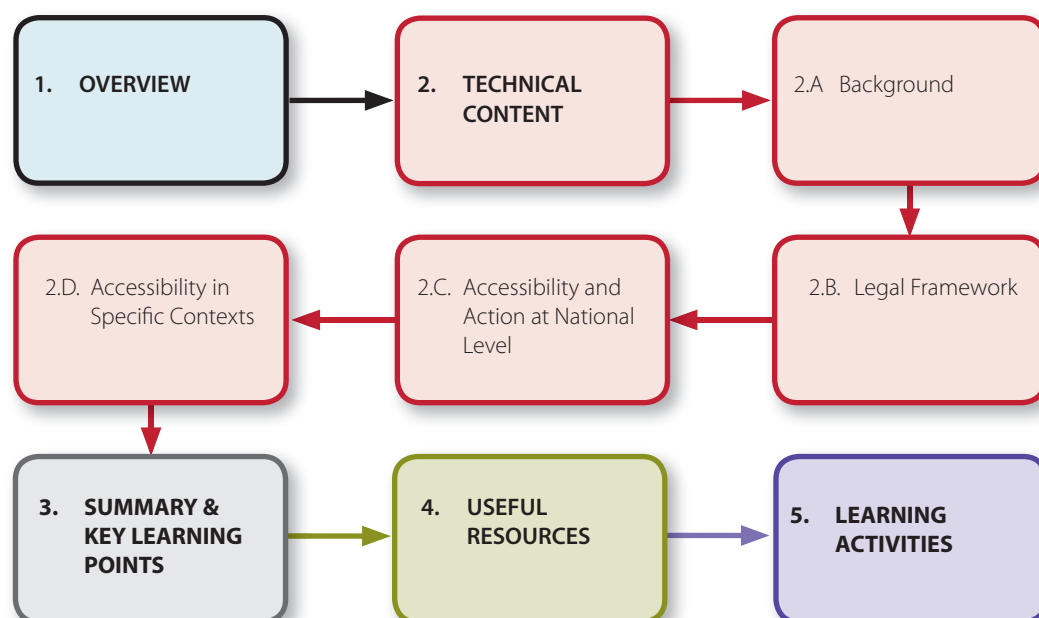
2. TECHNICAL CONTENT

2.A Background

Accessibility is a precondition for the full realization of the rights and inclusion of persons with disabilities in society and development. For the purposes of this module, accessibility can be understood as the provision of flexible facilities and environments, either virtual or physical, to accommodate each user's needs and preferences. For persons with disabilities this may be any place, space, item or service that is easily approached, reached, entered, exited from, interacted with, understood or otherwise used.[1] Accessibility is at the heart of the CRPD, which enshrines the rights of persons with disabilities to have full access and fully enjoy and participate in social, economic, cultural, civil and political life, on an equal basis with others.

The CRPD does not define disability. The range of disabilities is very broad and difficult to categorize. Persons with disabilities include individuals with hearing, visual, cognitive and motor impairments. Indeed, each of these categories includes a much broader range of conditions. Visual impairments, for example, include limited vision, color blindness and blindness. Furthermore, as people get older, many face a disability of some kind. As the population ages, the proportion of people with disabilities grow. Many people over eighty years of age have a disability. Thus, accessibility is related to the type of disability faced by each individual person. Accessibility is not just about opening doors, figuratively speaking, it is about keeping them wide open. Accessibility allows people to do things they would not otherwise be able to do.

No one can enjoy a human right that they cannot access, and persons with disabilities face many barriers that hinder full and equal access to their enjoyment of human rights and full social inclusion. The categories of barriers that persons with disabilities encounter, which are often exacerbated for those living in rural areas or poor urban settings, include the following:

1. Institutional barriers, which include legislation, practices, or processes that actively prohibit or fail to facilitate access for persons with disabilities.

2. Physical barriers, which prevent access for persons with disabilities to physical environments such as buildings, roads, transportation, and various indoor and outdoor facilities such as schools, housing, medical facilities, sporting venues and workplaces.

3. Informational barriers, which prevent access for persons with disabilities, particularly for those with visual or intellectual impairments, to both the form and content of information that may be provided on websites, brochures, books, television, among many other ways that information is presented in society.

4. Communication barriers, which make it difficult to participate fully in society. Communication barriers for persons with disabilities can include the failure to provide sign language interpretation for deaf persons, inaccessible technology such as television without captioning, or websites that are inaccessible to screen readers used by blind persons.

5. Attitudinal barriers, including negative attitudes and lack of understanding about disability issues of people in society, which present some of the most pervasive barriers to equal access for persons with disabilities.

6. Cultural barriers, which may prevent persons with disabilities from participating fully and having access to community life. Cultural barriers may include myths and stereotypes about disability that are rooted in culture and that generate

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[1] UN DESA, Global Status Report on Disability and Development, p. 42 (2015), citing to UN DESA, Accessibility and Development: Mainstreaming disability in the post-2015 development agenda (2013), available at: http://www.un.org/disabilities/documents/accessibility_and_development.pdf

fear and misunderstanding. In some cases negative beliefs and practices focus particularly on certain types of disability, such as psycho-social disabilities.[2]

In many cases persons with disabilities face a multitude of barriers, which compound challenges to the achievement of rights and inclusion in development. For example, in this holistic view of accessibility, challenges a person may face in relation to employment may include challenges in accessing employment, inaccessible transportation, inaccessible buildings, inaccessible workspace and inaccessible human resource policies, among others.

Key Related Concepts related to Accessibility for Persons with Disabilities in the CRPD

Universal design is defined by the CRPD, as "the design of products, environments, programmes and services to be useable by all people, to the greatest extent possible, without the need for adaptation or specialized design" (art. 2). The goal of universal design is for all things to be accessible to everyone including, but not limited to, persons with diverse disabilities. Universal design is based on the premise that design processes must be inclusive, produce equitable benefits and be appropriate for human functioning, gender, demographic groups and social, economic and cultural settings.

Reasonable accommodation, which is defined in the CRPD as "necessary and appropriate modifications or adjustments, not imposing a disproportionate or undue burden, where needed in a particular case, to ensure persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms." The CRPD expressly provides for reasonable accommodation in relation to liberty and security of the person (art. 14), education (art. 24) and work and employment (art. 27). While accessibility relates to groups, reasonable accommodation relates to individuals. The term "accommodation" refers to the legal responsibility for providing accessibility to persons with disabilities, for example through the provision of a personal assistant or modifications to a physical work environment. The term "reasonable" means that those responsible for providing such accommodation are not subjected to "disproportionate or undue burden." For example, in the context of employment it may be considered reasonable for a large corporation to make modifications to its building to ensure accessibility. However, the same changes could, in some cases, be deemed "an undue burden" in the case of a small business (although if it is determined that one form of reasonable accommodation poses an undue burden, other forms should still be considered). Provision of reasonable accommodation is a critical component of non-discrimination under the CRPD.

Usability is defined as the ease of use of human-made objects. It is the extent to which a product can be used by specified users to achieve specific goals with effectiveness, efficiency and satisfaction in a specified context. Usability attempts to address limitations or variations in human performance resulting from disability. Examples include being operable without vision for people who are blind; operable with low vision for persons with visual impairment; operable with no hearing for persons who are deaf; operable with limited hearing for persons who are hard of hearing; operable with limited manual dexterity for persons with some physical disabilities; and operable with limited cognition for persons with cognitive disability.

Availability refers to whether the products, equipment, facilities or services that are meant to be accessible are actually available. This distinction between, on the one hand, accessibility in a more technical design sense, and on the other hand availability as more a question of the distribution of economic and other resources, is made in several places in the Convention. Such issues may arise, for example, in relation to the availability of assistive technology or in relation to universally designed and usable products that are mainstream and commonly used by large sections of the population, such as personal computers and mobile phones. The availability of assistive technology will depend on factors such as whether people with disabilities can afford them, whether a responsive market exists and whether an efficient distribution system exists.

Assistive technology can be defined as a product – either high or low tech - that helps people engage in activities or tasks that would otherwise not be possible. In the context of disability, some examples include hearing and listening devices, reading glasses, wheelchair or other mobility devices; and traffic lights accompanied by sound.

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2   Cultural and attitudinal barriers are addressed in other modules, particularly the module on "Culture, Beliefs and Disability" of the present Toolkit.

See Learning Activity 2.A. titled *Dimensions of Accessibility*

2.B   Legal Framework

The CRPD is the first international human rights treaty to set out the concept of accessibility in the context of disability. The Convention recognizes accessibility as an inherent right of persons with disabilities and also applies accessibility to the achievement of all rights for persons with disabilities, detailing "the importance of accessibility to the physical, social, economic and cultural environment, to health and education and to information and communication, in enabling persons with disabilities to fully enjoy all human rights and fundamental freedoms."[3]

Accessibility is therefore a general principle of the Convention (art. 3) and also a stand-alone article (art. 9). Article 9 addresses the responsibility of State parties to ensure accessibility for persons with disabilities so they can "live independently and participate fully in all aspects of life," directing State parties to "take appropriate measures to ensure to persons with disabilities access, on an equal basis with others, to the physical environment, to transportation, to information and communications, including information and communications technologies and systems, and to other facilities and services open or provided to the public, both in urban and in rural areas." It further specifies that such measures are to include the identification and elimination of obstacles and barriers to accessibility, including in relation to:

▶ Buildings, roads, transportation

▶ Other indoor and outdoor facilities, including schools, housing, medical facilities and workplaces

▶ Information and communications

▶ Emergency services

▶ Other facilities and services open or provided to the public in both urban and rural areas, ensuring that accessibility is not only addressed in cities but also for persons with disabilities living in rural communities.

The scope of Article 9 is not limited to State actors, such as local and national governments or government agencies. Article 9 also implicates private actors, requiring States to "ensure that private entities that offer facilities and services which are open or provided to the public take into account all aspects of accessibility for persons with disabilities."

<div style="background:#c8102e;color:#fff;text-align:center;font-weight:bold">Important</div>

Although the CRPD is not directly legally binding on private actors, it obliges States to require that private entities that are open to the general public comply with Article 9. Private entities open to the public include, for example, restaurants, shops, banks, supermarkets, private universities, professional associations, sports stadiums and other private entities offering facilities and services to the public.

Article 9 is placed in the articles of general application in the CRPD and is intended to inform and assist in the interpretation of all the human rights elaborated in the CRPD.

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3   Convention on the Rights of Persons with Disabilities, Preamble para. V

For example, if someone were seeking to implement Article 24, Education, an important starting place would be Article 9 when considering how to improve the accessibility of, for example, classrooms or educational materials. This approach also explains why accessibility concepts are often not addressed in great detail or sometimes not at all in specific articles of the CRPD such as Article 26 regarding habilitation and rehabilitation: the drafters of the CRPD intended Article 9 to be the common reference point for all issues of accessibility.

Ross v. Ryanair

A disabled man who was forced to pay to use a wheelchair at Stansted Airport in Britain won a landmark case against budget carrier Ryanair. Bob Ross, 54, claimed the £18 fee he paid for the use of a wheelchair was discriminatory and was something for which no one should have been charged. In 2004 the Central London County Court ruled that Ryanair acted unlawfully by not ensuring that a wheelchair was provided free of charge for Mr Ross's use.

Ross v. Ryanair, January 2004, Central London County Court; December 2004, Court of Appeal

Country Checkpoint

Are you aware of any case law in your country that addresses accessibility?

Important

Accessibility is closely linked to other concepts essential to advancing access in all realms for persons with disabilities. It is therefore important to understand their interrelationship.

In 2013 Member States, through the auspices of the World Intellectual Property Organization, adopted a new international instrument to advance the accessibility of published materials for persons with visual impairments. The treaty, entitled the "Marrakesh Treaty to Facilitate Access to Published Works for Persons Who Are Blind, Visually Impaired, or Otherwise Print Disabled" seeks to overcome the fact that, partly due to access barriers in copyright law, only seven per cent of the world's published books ever make it into accessible formats. The treaty seeks to dismantle copyright barriers by requiring countries which ratify the Treaty to make an exception to domestic copyright law for visually impaired and print disabled people. This means that countries which ratify the treaty must ensure that their laws allow blind people and their organisations to make accessible format books without the need to ask permission first from the copyright holder (e.g. author or publisher). State parties must also allow import and export of accessible versions of books and other copyrighted works, again without copyright holder permission. This helps to avoid duplication of transcription work in different countries, and also allows those with larger collections of accessible books to share these collections with visually impaired people in countries with fewer resources.

The Treaty, which has not yet entered into force, has been ratified by Mali and signed by more than twenty African States.

At regional level, in 2015 the African Commission on Human and Peoples' Rights adopted Resolution *ACHPR/Res.305 (EXT.OS/XVIII) 2015* on Accessibility for Persons with Disabilities. In the Resolution, the Commission calls on State parties, the African Union and its Organs

to take immediate and effective measures to ensure that facilities and services open or provided to the public are accessible to persons with disabilities; to ensure that meetings in which the public participate are held in places accessible to persons with disabilities; to ensure that all information intended for the general public is disseminated in accessible formats and technologies appropriate to different kinds of disability; and to recognise and promote the use of sign language at national, sub-regional and continental levels. It also calls on States who have not done so to ratify the Marrakesh Treaty.[4]

2.C   Accessibility and Action at National Level

The general obligations set forth in Article 4 make clear the need to ground CRPD obligations in national law. The elements needed to establish a strong legislative base for accessibility include accessibility duties, accessibility policies, plans, strategies and mechanisms for remedies and accountability, monitoring, indicators and benchmarks to make real the accessibility duties. Crucially, Article 4 requires State parties to consult with and involve persons with disabilities in developing and implementing legislation and policies and in decision-making processes, including in formulation of accessibility standards in the context of CRPD rights.

Legislation. In many countries there is a great need for the adoption or amendment of national and sector-specific accessibility standards to give full effect to the requirements of the CRPD. State parties should, as a first step, in close consultation with persons with disabilities and their representative organizations, review the extent to which existing laws and codes are in compliance with the CRPD. Accessibility standards should be included in legislation that pertains to all aspects of accessibility including the physical environment (including construction and planning), transportation (including buses, boats, airliners), information and communications (including telecommunications and audio/video), and should take into consideration accessibility of services. Standards should provide for accessibility for all, taking account of the diversity of disability. Application of accessibility standards should be mandatory.

Accessibility standards should also be included in anti-discrimination and equality laws. Such laws should aim at eliminating barriers to access that constitute both direct and indirect discrimination, attribute obligations to public and private actors and introduce a variety of measures to bring about equitable access to all rights.

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4   ACHPR/Res.305 (EXT.OS/XVIII) 2015, available at: http://www.achpr.org/sessions/18th-eo/resolutions/305/

Legislation Examples: Africa and Beyond

In its Communications Act (2013), Uganda undertakes, as a function of its Communications Commission, "to promote research into the development and use of new communications techniques and technologies, including those which promote accessibility of persons with disability and other members of society to communications services." The Act further mandates that the Board for the Communications Commission is to include at least one member with a disability. (THE UGANDA COMMUNICATIONS ACT, 2013 5(I) and 9(3).

In 2008 Malaysia enacted a national disability law that provides detailed provisions on accessibility with the following key components on accessibility:

- The Preamble to the Act recognizes "the importance of accessibility to the physical, social, economic and cultural environment, to health and education and to information and communication, in enabling persons with disabilities to fully and effectively participate in society"
- The Act includes a Chapter on accessibility that provides in Article 26: "Persons with disabilities shall have the right to access to and use of, public facilities, amenities, services and buildings open or provided to the public on equal basis with persons without disabilities, but subject to the existence or emergence of such situations that may endanger the safety of persons with disabilities."
- The Act specifies obligations in relation to access in the following realms:
  - access to public transport facilities
  - access to education
  - access to employment
  - access to information, communication and technology
  - access to cultural life
  - access to recreation, leisure and sport
- The Act covers access to health for persons with disabilities
- The Act covers access to assistance in situations of risk and humanitarian emergencies

Source: The Malaysian Persons with Disabilities Act of 2008, Law 685.

National legislation should provide access to remedies for non-compliance with the rights of persons with disabilities to accessibility, including in the context of reasonable accommodation. Institutions addressing allegations of disability discrimination customarily include courts and tribunals, administrative authorities, national human rights institutions and ombudsmen, which should be accessible to all persons with disabilities without discrimination and consistent with principles of accessibility. These institutions should adjudicate or investigate complaints promptly, impartially, and independently and address alleged violations relating to the CRPD and Article 9, including actions or omissions by private actors. These institutions should also be empowered to provide effective remedies such as compensation, reparation, restitution, rehabilitation, guarantees of non-repetition, and public apologies. State parties should ensure that these measures are effectively implemented.

Reasonable Accommodation in Law and Practice

United States of America, Americans with Disabilities Act (ADA), 1990

Title 1 of the ADA defines "reasonable accommodation" as follows in relation to employment:

a) Making existing facilities used by employees readily accessible to and usable by individuals with disabilities; and

b) Job restructuring, part-time or modified work schedules, reassignment to a vacant position, acquisition or modification of equipment or devices, appropriate adjustment or modifications of examinations, training materials or policies, the provision of qualified readers or interpreters, and other similar accommodations for individuals with disabilities.

Title 3 of the ADA defines "reasonable modification" as follows in relation to the obligation to ensure that persons are not discriminated against on the basis of disability in the full and equal enjoyment of the goods, services, facilities, privileges, advantages, or accommodation of any place of public accommodation by any person who owns, leases (or leases to), or operates a place of public accommodation:

> … a failure to make reasonable modifications in policies, practices, or procedures, when such modifications are necessary to afford such goods, services, facilities, privileges, advantages, or accommodations to individuals with disabilities, unless the entity can demonstrate that making such modifications would fundamentally alter the nature of such goods, services, facilities, privileges, advantages, or accommodations[.]

European Union (EU) Framework Employment Directive, 2000

Article 5 of the EU Framework Directive imposes a duty on Member States of the European Union to require employers to provide reasonable accommodation to persons with disabilities. In particular Article 5 requires employers to take reasonable steps to provide "appropriate measures, where needed in a particular case, to enable a person with a disability to have access to, participate in, or advance in employment, or to undergo training, unless such measures would impose a disproportionate burden on an employer."

Philippines, Magna Carta for Disabled Persons, 1992

Reasonable accommodation in the context of employment under the legislation includes: "(1) improvement of existing facilities used by employees in order to render these readily accessible to and usable by disabled persons; and (2) modification of work schedules, reassignment to a vacant position, acquisition or modification of equipment or devices, appropriate adjustments or modifications of examinations, training materials or company policies, rules and regulations, the provision of auxiliary aids and services, and other similar accommodations for disabled persons."

Policies, plans and strategies. State parties should ensure that strategies, policies, and plans of action to address barriers to accessibility are in place and implemented. These should address all groups of persons with disabilities and should include not only reasonable accommodation but also positive measures, including those in Article 9, to accelerate the achievement of equality. Public and private institutions should develop plans of action to address accessibility. Teaching on the principles of accessibility, along with other Article 3 principles, should be integrated in formal and non-formal inclusive and multicultural education.

Many countries have introduced a system in which public bodies appoint an access officer or officers to help persons with disabilities access their services, buildings, and information.

> ### Example: Kenya's Special Needs Education (SNE) Policy 2009
>
> Through its Special Needs Education (SNE) Policy 2009, Kenya seeks to improve the quality of and access to education provided to children with disabilities.
>
> With regard to the latter the Policy sets out a strategy for advancing accessibility in a number of areas. For example, in relation to the accessibility of physical environments, the Policy strategy includes calls to provide resources to make learning institutions accessible to children with special needs and disabilities; to ensure provision of adequate and friendly buildings, furniture and equipment, among other things, in learning institutions for learners with special needs and disabilities; and to ensure appropriate modification of tuition, boarding and sanitation facilities in response to the needs of learners with special needs and disabilities.
>
> In relation to facilities and technology, the Policy includes calls to provide information on available technical aids; to enhance accessibility and utilization of software that will enhance easy access to information and education materials; to acquire, standardize, produce, fabricate, adopt, repair and maintain supportive devices in provincial assessment workshops and other service providers; and provide teachers who will train learners with special needs and disabilities in the use of supportive devices.
>
> *Republic of Kenya, The National Special Needs Education Policy Framework (2009)*

Elimination of barriers. State parties must adopt an active approach to achieving full accessibility to physical environments, transportation and information and communications, among other things, the absence of which inhibits the rights and inclusion of persons with disabilities in development. Facilitating accessibility for persons with disabilities requires a comprehensive approach with a range of laws, policies and programmes, including positive measures enumerated in Article 9. The achievement of an accessible society will in some cases require devoting greater resources to some access issues. Particular attention will need to be given to ensuring that laws and policies are implemented and enforced by officials and others in practice.

Many countries have put in place access teams to help an organisation improve the accessibility of its services, buildings, and information, by:

> ► consulting persons with disabilities;
> ► identifying and prioritizing the work that needs to be done to improve accessibility; and
> ► sharing what they learn about accessibility among themselves and with other staff.

An effective access team will:

> ► have regular meetings that follow an agenda and end with everybody knowing what they have to do and when they have to do it;
> ► regularly consult persons with disabilities and DPOs, to ensure that their work is having maximum impact;
> ► include on the team at least one member of staff from many sections of the organisation;
> ► include at least one senior manager or director;
> ► include at least one member of staff who works with:
>   ● services
>   ● buildings
>   ● information

Monitoring, indicators and benchmarks. State parties are obliged to monitor effectively the implementation of measures to comply with Article 9 of the CRPD. Monitoring should assess both the steps taken and the results achieved in the elimination

of barriers to effective access. To enable monitoring and evaluation, national strategies, policies and plans should use appropriate indicators and benchmarks in operationalizing the accessibility obligations in the CRPD.[5] State parties should also ensure that persons with disabilities are involved and participate fully in monitoring and evaluation of accessibility measures.

2.D   Accessibility in Specific Contexts

Identifying barriers and generating practical approaches to dismantling them is the core requirement of accessibility and is fundamental to each and every aspect of the rights and inclusion of persons with disabilities. In keeping with the call by the African Disability Alliance (formerly the Secretariat of the African Decade of Persons with Disabilities) to "promote equal provision of services especially in the areas of health, education, employment, skills training and development, and access to justice for all persons with disabilities"[6], planning for human rights and inclusive development is essential for achieving equal access for Africans with disabilities in all spheres of life.

Some examples based on African practices include – but are by no means limited to – the following:

Physical Planning: Numerous barriers limit accessibility for persons with disabilities to services in urban areas, including accessibility to roads, buildings and public parks. DPOs across Africa are engaging proactively in urban planning efforts to ensure that such efforts are inclusive of persons with disabilities and fully reflect their needs. Efforts include addressing physical access barriers in road construction (addressing curb cuts, for example); signage to indicate access; providing sign language interpretation in urban planning meetings to allow for the participation of deaf persons; and engaging with organizations representing blind persons to address safety concerns related to urban planning.

Country Checkpoint

In Ghana the National Council on Persons with Disabilities has collaborated with the Ghana Standards Authority to develop draft Accessibility Standards on the Built Environment. Under the Standards owners of public buildings would be enabled to provide accessibility to buildings for disabled persons in compliance with the Disability Act of 2006.[7]

Have accessibility standards been adopted for the built environment in your country?

Communication: Article 9 of the Convention provides for equal access to information and communication technologies and the obligation to identify and eliminate barriers. As online communities have become an important means of social interaction and community participation, ensuring their universal accessibility is essential for social inclusion. Although accessibility standards have been developed to make information-oriented websites more inclusive for users with disabilities and older adults, similar efforts have not been devoted to accessibility standards tailored specifically for online communities that are primarily communications-oriented, such as social media.

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[5]   *See* Human Rights Committee's General Comments on education (No.13), health (No.14), water (No.15), author's rights (No.17), social security (No.19), and its reporting guidelines (E/C.12/2008/2).

[6]   Press Release by the Secretariat of the African Decade of Persons with Disabilities (SADPD), 'African Decade of Persons with Disabilities Extended to 2019' We Can Do 2 November 2008 http://wecando.wordpress.com/2008/11/02/news-african-decade-of-persons-with-disabilities-extended-to-2019/(accessed 17 January 2013).

[7]   Statement by Hon. Nana Oye Lithur, Minister for Gender, Children and Social Protection of Ghana, 54th Session of the United Nations' Commission for Social Development on Agenda Item 3A Priority Theme: "Rethinking and Strengthening Social Development in the Contemporary World," 4 Feb. 2016, available at: http://statements.unmeetings.org/media2/7656160/ghana.pdf

Accessible communications require that persons with disabilities be asked about their preferred communication methods.

Transportation: There is a need to review best practice in land, sea, and air travel. There has been significant progress in many of these areas in the past ten years. This progress includes improved accessibility to some buses operating local services in major towns and cities, specific accessibility improvements in other modes of transport, disability training within the transport sector, improved consultation with people with disabilities, improvements to certain bus and rail stations, parking regulations, and assistance on school buses for children with disabilities. However, there is still scope for significant improvements in land, sea, and air travel. Some countries have proposed that all new and upgraded rail and bus stations, all light rail vehicles and suburban railcars and all new buses should be accessible to people with mobility and sensory impairments.

Water and Sanitation Services: All too often access to water and sanitation for persons with disabilities is severely limited on account of numerous barriers including among other things proximity of water to dwellings and the need to travel long distances to access points, and wells and water points built with physical barriers that persons with mobility impairments cannot access. Latrines are likewise very often inaccessible to persons with physical disabilities when in fact they could easily be made accessible with advance planning. One good practice includes Water Aid's work in West Africa to improve accessibility to sanitation facilities for persons with disabilities, through simple and low cost solutions.

Case Study: Mazarabani WASH Project, Zimbabwe

Implemented by World Vision with funding from AusAID

Objective: to improve the health and quality of life amongst poor and vulnerable children and communities by improving access to water, sanitation services and promotion of good hygiene practices.

Key Activities:
- Latrines constructed with hand washing facilities in households and schools
- Construction and rehabilitation boreholes and wells
- Participatory Health and Hygiene Education sessions

Strategies for Inclusion
- Prioritised households with a person with a disability for latrine construction
- Received technical assistance from the Disabled Association of Zimbabwe
- Water points constructed close to households with a member with a disability
- Households with a member with a disability were targeted for monitoring
- Hygiene education training for village health workers included information on disability-inclusive WASH

Outcomes
- Disability accessible WASH infrastructure

Challenges Faced
- Physical accessibility was a major barrier
- PWD not included in community consultations or in decision making roles
- Difficult to mobilise the community to assist in constructing latrines

Lessons Learnt
- People with disabilities were beneficiaries of the project but not active participants
- Additional steps/activities may need to be incorporated into future projects to increase inclusion.

Excerpted from Clare Hanley's presentation: CBM-Nossal Partnership for Disability Inclusive Development on "Disability Inclusion within WASH Programs: Case studies," presented at course on "People with Disabilities", WEDC, Nossal Institute for Global Health, CBM and WaterAid, December 2011, available at: http://www.inclusivewash.org.au/people-with-disabilities

General Health Services: Understanding the needs of persons with disabilities goes a long way towards improving access to services. Access to health services is wide-ranging and relates to access to buildings, communication with healthcare staff, how consent is obtained, how medication is explained and how appointments are managed for all persons with disabilities. All health service staff and care workers have a role in ensuring that health services are as accessible as possible for anyone with a disability. Very often prejudice and lack of knowledge of the causes of disability can create serious barriers to health care for persons with disabilities, particularly in rural or remote areas. Accessibility thus often requires, as a precondition of access, awareness-raising at community level among families, health care providers and persons with disabilities themselves. Examples of good practice include the following:

► DPOs in Sierra Leone are working to break down the prejudice associated with epilepsy through education and awareness-raising campaigns as well as by ensuring access to inexpensive and often highly-effective anti-seizure medications that are inaccessible to many persons living in poverty.[8]

► National disability and HIV organizations in Tanzania and Mozambique worked in collaboration with Rehabilitation International to develop accessible educational materials as a component of HIV/AIDS education and outreach.[9]

Court and Judicial Services and Other Public Offices: Accessibility to court and judicial services and other public offices is essential to ensure that persons with disabilities enjoy equal access to justice and public services. This dimension of accessibility raises multidimensional barriers, from physical access to courthouses to ensuring that people with various disabilities are accommodated through the availability of materials in alternative formats, making court websites accessible for persons who use assistive technology, and installing listening systems in courtrooms. Equal access must include all roles in the judicial process, from parties and witnesses to judges, jurors, prosecutors and attorneys. Courts housed in old structures across Africa present numerous barriers to persons with mobility impairments such as stairs, narrow doorways, and inaccessible restrooms. Equally problematic are new structures financed by international development aid that take no account of accessibility at the design phase and thus introduce barriers and create future redevelopment costs for beneficiary countries. Good practices include the following:

► A case before the South African Equality Court was brought by a wheelchair-using trial lawyer because she could not access courthouse buildings. In a ruling in favour of the lawyer, the Court found that the failure to provide proper access was a form of unfair discrimination and committed itself to rendering court buildings accessible.[10]

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8   See Aliyah Baruchin, Stigma is Toughest Foe in an Epilepsy Fight, New York Times, 29 August 2011 http://www.nytimes.com/2011/08/30/health/30epilepsy.html?pagewanted=all). See also AS Brima & J McDiarmid 'The isolation of epilepsy sufferers' Inter Press Service News Agency 23 December 2011 http://ipsnews.net/news.asp?idnews=106293 (accessed 12 April 2012).

9   Rehabilitation International et al 'HIV AIDS Awareness and Disability Rights Training Manual' (December 2007), http://www.aidslex.org/site_documents/DB-0045E.pdf (accessed 16 April 2012).

10 Equality Court victory for people with disabilities' *South African Human Rights Commission* 24 February 2004, http://www.info.gov.za/speeches/2004/04022415461001.htm (accessed 12 April 2012); D Reynolds 'Government sets date for all courts to be accessible' *Inclusion Daily Express* 15 September 2005, http://www.inclusiondaily.com/archives/04/09/15/091504sacourtaccess.htm (accessed 12 April 2012). The authors note that although the courthouses nearest the plaintiff's home were made accessible, the same has yet to be true for other courthouses named in the settlement as well as for courthouses more generally.

▶ The Zambian Federation of Disabled Persons designed and implemented an access-to-justice project funded by Irish Aid to address systemic barriers that persons with disabilities faced in seeking justice in the Zambian court system.[11]

Emergency Services: To be efficient and effective disaster risk reduction practices need to be multi-hazard and multisectoral, inclusive and accessible. The Sendai Framework for Disaster Risk Reduction 2015-2030 was adopted at the Third UN World Conference in Sendai, Japan, on March 18, 2015. While recognizing their leading, regulatory and coordination role, the Sendai Framework stated that Governments should engage with relevant stakeholders including women, children and youth, persons with disabilities, poor people, migrants, indigenous peoples, volunteers, the community of practitioners, and older persons in the design and implementation of policies, plans and standards. In the African context there are various manifestations of risk for persons with disabilities, and DPOs are beginning to highlight the importance of addressing accessibility of persons with disabilities to emergency services. Situations of risk can disable people and exacerbate or create secondary impairments for persons with existing disabilities. These circumstances also impact on persons with disabilities through the break-up of family and community support networks; their displacement or abandonment; and the general destruction of health, rehabilitation, and transportation infrastructure. Similarly, situations of risk — and in particular, armed conflict — can have a devastating effect on the mental and psycho-social wellbeing of the effected population.[12] The creation of task forces composed of DPOs has proved successful in many countries in helping identify the needs of persons with disabilities in emergency situations.

Disaster, Emergency and Conflict Situations

Persons with disabilities are disproportionately affected in disaster, emergency, and conflict situations owing to inaccessible evacuation, response (including shelters, camps, and food distribution) and recovery efforts. Experience reveals that persons with disabilities are more likely to be left behind or abandoned during evacuation in disasters and conflicts owing to a lack of preparation and planning, as well as inaccessible facilities, services and transportation systems. Most shelters and refugee camps are not accessible and on many occasions persons with disabilities are even turned away from shelters and refugee camps owing to the perception that they need "complex medical" services. Disruption to physical, social, economic, and environmental networks and support systems affects persons with disabilities much more than the general population. There is also a potential for discrimination on the basis of disability when resources are scarce. Furthermore, the needs of persons with disabilities continue to be excluded during the more long-term recovery and reconstruction efforts, thus missing another opportunity to ensure that cities are accessible and inclusively resilient to future disasters.

In the context of numerous armed conflicts, humanitarian emergencies and natural disasters, governments - along with the development community - have responded in various ways through specific policy measures and new initiatives. The United Nations High Commissioner for Refugees has, for example, published guidance, including on accessibility and on working with persons with disabilities in forced displacement.[13]

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[11] Zambia Federation of Disability Organizations 'Advocacy and influence' http://www.zafod.org/index.php?option=com_content&view=article&id=55&Itemid=61 (accessed 12 April 2012).

[12] Zambia Federation of Disability Organizations 'Advocacy and influence' http://www.zafod.org/index.php?option=com_content&view=article&id=55&Itemid=61 (accessed 12 April 2012).

[13] UNHCR, Working with Persons with Disabilities in Forced Displacement (2011), available at: http://www.unhcr.org/4ec3c81c9.html

The challenge is to take fully into account the situations of persons with disabilities and to incorporate their needs and concerns into crisis-related adjustments so as to make responses available to everyone.

While most crises-related measures are short-term responses, they offer opportunities to set the stage for broader and lasting reforms to develop disability-responsive socio-economic policies and budgeting frameworks. Behind each crisis there exists an opportunity to advance disability-inclusive development and accessibility to benefit all members of society in the long run.

Important
In order to address accessibility needs, it is essential to conduct an assessment of possible or existing barriers for persons with physical, sensory and mental disabilities. Such audits should include DPO participation and the representation of experts with disabilities. Audit tools may be easily designed to assess barriers and help generate good-practice solutions for dismantling them in all contexts.

See Learning Activity 2.D.A or 2.D.B. titled *Ensuring Accessibility*

3. SUMMARY & KEY LEARNING POINTS

Building accessibility and the principle of universal design (the concept of designing all products and the constructed environment in such a way as to be aesthetic and usable to the greatest extent possible by everyone, regardless of their age, ability, or status in life) into the development agenda at all levels, international, national and local, would ensure that every environment, space, product or service, whether physical or virtual, could be easily approached, entered into, exited from, interacted with, understood or otherwise used by persons of varying capabilities. At the same time it would ensure that persons with disabilities were fully integrated into all aspects of social, economic, political and cultural life on the same terms as other citizens through the provision of flexibility in the way people are able to interact with their physical and virtual environments.

4.   USEFUL RESOURCES

📖 UNDESA, Global Status Report on Disability and Development (2015)

📖 United Nations Economic and Social Commission for Asia and the Pacific, Disability Inclusive Meetings: An Operational Guide (2015)

📖 Committee on the Rights of Persons with Disabilities, General Comment No. 2, Article 9: Accessibility (2014)

📖 UNDESA, Accessibility and Development: Mainstreaming disability in the post-2015 development agenda (2013), available at:
http://www.un.org/disabilities/documents/accessibility_and_development.pdf

📖 UNDESA, CRPD/CSP/2013/CRP.3, Conference of the State parties to the Convention on the Rights of Persons with Disabilities, Discussion Paper for Roundtable One: Technology and Accessibility (2012)

📖 World Health Organization, World Report on Disability (2011)

📖 Betty Dion and Cynthia Waddell, Technical Paper on Accessibility and the United Nations Convention on the Rights of Persons with Disabilities: For an Inclusive and Accessible Society for All, prepared for the United Nations as background docuenation for the United Nations Expert Group Meeting on Accessibility: Innovative and cost-effective approahces for inclusive and accessible development, Washington D.C, 28-30 June 2010.

📖 United Nations, Economic and Social Commission for Western Asia, Accessibility for the Disabled: A Design Manual for a Barrier Free Environment (2003), available at:
http://www.un.org/esa/socdev/enable/designm/index.html

📖 Canadian Human Rights Commission, International Best Practices in Universal Design: A Global Review: http://www.chrc-ccdp.ca/whats_new/default-en.asp?id=376

📖 The Center for Universal Design:
http://www.design.ncsu.edu/cud/about_ud/udprinciples.htm

📖 Committee on Economic, Social and Cultural Rights, General Comment No. 5: Persons with Disabilities 1994:
http://www.unhchr.ch/tbs/doc.nsf/(Symbol)/4b0c449a9ab4ff72c12563ed0054f17d?Opendocument

📖 Manila Declaration on Accessible Information and Communication Technologies (ICT), adopted by the Interregional Seminar and Regional Demonstration Workshop on Accessible ICT and Persons with Disabilities, Manila, Philippines (March 3-7, 2003):
http://www.un.org/esa/socdev/enable/maniladecl.htm

📖 National Assembly of State Arts Agencies, Design for Accessibility: A Cultural Administrator's Handbook (2003):
http://www.nea.gov/resources/Accessibility/pubs/DesignAccessibility.html

📖 UN Global Audit of Web Accessibility:
http://www.un.org/esa/socdev/enable/gawanomensa.htm

📖 US Department of Justice, Americans with Disabilities Act Standards for Accessible Design (2010): http://www.ada.gov/2010ADAstandards_index.htm

📖 W3C Web Accessibility Initiative: http://www.w3.org/WAI/Policy/

5. LEARNING ACTIVITIES

Session Sheet for the Trainer – Accessibility, Session 1

Technical Content 2.A.: Background

Learning Activity 2.A.: Dimensions of Accessibility

Handout: Dimensions of Accessibility

Session Sheet for the Trainer – Accessibility, Session 2

Technical Content 2.D: Accessibility in Specific Contexts

Learning Activity 2.D.A: Ensuring Accessibility – Meetings

Handout: Article 9

Handout: Checklist for Organizing a Meeting

Or

Learning Activity 2.D.B: Ensuring Accessibility – Transport

Handout: Article 9

Handout: Checklist for Accessible Transport

Session Sheet for the Trainer – Accessibility Session 1

	Key Messages	See the summary and key learning points.
	Objectives	By the end of this session, participants will have: - identified key concepts relating to the various dimensions of accessibility and access on an equal basis with others; - applied this learning to their local context.
	Room Arrangement	Tables for small groups of 4 Round table/chair circle for plenary discussion
	Activity	30 mins - Presentation of Barriers to Accessibility 20 mins – Group Work: Completing Learning Activity 2A from Handout 40 mins - Consideration of your own context and presentation to plenary
	Duration	90 minutes
	Notes for a Training Team	Ensure there is enough time in the final activity for participants to prepare their individual responses and present to plenary.
	Task Sheets	Learning Activity 2.A.: Dimensions of Accessibility
	Handouts	Handout: Dimensions of Accessibility

Learning Activity 2.A: Dimensions of Accessibility

Objective: To identify key concepts relating to the various dimensions of accessibility and access on an equal basis with others.

Part 1

Read the verbatim account of problems of accessibility in your "Dimensions of Accessibility" Handout and decide if they are physical, informational, or other. Use the table below to present your answers. Some of the headings may represent more than one kind of barrier.

	Problems of Accessibility
Physical	
Informational	
Attitudinal	
Institutional	
Communication	
Cultural	

Part 2

Thinking of your own work, study, public, and leisure spaces, and referring to the above criteria, reflect on your own knowledge or experience of barriers to accessibility. Be ready to share your ideas in plenary.

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You have about 20 minutes to complete Part 1, and 45 minutes for Part 2 in your groups.

Handout: Dimensions of Accessibility

1. "No offence, but what's wrong with you?"

2. "There's no traffic light, so I have to rely on other people to cross the street. If other people are not there, I either can't cross the street or I take a risk."

3. "When you need to speak with an official in a government building, the receptionist at the front desk often gives you a list of numbers you have to call. But if you can't use the phone, then you can't talk to anyone. So you have to ask a guard to call for you, and they won't always do that. Or you just have to go to important places with your own sign language translator."

4. "He told me he is taking on extra responsibility by hiring me and therefore he cannot pay me as much"

5. "I quit my college course as my field work assignment was given to us with really short notice. I had no time to make any arrangements for a note-taker. In the end I couldn't go."

6. "They said there was no more space in the concert hall for wheelchair users, as they had exceeded their quota and there were two of us already."

7. She told me: "You see badly. How are you going to work with children?"

8. "I broke my hand falling from the platform. Everywhere there's a risk of trauma… maybe if there were those tactile strips that show you clearly where the platform ends, this would not have happened."

9. "Whether it be a stranger taking pity on me and offering me money (true story), a passer-by asking God to perform a miracle and cure me (true story), a gang harassing me on the street and trying to push me around for a laugh (sadly true story)… people's attitudes are the source of many issues for me"

10. "She had been stuck in her third-floor municipal apartment building for four months because the building's entryway was accessible only by stairs, and the elevator only worked sporadically."

"I didn't hear about the meeting. It was on the employee noticeboard but placed 1m 50 high and in very small print."

Session Sheet for the Trainer – Accessibility, Session 2

	Key Messages	See the summary and key learning points.
	Objectives	By the end of this session, participants will have: - explored the provisions on accessibility in the CRPD and in particular Article 9; - contextualized the principles of accessibility.
	Room Arrangement	Tables for small groups of 4. Round table/chair circle for presentation and discussion.
	Activity	20 mins - Presentation of Article 9. 25 mins - Group work: Completing Learning Activity 2.D.A or 2.D.B. 45 mins - Presentation of group work around their plans for a meeting or framework for access to transport, followed by group discussion and filling the gaps.
	Duration	90 minutes
	Notes for a Training Team	Start the session by giving an input on Article 9 and drawing ideas from participants on why this is a guiding principle and on how to ensure that it is taken into consideration and implemented. Next, divide participants into groups and reflect on accessibility in a given context with one of the two learning activities on hand. For additional information on activity 2.D.A. and to help you facilitate the conversation around the activity, see: http://www.unescap.org/sites/default/files/Disability%20Inclusive%20Meetings%20PDF.pdf
	Task Sheets	Learning Activity 2.D.A: Ensuring Accessibility - Meetings *or* Learning Activity 2.D.B: Ensuring Accessibility - Transport
	Handouts	Handout: Article 9 Handout: Checklist for Organizing a Meeting *or* Handout: Article 9 Handout: Checklist for Accessible Transport

Learning Activity 2.D: Ensuring Accessibility - Meetings

Objective: To explore the provisions on accessibility in the Convention on the Rights of Persons with Disabilities (CRPD), and to contextualise the principles of accessibility.

You've been asked to organize and conduct a disability-inclusive meeting. How are you going to do this? In the table on the next page, follow these three steps:

1. In small groups, come up with a meeting name, objective and think about the people that might attend. Is this a local meeting? A national-level meeting?

2. Once you have completed question 1, list actions under each header concerning what you must take into consideration when planning and conducting this meeting.

3. Prepare a presentation back to plenary and, while other groups are giving their presentations, take notes of points or issues that interest you.

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Steps 1 and 2 should take approximately 25 minutes. You have no more than 5 minutes to report back to plenary.

Take the following areas into consideration. Draw on your groups' experience both as people who may have attended meetings, and people who have planned meetings. What do you think should be a part of a checklist for ensuring complete accessibility?

Selecting an Accessible Venue and Hotel (infrastructure and materials)

Information and Communication (websites, print materials, slides, etc.)

Preparations in Advance of Meetings (personnel, programme and timing, transportation)

Conducting Disability-Inclusive Meetings (personnel, outcome documents, agenda)

Interacting with Persons with Disabilities

Compiling Evaluation and Feedback Forms (is language important?)

Handout: Article 9

1. To enable persons with disabilities to live independently and participate fully in all aspects of life, State parties shall take appropriate measures to ensure to persons with disabilities can access, on an equal basis with others, the physical environment, transportation, information and communications including related technologies and systems, and other facilities and services open or provided to the public, in both urban and rural areas. These measures, which shall include the identification and elimination of obstacles and barriers to accessibility, shall apply to, *inter alia*:

    a) Buildings, roads, transportation and other indoor and outdoor facilities, including schools, housing, medical facilities and workplaces;

    b) Information, communications and other services, including electronic services and emergency services.

2. State parties shall also take appropriate measures to:

    a) develop, promulgate and monitor the implementation of minimum standards and guidelines for the accessibility of facilities and services open or provided to the public;

    b) ensure that private entities that offer facilities and services which are open or provided to the public take into account all aspects of accessibility for persons with disabilities;

    c) provide training for stakeholders on accessibility issues facing persons with disabilities;

    d) provide in buildings and other facilities open to the public signage in braille and in easy-to-read-and-understand forms;

    e) provide forms of live assistance and intermediaries, including guides, readers and professional sign-language interpreters, to facilitate accessibility to buildings and other facilities open to the public;

    f) promote other appropriate forms of assistance and support for persons with disabilities to ensure their access to information;

    g) promote access for persons with disabilities to new information and communications technologies and systems, including the Internet;

    h) promote the design, development, production and distribution of accessible information and communications technologies and systems at an early stage, so that these technologies and systems become accessible at minimum cost.

Handout: Checklist for Organizing a Meeting

For further reading:
http://www.unescap.org/sites/default/files/Disability%20Inclusive%20Meetings%20PDF.pdf

Selecting an Accessible Venue and Hotel

☐ Venues and hotels have spacious corridors and ramps - for easy mobility for wheelchair users.

☐ Hotel rooms are accessible to guests with disabilities.

☐ Staff at the venue and hotel are sensitive to the needs of persons with disabilities.

☐ There are disability-friendly emergency evacuation routes, including flashing lights and SMS services for persons who are deaf or hard of hearing.

☐ Doors are light-weight, can be easily opened using only one hand in a closed fist, and include door-stops; door-handles are 80cm-100cm above floor level.

☐ Accessible bathrooms are located near the meeting space.

Information and Communication

☐ Meeting websites conform to international accessibility standards such as WCAG 2.0.

☐ Language used in key documents is straightforward and easy to understand.

☐ Online, print materials and presentations use readable fonts of size 12-18 and include adequate leading - or space between lines.

☐ When emphasis is needed, bold or larger font is used since this is easier to read than italics or upper case letters.

☐ Materials are printed on matt, non-glossy paper in order to avoid glare.

☐ Powerpoint slides contain no more than six lines of text per slide.

☐ High-contrast colour combinations are used; black and white is easiest to read.

☐ Electronic copies of all documents are made available to all participants and interpreters ahead of the meeting, via USBs, CDs and email.

☐ Video clips include signed interpretation or are captioned.

☐ The location of the following features is clearly signposted and communicated in accessible formats, such as Braille and voice audible announcements: toilets, reception concierge, registration desk, key codes.

Preparations in Advance of Meetings

☐ Arrange appropriate support personnel, including interpreters, captionists, volunteers and assistants well in advance of the meeting.

☐ Brief organizers, staff and media representatives on disability inclusion in advance of the meeting.

☐ Consult with participants with disabilities on allocation of time for substantive sessions and breaks in advance of the meeting.

☐ Identify providers of accessible transportation and book services far in advance of the start of the meeting.

Conducting Disability-Inclusive Meetings

☐ At the opening of the meeting, the Chair informs all participants of the layout of the meeting venue, the meeting agenda and services provided — such as interpretation services, attendant care, and note-taking and captioning services.

☐ The Chair asks participants to briefly introduce themselves each time they make a contribution to the meeting, and encourages all presenters to speak clearly and at a moderate pace.

☐ Volunteers are on hand to respond to the needs of all participants.

☐ Outcome documents of meetings are produced in accessible formats and projected on to a clearly visible screen during the final session of meetings.

Interacting with Persons with Disabilities

☐ Persons with disabilities are first and foremost persons; they are not identified solely in terms of impairments or conditions.

☐ Persons with disabilities are not regarded as victims, objects of pity or charity.

☐ Persons with disabilities are recognized as being entirely capable of making their own decisions and leading meaningful, independent lives.

☐ When conversing with people who use wheelchairs, especially for extended periods of time, sit in a chair in order to talk from a similar height.

☐ When talking to a person who is deaf or hard of hearing, be expressive with your face and body as possible. If it is not possible to communicate using sign language or by speaking slowly and clearly, write on a memo pad.

☐ Ask before guiding or assisting persons with disabilities. Remember, not every person with a disability needs help all the time.

☐ Avoid making assumptions about persons with intellectual disabilities, such as the idea that they may not be socially adept or able to manage interactions with different people.

Compiling an Evaluation Form

☐ Using "to what extent" questions allows for the collection of comparable, quantitative responses.

☐ Including additional space for written comments allows participants to offer specific feedback about the meeting.

☐ Sub-categories of questions allow for specific and targeted responses. For example, under a general question on the accessibility of information materials and services, there should be an opportunity for participants to rate and comment on websites, documentation, Braille and DAISY formats of materials, sign language services, captioning and more.

Learning Activity 2.D.B: Ensuring Accessibility - Transport

Objective: To explore the provisions on accessibility in the Convention on the Rights of Persons with Disabilities (CRPD), and to contextualise the principles of accessibility.

From the list on the next page, first mark what already exists in your locality and discuss what other things might be interesting to you in your context.

Next, in your group discuss the following two questions:

1. Think about transport at the level of policy and the level of operations. Do you believe there is an enabling transport policy that accounts for the wide range of transport needs of people with disabilities?

2. What innovations and promising practices can you share about transportation at the level of operations?

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This task should take approximately 25 minutes. You have no more than 5 minutes to present back to plenary.

Handout: Checklist for Organizing a Meeting

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National policy establishing service standards for transportation that address the needs of people with disabilities.	☐
Port authorities revise policies to ensure inclusivity of the needs of people with disabilities.	☐
Public Information on local transport produced in different formats (for example braille audio)	☐
Innovations and promising practices exist in the transportation sector for people with disabilities	☐
Active measures to subsidise/reduce the costs of transportation for people with disabilities	☐
Kerb stones in cities reduced in height for wheelchair users	☐
Shop assistance schemes loaning wheelchairs and scooters in shopping malls	☐
Buses that can reduce height to enable wheelchair users to board	☐
Training for all staff including minibus and taxi drivers and airport staff on how to assist people with disabilities	☐
Services designed to be inclusive of the varied needs of people with disability	☐
Established consultation processes with disabled people's organisations	☐
A person/body responsible for coordinating and liaising with organisations representing disabled people?	☐
Are taxi drivers trained and equipped in lifting and handling?	☐
Information on the rights of travellers with disabilities using airlines	☐
An integrated service assisting people in train travel	☐
A locally provided "dial-a-ride" service to enable people with disabilities to book transport	☐
Legislation requiring private transport companies to innovate and develop services for local people with disabilities	☐
Large stores and shopping malls to provide free or subsidised transport mobility or shopping services	☐
Free or subsidised hire of wheelchairs and scooters	☐
Auditory signals at crossings for people with reduced vision	☐
Local provision of assistants (public, private or civil society) to help people with disabilities access and use transport.	☐