**Policy Guidance for Inclusive Sustainable Development Goals**

**Training materials**

**Handouts and materials**

**for face-to-face training**

**Module 7**

**Sustainable cities and communities**

**Module 7**

**Sustainable cities and communities**

**Handouts and materials**

**Contents**

**Activity Page**

[Activity 7.1.1. Materials: Participant info cards 3](#_Toc91775387)

[Activity 7.1.3. Handout: Five core pillars of inclusive policies 4](#_Toc91775388)

[Activity 7.2.2. Handout: An urban itinerary example 5](#_Toc91775389)

[Activity 7.2.2. Handout: An accessible urban itinerary 7](#_Toc91775390)

[Activity 7.2.3. Materials: Flipcharts for character stories 8](#_Toc91775391)

[Alicia’s story 8](#_Toc91775392)

[Chao Fah and Artit’s story 9](#_Toc91775393)

[Aminata and Julius’ story 10](#_Toc91775394)

[Activity 7.2.3. Handout: Extended character stories 11](#_Toc91775395)

[Alicia’s story 11](#_Toc91775396)

[Chao Fah and Artit’s story 12](#_Toc91775397)

[Aminata and Julius’ story 13](#_Toc91775398)

[Activity 7.2.3. Handout: Actions by targets - SDG 11 14](#_Toc91775399)

Activity 7.1.1. Materials: Participant info cards

Module 7 Session 1 Activity 7.1.1. – Welcome and introductions

Make photocopies of this page and cut out the cards. You will need one info card for each participant.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Occupation/position: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Something I really like about where I live ….

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Organization: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Occupation/position: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Something I really like about where I live ….

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Activity 7.1.3. Handout: Five core pillars of inclusive policies

Module 7 Session 1 Activity 7.1.3. Key concepts – Foundations (optional)

Source: (extracted from the Foundations Guidance, section 2)

The Policy Guidance for Inclusive Sustainable Development Goals – Foundations, outline five core pillars that are necessary to construct an inclusive policy framework. These should also be considered in the design and implementation of any public policy or programme.

**Non-discrimination**

A non-discrimination framework that prohibits discrimination across all areas of life and ensures that reasonable accommodation is available to persons with disabilities is essential.

**Accessibility**

Involves addressing and preventing barriers which restrict the participation of persons with disabilities.

**Assistive technology and support services**

Assistive technology and support services allow persons with disabilities to benefit from policies and programmes alongside their peers and partially remedies limitations in accessibility.

**Participation**

Participation ensures that the valuable expertise and experiences of persons with disabilities shape policy and programmes, to ensure the most effective solutions.

**Awareness-raising**

Awareness-raising for and about persons with disabilities contributes to combating negative stereotypes and promotes knowledge about, and respect for, their rights and dignity.

Activity 7.2.2. Handout: An urban itinerary example

Module 7 Session 2 Activity 7.2.2. – Accessible cities

**Task**

Describe and draw an urban itinerary. An example of an urban itinerary description and drawing are provided below.

Use the flipchart sheet provided to your group to create the drawing.

**Example**

***An urban itinerary description: HOME* *TO JOB***

1. *I leave my house around 7:00 am and walk to the corner of the next street to take a bus that goes to the nearest subway station.*
2. *I board the bus and it’s a 15-minute ride to the subway train station.*
3. *Once I arrive at the station, I get off the bus and walk into the subway station, go through the turnstile and walk down the stairs to the platform.*

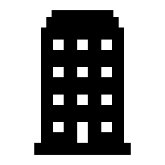
*I board the train for another 15-minute ride. It’s the first station on the main line that travels through the downtown core of the city so it gets quite crowded. I usually get a seat because I get on at the beginning of the line, but if the subway train is late then it becomes more crowded and I have to stand for 15 to 20 minutes to my stop. There are designated seats reserved for persons with disabilities but not everyone observes them.*

1. *When I reach my stop, I exit the train onto the platform and walk up the stairs, and through the turnstile. Then I walk to the nearest escalator that takes me to the level of the street where I exit the subway station. Sometimes the escalator is out of order and I have to walk up 57 stairs.*
2. *Once on the street, I have to cross 2 intersections to get to my building. The street is on an uphill incline and it gets pretty slippery in winter.*
3. *When I reach my building, I enter on the ground floor from the parking lot and take the elevator to the 11th floor.*
4. *Once upstairs, I have to use my pass to open the door and then I walk to my office.*

On the next page is a visual illustration of the itinerary showing the different phases of the journey from home to the office. There are numbers allocated to each phase of the journey that correspond to the numbers within the text description.

**Drawing of itinerary: HOME TO JOB**

**7** - Office entrance

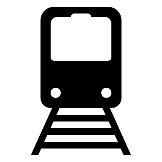
**6 -** Office building elevator

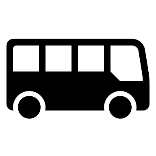
Traffic light Traffic light

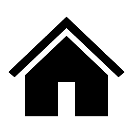
Traffic light Traffic light

**5**-Street level subway exit

**4 -** SUBWAY Stop

**3-**Subway station

**2-** Bus stop

**1 –** Home

Activity 7.2.2. Handout: An accessible urban itinerary

Module 7 Session 2 Activity 7.2.2. – Accessible cities

The questions below can help guide your group discussion of barriers that the person with disability assigned to or selected by your group may encounter along the itinerary, as well as inform the changes to make the itinerary accessible to this person.

**Transport**

* Can the person with disability easily access and exit transport (i.e., bus/train/subway/taxi?)
* Can they and other passengers using public transportation ride safely? i.e., are there handles/bars to hold onto? is there sufficient seating? Is there reserved seating for persons with disabilities? Is there a place to anchor assistive devices?
* If combined transport is required, i.e., bus and train, is the transition easy and accessible?

**Support**

* Will they need human support to make the journey? A family member or a hired person or both? Could they use animal support?

**Assistive technology**

* Will they need assistive technology such as, a white cane, wheelchair or scooter, to overcome barriers?

**Community**

* What attitudinal barriers might they face from community members along their itinerary? e.g., driver of the taxi/bus/train; employees of business establishments? Will these community members treat them with respect? Will they provide support, for example, to exit the transport or to pay transport fees?

**Planning**

* Will the person with disabilityhave to make a plan in advance to get to their destination? E.g., check accessibility of transport? ask someone to accompany them? ask for doors or accesses to be opened? make a request for specific accessible transport? check if the place of business where they are stopping by is accessible?

Activity 7.2.3. Materials: Flipcharts for character stories

Module 7 Session 2 Activity 7.2.3. Parts A and B Stories of persons with disabilities and inclusive urban environments

Alicia’s story

**Part A**

Complete the second column of the chart, by listing the different barriers Alicia is facing related to the relevant categories in column one, that you noted in the video.

**Part B**

Your group will use this same flipchart for Part B when you complete the other two columns.

|  |  |  |  |
| --- | --- | --- | --- |
| **Categories of actions for inclusive cities and communities** | **Barriers - Part A**  (presented in the video) | **Action - Part B**  See [**Handout:** Actions by targets - SDG 11](#actionsbytargets) | **Entities responsible - Part B**  (for the action in your context) |
| **Accessible housing** |  |  |  |
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| **Inclusive transport systems** |  |  |  |
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| **Inclusive public space systems** |  |  |  |
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**Materials: Flipcharts for character stories**

Module 7 Session 2 Activity 7.2.3. Parts A and B Stories of persons with disabilities and inclusive urban environments

Chao Fah and Artit’s story

**Part A**

Complete the second column of the chart, by listing the different barriers Chao Fah and Artit are facing related to the relevant categories in column one, that you noted in the video.

**Part B**

Your group will use this same flipchart for Part B when you complete the other two columns.

|  |  |  |  |
| --- | --- | --- | --- |
| **Categories of actions for inclusive cities and communities** | **Barriers - Part A**  (presented in the video) | **Action - Part B**  See [**Handout:** Actions by targets - SDG 11](#actionsbytargets) | **Entities responsible - Part B**  (for the action in your context) |
| **Accessible housing** |  |  |  |
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| **Inclusive transport systems** |  |  |  |
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| **Inclusive public space systems** |  |  |  |
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**Materials: Flipcharts for character stories**

Module 7 Session 2 Activity 7.2.3. Parts A and B Stories of persons with disabilities and inclusive urban environments

Aminata and Julius’ story

**Part A**

Complete the second column of the chart, by listing the different barriers Aminata and Julius are facing related to the relevant categories in column one, that you noted in the video.

**Part B**

Your group will use this same flipchart for Part B when you complete the other two columns.

|  |  |  |  |
| --- | --- | --- | --- |
| **Categories of actions for inclusive cities and communities** | **Barriers - Part A**  (presented in the video) | **Action - Part B**  See [**Handout:** Actions by targets - SDG 11](#actionsbytargets) | **Entities responsible - Part B**  (for the action in your context) |
| **Accessible housing** |  |  |  |
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| **Inclusive transport systems** |  |  |  |
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| **Inclusive public space systems** |  |  |  |
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Activity 7.2.3. Handout: Extended character stories

Module 7 Session 2 Activity 7.2.3. Part B Stories of persons with disabilities and inclusive urban environments

Alicia’s story

Alicia is a young girl and with a physical disability. She has a manual wheelchair and requires assistance to be pushed. She lives in a public housing unit with her parents and three siblings. Their apartment is inaccessible as they live on the second floor of a building with no elevator. They informed the housing authorities about Alicia’s mobility needs when they applied for housing, but they were informed that there were no accessible units available for them. In addition, the school said they could not take Alicia because they did not have the budget to provide for a personal assistant to support her. Therefore, Alicia doesn’t attend school like her siblings. A distant relative gave her a computer and the family has a basic internet plan.

**Task**

Together with the members of your group you will determine the kinds of actions required to address the situation of the character assigned to your group. You will record your responses in the same flipchart you used to list the barriers faced by the character.

1. Read Alicia’s story.
2. Determine some concrete actions to address Alicia’s situation using information in the [**Handout:** Actions by targets - SDG 11](#actionsbytargets). Write your actions on your group’s flipchart beside the relevant barriers.
3. Then, identify who would be responsible for implementing each action, in your context. List these in the third column of the chart.
4. Consider the following:

Once a week, Alicia has to go to the medical center for physical therapy. Once a month, on Sunday, Alicia and her family visit her grandparents who live in the next town, they don’t have a car and need to take inter-city transport.

What additional actions may be needed to enable Alicia to do these things?

**Handout: Extended character stories**

Module 7 Session 2 Activity 7.2.3. Part B Stories of persons with disabilities and inclusive urban environments

Chao Fah and Artit’s story

Chao Fah is a young man who is blind. He lives with his brother who works as a night guard and comes home at 6:00 am. Chao Fah has been working in the same factory for 5 years. When there was an opening, he convinced the boss to hire his friend Artit, a wheelchair user, who lives a block away. He told the boss that he would help Artit learn his tasks and would help him get to work, as they live next door to each other. Artit is an only child and lives with his aging parents. They receive a small pension, and with Artit’s salary, they are barely able to cover their expenses. Artit cannot afford to pay for a personal assistant, so Chao Fah helps him every morning. The bus route has changed and is now longer and they have been struggling to arrive on time, which made the boss give them a warning.

**Task**

Together with the members of your group you will determine the kinds of actions required to address the situation of the characters assigned to your group. You will record your responses in the same flipchart you used to list the barriers faced by the character.

1. Read Chao Fah and Artit’s story.
2. Determine some concrete actions to address their situation using information in the [**Handout:** Actions by targets - SDG 11](#actionsbytargets). Write your actions on your group’s flipchart beside the relevant barriers.
3. Then, identify who would be responsible for implementing each action, in your context. List these in the third column of the chart.
4. Consider the following:

Artit loves music and heard of a really good free concert happening in the new museum.

What additional actions may be needed to enable Artit to go to the concert?

**Handout: Extended character stories**

Module 7 Session 2 Activity 7.2.3. Part B Stories of persons with disabilities and inclusive urban environments

Aminata and Julius’ story

Aminata married when she was 17 years old to a man much older than her. Her husband became very abusive after they had Julius – their son - who was born with an impairment. Julius uses a wheelchair. Aminata’s husband blames her for Julius’ condition. He has never let her have her own money, or study; he yells at her on a regular basis and humiliates her. They have been married for 10 years and Julius is now 7 years old. She has a good friend and neighbor who gave her the number for a helpline for domestic violence. She gave her the address to the women’s resource center where she could go to a support group meeting. Because she’s Julius only caregiver, she hasn’t been able to go to the center. Nevertheless, a month ago, her husband physically abused her and also hit Julius in the head. He threatened to kill them both. The next day, when her husband was at work, Aminata packed a bag and went to the resource center to ask for help. Unfortunately, they told her that all the shelters were full and none of them could take her with a child in a wheelchair. All they could do was give her some money for food, and connect her to legal resources. Afraid and disheartened Aminata and Julius did not return home. They were able to pay for a room for a while but are now living in the streets.

**Task**

Together with the members of your group you will determine the kinds of actions required to address the situation of the characters assigned to your group. You will record your responses in the same flipchart you used to list the barriers faced by the character.

1. Read Aminata and Julius’ story.
2. Determine some concrete actions to address their situation using information in the [**Handout:** Actions by targets - SDG 11](#actionsbytargets). Write your actions on your group’s flipchart beside the relevant barriers.
3. Then, identify who would be responsible for implementing each action, in your context. List these in the third column of the chart.
4. Consider the following:

Julius’ wheelchair breaks.

What additional actions may be needed to support Julius?

Activity 7.2.3. Handout: Actions by targets - SDG 11

Module 7 Session 2 Activity 7.2.3. Part B

Source (extracted from the Policy Guidance on SDG 11, sections 4-5)

| **Make cities and human settlements inclusive, safe, resilient and sustainable** |
| --- |
| SDG 11 Icon: Sustainable Cities and CommunitiesActions applicable across all Goal 11 targets |

**4.1 Incorporate accessibility standards into legislation and regulatory frameworks to enable the progressive implementation of accessible and enabling environments**

1. Accessibility standards need to be clear and enforceable. Legislative and regulatory frameworks should include mechanisms that allow public agencies to enforce accessibility standards. This should include penalties or refusal of permit approvals for non-compliance, as well as effective monitoring and complaint mechanisms which allow for the input of the public and are inclusive of, and accessible to, persons with disabilities.
2. Accessibility should also be incorporated into public procurement policies as a requirement and as a clause for all new construction and transportation contracts.
3. Improving the awareness and understanding of government staff, providers of public services and professionals (particularly engineers, architects, transport operators) of universal design and accessibility standards is critical to supporting the implementation of accessibility.

**4.2 Ensure coordination across the government to support inclusive urban environments to enable the execution of accessibility measures in complex urban interventions**

As a minimum, government ministries responsible for urban development, social welfare and disability should coordinate closely when developing inclusive and accessible public housing projects or when undertaking slum upgrading processes.

**4.3 Appoint and support disability focal points to monitor and implement urban development measures, and ensure consultation with persons with disabilities, with the necessary resources to that end**

Governments, including local governments, require dedicated time and expertise to design, implement and improve policies that are inclusive of persons with disabilities. Disability focal points working within the various ministries, as well as cross-departmental disability focal points, have a significant role to play, as they are critical in supporting the development of inclusive policies and ensuring that these are informed by both the lived experience of persons with disabilities and accessibility expertise.

**4.4. Ensure consultation and participation of persons with disabilities in urban planning and management to ensure that their priorities are considered and their views are respected in the execution of accessibility plans**

Persons with disabilities and their representative organizations are the main experts on their situation, the barriers they face and their requirements. Their participation in the matters that concern them is key to ensuring that their views are reflected in policy design and implementation (Article 4 (3), CRPD). Any participatory decision-making structure or process within urban planning (such as community consultation workshops) needs to include persons with disabilities, through their representative organizations.

| **Accessible housing, slums and homelessness** |
| --- |
| SDG 11 Icon: Sustainable Cities and Communities11.1: By 2030, ensure access for all to adequate, safe and affordable housing and basic  services and upgrade slums |

**5.1.1 Ensure that planning and construction legislation incorporates accessibility standards that apply to housing to progressively increase accessibility of private environments and improve the availability of housing in communities**

To support the development and availability of accessible housing, governments must:

1. Develop comprehensive accessibility standards that apply to public and private housing. This should include standards that address the housing requirements of persons with disabilities.
2. Monitor and enforce accessibility standards at the design and final stages of construction or modification of the building. Develop indicators for verifying accessibility, to improve the efficiency and effectiveness of monitoring processes

**5.1.2 Ensure that persons with disabilities have access to public housing, on an equal basis with others to reduce the risk of institutionalization and increase community living**

In order to address these gaps in accessible public housing, governments should:

1. Ensure that public housing programmes respect the legal capacity of persons with disabilities to own property.
2. Ensure that the development of public housing utilizes universal design principles that promote accessibility (such as wide doorways, avoiding the unnecessary use of steps) and enable future renovations to enhance it.
3. Prioritize the access of persons with disabilities to public housing programs. Eligibility criteria of public housing programmes should take into consideration the impact of additional disability-related costs for persons with disabilities, including costs associated with accessibility modifications for their home.
4. Provide grants and credit at no- or low-interest rates, to persons with disabilities and their households, to make required accessibility modifications to housing.

**5.1.3 Adopt a strategy to upgrade slums while providing low-cost practical interventions to meet the minimum standards of accessibility to immediately enable community engagement in slums and to contribute to urban development**

Governments should adopt strategies to increase accessibility in slums. This should include the following actions:

1. Consult persons with disabilities and their households about the accessibility barriers experienced in safely entering and circulating within slums. Ensure that consultation includes a diversity of representation across gender and impairment.
2. Develop accessibility plans in collaboration with persons with disabilities and the community, to promote ownership.
3. Develop accessibility guidelines that are suitable to the local context.
4. Allocate funds to support accessibility improvements as part of slum upgrade initiatives.

**5.1.4 Address the homelessness of persons with disabilities, particularly by ensuring the accessibility of homeless shelters and emergency support services**

To respond to the homelessness of persons with disabilities, governments must:

1. Ensure the accessibility of emergency shelters and other transitional or permanent accommodations provided to persons with disabilities.
2. Ensure the provision of emergency support services that are responsive to the requirements of persons with disabilities.
3. Ensure that any financial assistance programme for homeless persons has the capacity to cover the extra costs related to disability.
4. Ensure that complaint mechanisms, legal aid services and survivor support services are accessible and responsive to the requirements of persons with disabilities.

| **Transportation systems inclusive of persons with disabilities** | |
| --- | --- |
| SDG 11 Icon: Sustainable Cities and Communities11.7: 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 |

**5.2.1 Ensure access to appropriate assistive products and technologies to facilitate individual mobility and access to transportation to ensure that persons with disabilities enjoy the highest level of autonomy and independence, reduce the need for human support, and enable community engagement and development**

To promote mobility and access to transportation of persons with disabilities, governments should:

1. Develop legislation and programs to facilitate the access of persons with disabilities to assistive products and technologies, in particular those in the WHO, Priority Assistive Products List (2016).
2. Establish mechanisms to ensure coordination among the government sectors responsible for facilitating access to assistive products and technologies, urban development and transportation.

Ensure mechanisms for sharing relevant aggregate data on persons with disabilities (on those who require and who use assistive products and technologies for mobility) with the government sectors responsible for urban development and transportation.

**5.2.2 Increase the access to public transportation for persons with disabilities, through the application of accessibility standards and measures that cover the additional disability-related costs of travel**

To improve access to public transportation for persons with disabilities, governments should:

1. Ensure that accessibility standards are incorporated into transportation legislation. Accessibility standards should apply to aerial, road, railway and water passenger transportation services, including urban, inter-urban and long-distance services.
2. Establish or strengthen mechanisms to monitor and enforce accessibility standards for transportation.
3. Require transport operators to undertake training on accessibility standards, eliminating discrimination based on disability and providing accessible and inclusive customer service.
4. Provide assistance for persons with disabilities to cover the disability-related extra costs associated with travel, e.g., travelling with a personal assistant.

**5.2.3 Ensure the availability of accessible point-to-point transportation and implement accessible flexible transportation lines**

Governments must seek to:

1. Assess the current and potential demand for point-to-point transportation services and for flexible public transportation lines.
2. Adopt policies that create incentives for increasing the supply of accessible point-to-point transportation and flexible public transportation lines that can respond to the demand assessed. Incentives might include tax reductions or exemptions, subsidies, or others.
3. Adopt measures to increase the affordability of point-to-point transportation for persons with disabilities, including through social protection benefits for disability-related extra-costs, especially where public transportation services are not accessible.
4. Work with persons with disabilities to identify alternative local and accessible transport solutions
5. Ensure the accessibility of mass transportation.

figure III

**Integrating individual mobility at different levels**



Accessible inter-urban and long-distance options

Accessible mass transportation

train, subway, buses, etc.

Accessible flexible line transport

combined with point-to-point transportation (paratransit, flexilines)

Point-to-point transportation

accessible taxi, disability-specific transport, adapted vehicles

Assistive technologies

including information and communication technologies

Human support

|  |
| --- |
| **Inclusive public spaces** |
| SDG 11 Icon: Sustainable Cities and Communities11.7: 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 |
|  |

**5.3.1 Promote the accessibility of public spaces by establishing, monitoring and enforcing relevant accessibility standards**

To improve the access to public spaces by persons with disabilities, governments should:

1. Ensure that urban planning and construction legislation incorporate accessibility standards that apply to both the physical environment and services open to the public. This should include open spaces (e.g., parks, recreational areas, public squares, plazas) and built environments (e.g., streets, avenues and boulevards, pavements, sidewalks, traffic lights).
2. Include accessibility standards as a requirement in public procurement (e.g., requirement for those bidding for construction projects in public or open spaces).
3. Ensure that planning and construction permit processes incorporate the compliance with accessibility standards. The granting of permits for the development or construction of open and public spaces should be dependent upon compliance with accessibility standards.
4. Establish simple, innovative and accessible complaint mechanisms that facilitate public monitoring of the accessibility of public spaces (e.g., individuals can take photos of inaccessible locations and submit them to local authorities through an online platform). The complaint process should also include effective mechanisms that investigate and address the issues identified, as well as provide a response to the person who made the complaint.

**5.3.2 Develop a strategy to improve the accessibility of public spaces that involves the participation of persons with disabilities and their representative organizations**

In developing a strategy that addresses the accessibility of public spaces, governments should:

1. Undertake consultations with persons with disabilities and their representative organizations to understand their perspectives in accessing public spaces (including any barriers), particularly in areas highly transited by the general public.
2. Ensure that the development of new public spaces is equally distributed across the city and located in areas easily reached by different transport modes.
3. Ensure sufficient allocation of resources for improving the accessibility of public spaces.
4. Involve persons with disabilities and their representative organizations in monitoring the implementation of the accessibility strategy.

**5.3.3 Increase the accessibility of buildings and facilities open to the public through the application of accessibility standards and the development of incentives to encourage accessibility improvements of small businesses, during renovation processes**

To improve the accessibility of buildings and facilities open to the public, governments should:

1. Ensure that urban planning and construction legislation incorporates accessibility standards that apply to all buildings and facilities open to the public
2. Develop incentives that support small businesses in undertaking accessibility improvements, particularly when renovating existing premises. This could include developing financial schemes to support building modifications.

**5.3.4 Collect and analyze data on the accessibility of public spaces and of facilities open to the public, to measure progress**

In this area, governments should:

1. Develop information systems to collect and systematize data on the accessibility of public spaces and places open to the public, with the involvement of the relevant areas of government and of organizations of persons with disabilities
2. Ensure the availability and publicity of information for the purposes of monitoring and enforcing accessibility standards