



## Tool sheet

S&I Division

# School accessibility Protracted crisis context

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## I. Why discuss school accessibility in the context of a protracted crisis?



School in a tent, Southern Sudan 2013  
© Sandrine Bohan-Jacquot



Semi-permanent schools, Chad 2022  
© F. Rabezandriantsoa Bakoly/HI

In contexts where HI intervenes in a protracted crisis, schools are often destroyed or do not exist in sufficient numbers. In some cases, we intervene in existing buildings that are not necessarily built with “hard” infrastructure (e.g. tents, semi-permanent structures).

National standards are difficult to understand or adapt to the context and capacities of the communities that often establish the schools themselves. Accessibility, however, remains a key element for the access and participation of children with disabilities in schools. There are always solutions for improving the school environment at low cost and with simple practices. It is therefore important to address the issue of school accessibility in these contexts and to do so with realism and common sense.

N.B. Many of the standards and recommendations listed in this tool sheet are also applicable to accessibility modifications in many of the contexts where we have IE projects, and not just emergency contexts. International standards are shared here, however, and it is important that national standards should be the first mandatory reference point if they are available in your context.

### Accessibility – What is it?



Accessibility is what is actually done to the environment or to documentation to enable the full participation of people with disabilities.

Accessibility means adapting and designing places, transport, information (written, oral, digital), services and equipment to take account of the specific needs of people with disabilities, in the most inclusive and universal way possible.

The aim, therefore, is that accessibility should enable **everyone** to **use** services, places and facilities – together, and **with no one being excluded**.

- ➔ When HI carries out **accessibility work**, its role is to **assist the owner of the building and/or land (the contracting authority) to define, manage and operate the project carried out by the architect and the workers**, and thus to act as an Assistant Contracting Authority.

## NOTE

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**Not all disabilities are visible.** It is therefore important to listen to the needs and difficulties (seeing, hearing, understanding, finding your way around, going up and down stairs etc.) in order to provide the most appropriate accessibility solution.

**Accessibility is beneficial for everyone:** pregnant women, elderly people, people who have injured themselves (e.g. in sport), people carrying heavy loads, etc.

**Organisations of Persons with Disabilities (OPDs) have experience and legitimacy in addressing accessibility** in inclusive education projects. Involving OPDs in projects is also a fundamental right enshrined in the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD, 2006) and in humanitarian standards (IASAC, 2019). In a school project, in addition to OPDs, it is crucial to involve families and children with disabilities in the choices to be made and the priorities to be given, as they will be the users of the facility and therefore the first to be affected by the proposed modifications.

## II. Who is this tool sheet for?

This tool sheet is intended for all staff involved in inclusive education projects in emergency situations, project managers, technical unit managers, specialists, etc. It is also intended for all project stakeholders: public decision-makers, designers (planners, architects, technicians, community members), teaching staff and, more generally, any member of staff working in a school.

## III. How should you use this tool sheet?

This tool sheet presents an overview of the key points regarding accessibility in schools. It follows the chain of movement or RECU approach (Reach, Enter, Circulate, Use).

It lists the main activities that take place in schools throughout the day. It is not intended to be exhaustive but is a starting point for understanding the challenges of school accessibility in a protracted crisis context and suggests ways of improving the school environment.

- It will eventually be supplemented by (more technically focused) tool sheets on some of the categories presented below.

#### IV. How can we make schools accessible?

By ensuring that all the following activities can be carried out in the school, without the person (child or adult) experiencing difficulty, regardless of their disability:

1. Arriving at school
2. Finding your way around
3. Getting there and moving around
  - A. Access to the building and its facilities
  - B. Circulating/moving around
4. Using the facilities
  - C. Registering/visiting administration
  - D. Studying
  - E. Having fun and playing sport
  - F. Resting
  - G. Having time on your own
  - H. Eating and drinking
  - I. Washing your hands
  - J. Going to the toilet
  - K. Feeling safe

##### 1. Arriving at school



It is important that the child, family members and staff are able to travel to school in safe conditions, regardless of the mode of transport used, and are able to move around the

building without encountering hazards or obstacles. It is therefore imperative that the **pedestrian routes** provided:

- ➔ **Are accessible and protected along dangerous roads (with vehicular traffic).** (e.g. safe paths at least 1.50m wide, ideally protected from vehicles [e.g. **ACTION:** *paint white lines on the ground*], routes with a smooth surface and no holes, and no differences in level);
- ➔ **Have a flat surface, and are free of holes and stones.** **ACTION:** *clean the path, remove the stones and smooth it out, fill in the holes;*
- ➔ **Are free of obstacles and obstructions.** **ACTION:** *do not park or store anything on external walkways (e.g. motorbikes, firewood).*
- ➔ **Signal the presence of children** with a sign or signs. This is especially important near schools for children who are deaf.

## 2. Finding your way around

Any user of the school should be able to locate the school and its (accessible) main entrance from a distance, find their way around outside and inside the school, and find the various services offered.

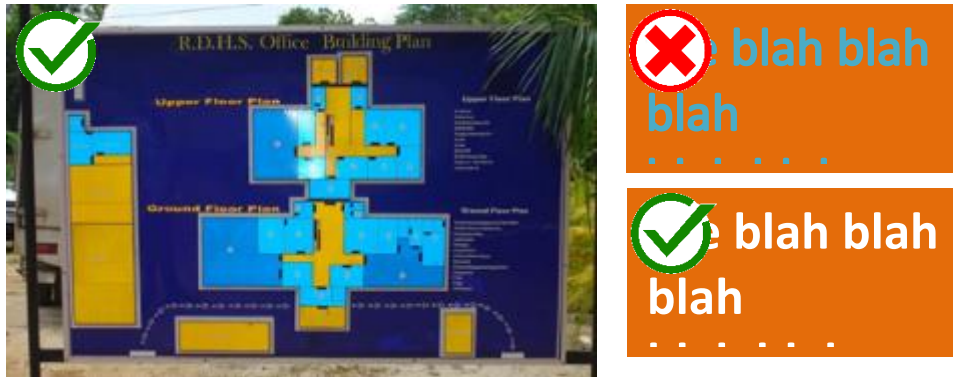
People with disabilities may experience difficulty or even find themselves excluded if signage is absent or ineffective.



Signs indicating "School" ©Marine Semichon

- ➔ Finding the school and then the main entrance.
  - ✓ Provide signage around the school that directs people to the main entrance.
  - ✓ Provide signage at the school entrance to identify the building and the entrance.
  
- ➔ **Knowing where you are in the school and where the different rooms are.**

E.g. boys' and girls' toilets, accessible classrooms, exit to the playground, etc.



Coloured and embossed panel with the building plan on it ©Humanity & Inclusion

- ✓ Organise the facilities in a clear manner.
- ✓ Near the entrance, put up a plan explaining the layout of the building(s) – this could be produced by the children.
- ✓ Provide signage to identify each room (colour-coded, sign on the wall next to the door on the handle side, or on the door if it remains closed most of the time).
- ✓ Near the entrance, put up an information board with essential information (opening hours, contacts, dedicated services, e.g. the person who knows the local sign language).

➔ **Knowing what is going on.**

- ✓ Ensure that the information provided is understandable to all.

## Accessible signage

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- ✓ Signage must be **visible**.

Ensure that the sign contrasts strongly in tone with the wall (or background) and that the text contrasts with the sign. If colours are used, imagine turning them into black and white (shades of grey), like a photocopy, to see if there is enough contrast. As a general rule, use light text on a dark background and dark text on a light background.

[Principles of tone contrast analysis.](#)



Grey values

- ✓ Signage must be **legible**.
  - Choose a simple, sans-serif font (e.g. Arial, Calibri);
  - Write in lower case. Only the first letter of each word should be capitalised, e.g. Main Office.
  - Choose letter sizes that are large enough for the following reading distances:
    - Reading distance of 0.76m: letters that are 2.5cm high;
    - Reading distance of 1.5m: letters that are 5cm high;
    - Reading distance of 3m: letters that are 10cm high;
    - Reading distance of 6m: letters that are 20cm high;
    - Reading distance of 9m: letters that are 30cm high.



Identification signs - ©Marine Semichon

- ✓ Signage must be **understandable**.
- ✓ The messages communicated must be simple and short.
- ✓ **Use colour coding to facilitate orientation.** For example, paint the classroom door one colour and use the same colour for the classroom sign... with a different colour for each room, depending on its purpose.

## NOTE

Signage can be made with painted wooden panels, or painted directly onto the walls or doors. The important thing is to respect the principles of contrasting tones, font size, etc.

### 3. Getting there and moving around

The aim is to allow all authorised people to enter the school, to move around without constraint, and have access to all the facilities.

## A. Access to the building and its facilities

If there is a difference in level between the school grounds and the front door, this may present a barrier to many people. So, before making any adjustments, it is important to understand the preferences of the school's users. For some people with disabilities, for example, it may be easier to use a staircase than a ramp. Similarly, a well-designed handrail can help many people, acting as both a support and a guide (for people with visual impairments).

**In all cases, it is best to ask the people concerned about their preferences first.**

➔ **Ramp:** If there is a difference in level between the entrance and the school grounds, and this difference is too great for simply levelling the ground, it may be necessary to provide a ramp for wheelchair users, trolleys, pushchairs, etc. The ramp should be constructed as follows:

- ✓ It should have a minimum width of 1.5m;
- ✓ It should not be steeper than 5% over a maximum distance of 10m. Beyond that, it becomes impassable for wheelchair users, or even dangerous (risk of falling);
- ✓ It should have a maximum slope of 8% over 2m, if no alternative;



Ramp that is too steep, Fourkoulom, Chad 2022

- ✓ For ramps longer than this, landings 1.2m long must be provided;
- ✓ A continuous 1m high handrail must be installed on each side of the ramp. This can also help prevent falls if there is a significant difference in level;
- ✓ It must have a threshold (or step) at the bottom and top of the ramp less than 1cm in height.

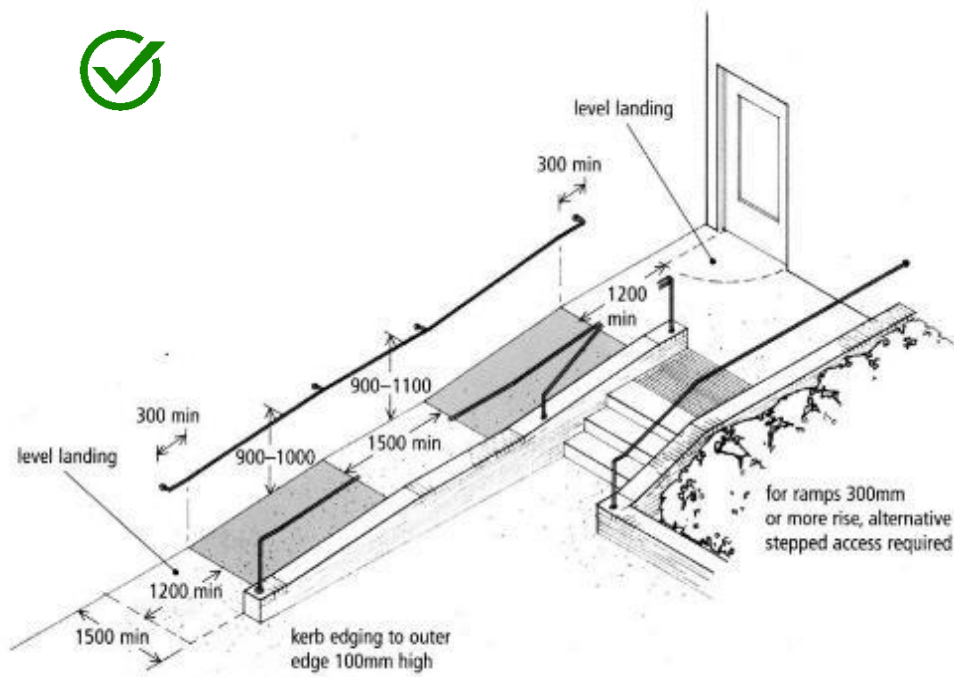




Not accessible



Accessible

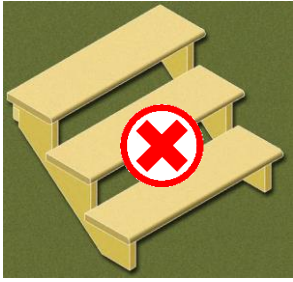


Layout showing accessible ramp and staircase

Stairs: A well-designed staircase is one element in the accessibility chain. It is complementary to a ramp, as some people prefer to use a staircase rather than a ramp when it is well designed. The staircase should:

- ✓ Be at least 1.2m wide;
- ✓ Have top and bottom landings 1.2m long beyond the door opening (door that opens);
- ✓ Never have single steps (they are dangerous because they are not very visible);
- ✓ Have steps of equal height and length;
- ✓ Have steps 15 to 17cm high;

- ✓ Have steps between 28 and 42cm long;



- ✓ Not have open steps (without risers);
- ✓ Have a continuous 1m high handrail in a contrasting colour installed on each side of the staircase;
- ✓ Have stair nosings (edge of step) painted in a contrasting colour;
- ✓ Have contrasting coloured (rough) tactile strips on the landing at the top of the stairs to prevent falls.

➔ **Gates and doors:** The gates to the school grounds and the main entrance to the school must be accessible to all. Everyone must be able to use them, without distinction. Similarly, the doors to all rooms must be accessible.

**Think of the fist rule!**

A door/handle/tap etc. is accessible if it can be operated when your fist is clenched. Try it!

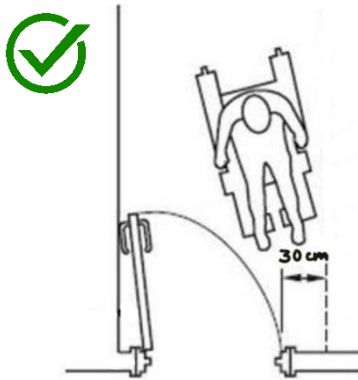


Opening with a clenched fist - ©Marine Semichon

Gates and doors are to be designed as follows:

- ✓ A minimum passage width of 1m for gate and main entrance;

- ✓ A minimum passage width of 80cm for access doors to the premises;



- ✓ On the opening side of the door there should be a space of 30cm between the door and the wall to allow a person in a wheelchair to approach the door;
- ✓ Have a tonal (colour) contrast with adjacent walls – to identify them;
- ✓ Have a handle and latch that can be used with limited dexterity (to test this, try with a clenched fist). A lever handle is the most suitable;
- ✓ Children should be able to open the doors by themselves. Doors should therefore be easy to open, with handles at a max. height of 1m from the floor, and which do not require too much force to operate (gradual replacement of old doors).

## B. Circulating/moving around

To get from one place to another, each individual must be able to move freely before entering the premises and within the premises itself, for example, in the classroom.

### ➔ Circulation spaces:

- ✓ A minimum width of 1.2m, with widened areas of at least 1.5m wide by 1.5m long to allow a wheelchair user to turn around or 2 people to pass each other;
- ✓ All furniture should be positioned in such a way as to leave a clear space of at least 1.2m wide for movement, without creating an obstacle.

### ➔ Visual and tactile brightness and contrast (by foot or by hand)

In order to enable all users of the school, and people who are visually impaired in particular, to understand the environment in which they find themselves and move around without difficulty, it is essential to:

- ✓ Provide sufficient and consistent lighting (natural light during the day and, if necessary, artificial light at night);
- ✓ Increase lighting in areas where there is a risk of falling (e.g. stairs);
- ✓ Ensure sufficient tonal contrast between floors and walls, doors and walls, furniture and walls;



Tactile (pebble) strips for guidance © HI Cambodia 2012

- ✓ Use colour-contrasted (rough) strips on the landing at the top of stairs and contrasting stair nosings to prevent falls;
- ✓ If necessary, facilitate the guidance of children who are blind with a handrail (e.g. a rope) in corridors and/or a tactile strip on the floor in large areas;



Sun shade

- ✓ Provide shaded areas, either under trees or under sun shades (simple structures with an opaque roof that creates shade (e.g. stretched canvas). These shaded areas can be in the playground, where children eat, etc.

#### 4. Using the facilities

An inclusive school is one in which children with disabilities have access to all facilities and spaces so that they can participate equally with other children in all school activities.

## A. Registering/visiting administration

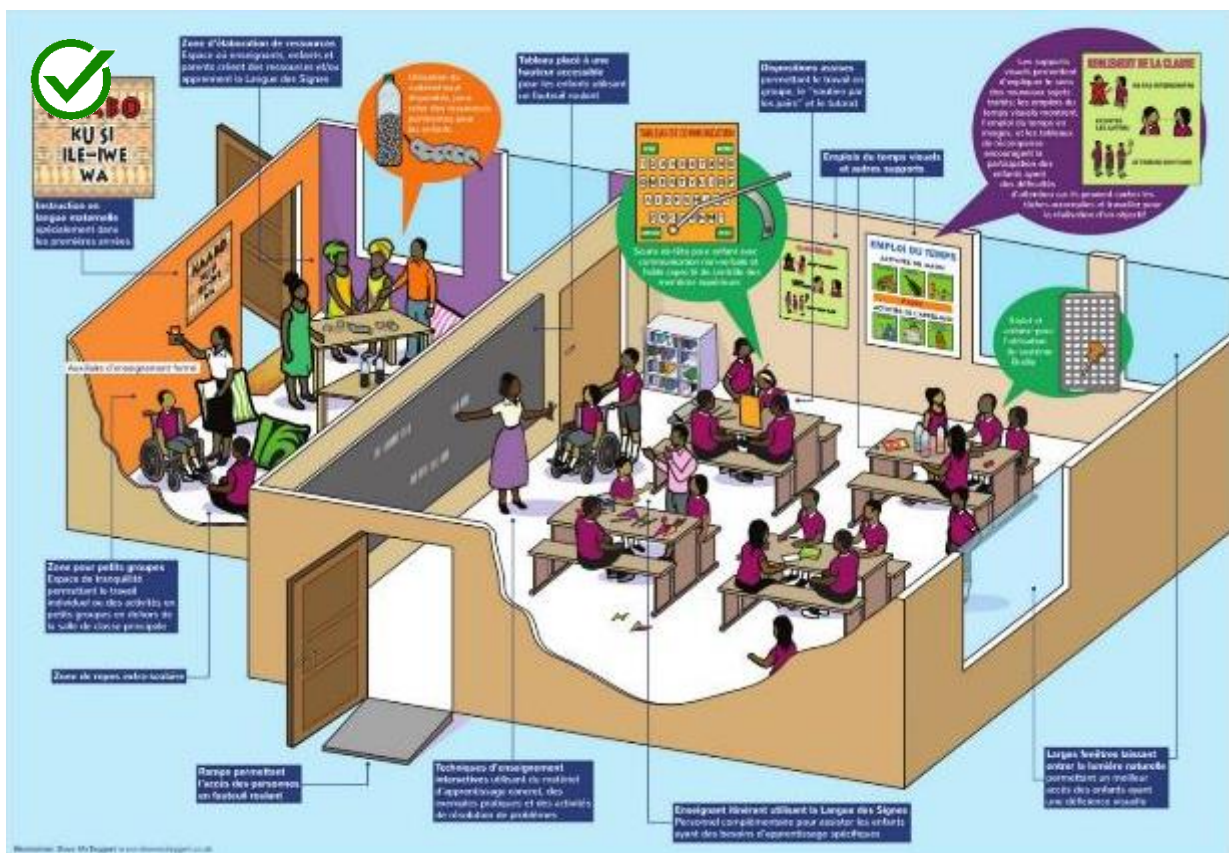
A child needs to be able to access the administration for a number of reasons; for example, to register for school, to attend a meeting with parents and teacher(s), to discuss necessary adaptations, to take documents to the administration, etc.

It is also useful to:

- ✓ Arrange a pre-school visit to allow the child to experience the school environment as part of the transition from home/pre-school/new school;
- ✓ Walk through the school with the children as part of a school audit/inclusive plan/prioritisation of accessibility work to identify the main difficulties for children with disabilities.

## B. Studying

Children go to school primarily to learn but also to socialise with other children and make friends. The child's classroom environment is therefore really important.



Elements of an inclusive classroom GLAD2014 © Dave McTaggart

## [Image of the inclusive classroom in A3 format](#)

Children must also be able to access all areas of the school for lessons which may be held in the library, the resource room, the computer room or the vegetable garden for example, if they exist.



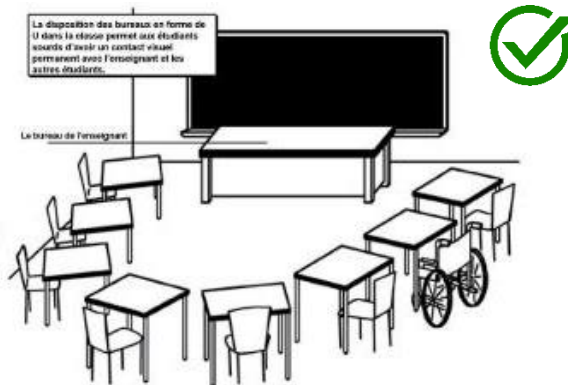
Shaded vegetable garden, DPRK 2015 © Sandrine Bohan-Jacquot / HI



Poor accessibility to the computer room entrance, Malawi 2014 © Sandrine Bohan-Jacquot

The spaces are generally constrained, but it is always possible to:

- ✓ Arrange the tables in a U-shape (so that the pupils can see each other) or so that they can work in groups;



Adapted from © Deaf culture, Sarah Riazati by UNICEF

- ✓ Use tables with cut-outs to allow a child in a wheelchair to use the desk, unhindered by the armrests of the wheelchair;

[Illustration of a cut-out table](#)



Office adapted for a wheelchair user © AbleData



Bench table © HI Burundi

- ✓ Avoid bench tables that are not easily accessible, and use a mat if space does not allow for tables,
  - ✓ Lower the board (so that a child in a wheelchair can write on it),
  - ✓ Leave space for movement (so that a child who is blind can move around without obstacles),
  - ✓ Provide a quiet corner (so that a child who needs to can have a rest),
  - ✓ Repaint the blackboard when it has been used a lot, to provide enough contrast with the white chalk to enable children to follow the lessons,
  - ✓ Avoid direct light (so that a child with reduced vision is not hampered),
  - ✓ Put fabric on the walls/windows to minimise ambient noise,
  - ✓ Store the teaching materials well,
- Use the walls (to display useful information such as a visual timetable),  
**“Beware, too much information kills information!”**



Support chair, Burkina Faso 2013 © Sandrine Bohan-Jacquot

- ✓ Use suitable chairs (for better support), wooden logs high enough to sit on, etc.

### C. Having fun and playing sport

Having fun is crucial – it is how children learn.

There should be play activities in the classroom (with or without equipment) and, of course, in the playground and other dedicated sports areas.

#### ➔ The playground

- ✓ The playground must be free of hazards (e.g. motorbikes, holes, stones, rubbish, rusty playground equipment, etc.).
- ✓ There must be space for everyone, young and old, not just for the boys playing football.
- ✓ If playground equipment is provided (e.g. swings, activity circuits, etc.), it must be safe and accessible to all and allow children to exercise and have fun while taking reasonable risks.

#### Note

It is not about making separate spaces but spaces where children with and without disabilities can play together.

- ✓ Beautiful playgrounds can be made from recycled materials such as tyres.
- ✓ [Growing Together resource with principles and examples](#)
- ✓ [Kilili Breaking barriers through play Policy Guidelines and a Technical Manual for Making Play Spaces Inclusive](#)
- ✓ It is important that spaces are physically demarcated and contrasted in colour, without creating an obstacle or danger for the children.



- ✓ A shaded rest area (provided by a sun shade or tree) can be set up for children who cannot/do not want to run or want to rest or play quietly.



Outdoor games © Growing Together HI Bangladesh



Outdoor games © Growing together HI Thailand

### ➔ Sports field

Children with disabilities benefit from physical activity, like all children.

- ✓ Working on the design of the sports field(s) (contrasting ground markings – not raised) and providing the children with sports equipment is stimulating.

- ✓ Be careful not to monopolise the whole playground for sports, as some children need peace and quiet yet still need space to play.
- ✓ Point out obstacles that cannot be removed.
- ✓ Consider providing different types of equipment (not just a ball) and ensure that all children can play, regardless of their gender or disability.
- ✓ Introduce rules/schedules if necessary!
- ✓ [Manual for the professionals in adapted physical activity](#), Humanity & Inclusion 2011

## D. Resting

Resting is essential for all children, but some children may need a special area that is set aside to allow them to rest when required. This may be important for children who, for example, have difficulty concentrating or managing their behaviour, or who are in poor health. Children who have difficulty moving around or who tire quickly may also need somewhere to sit when moving around the school or playing sports.

### ➔ Rest areas

It is therefore imperative to provide areas where children (and adults) can sit: in the classroom, in the courtyard (with options in the shade), along a long pathway (provide seating every 50m).

The furniture chosen for the seats should be of a colour that contrasts strongly with the rest of the room or environment, so that it can be easily identified and does not create an obstacle (for example, for children who are visually impaired).

### ➔ Resource room (low cost)

If space permits, a room or simply a corner of the classroom can be set up as a resource corner with an attractive mat, cushions etc.

This space can:

- ✓ Allow children who need it to take a break, or maybe even sleep.
- ✓ Be designed to be comfortable, restful, quiet.
- ✓ Be used to store teaching resources, a small library, etc.
- ✓ Serve as a mini resource room to support catch-up and 1:1 or small-group learning, and/or provide confidentiality when necessary for private discussions with children and/or their parents.



Resource corner in Rwanda 2014  
©Julia McGeown /HI



Resource room in Rwanda 2014  
©Julia McGeown /HI

## E. Eating and drinking

**In crisis situations, the school canteen is the school's best ally:** it is a necessity for many children, a means of avoiding developmental delays linked to malnutrition, and a “loss leader” for families.

- ✓ Catering can be done on site (e.g. cooking by community members), via distributions or small vendors.
- ✓ Children often eat while seated on the floor. It is important that children with disabilities have easy access (e.g. without having to walk a lot, without being left out of the distributions), and can sit comfortably to eat.
- ✓ Seating can be provided (logs for example) to enable them to eat more comfortably.
- ✓ A specific area can be set aside for children to eat. The area should be in the shade to keep them cool.
- ✓ Not all schools have access to a well or drinking water tanks, but if they do, ensure that the water point is also accessible for children with disabilities.



Children having lunch, Ghana 2013 © Sandrine Bohan-Jacquot



Accessible path, Benin ©HI

## F. Washing your hands

This is a basic hygiene measure that prevents many diseases and, potentially, disabilities (e.g. eye infection leading to visual impairment). Schools often have (non-drinking) water tanks in the toilets/in front of the classrooms for children to wash their hands. These tanks are not always at the correct height for children in wheelchairs, for example, or accessible without assistance for children with motor difficulties (e.g. turning a tap on/off).



@BwanaMdogo1



Women washing their hands, Nepal © HI



Child washing his hands, Burkina Faso 2013 © Sandrine Bohan-Jacquot

## G. Going to the toilet

*Going to the toilet, changing menstrual protection, washing hands, changing clothes (e.g. for sports).*

Sanitary facilities should be available to everyone, including children and adults with disabilities, people in wheelchairs, people with walking difficulties, and for young children in nursery schools. There should be separate toilets available for both boys and girls.

- ✓ These toilets must remain open to all and not be locked from the outside (keys, etc.).
- ✓ The toilet door should be easy to open and close with a clenched fist, including the latch, for both adults and children.
- ✓ Toilet cubicles should be visible from a distance, to allow staff to carry out routine supervision.
- ✓ There should be at least one wheelchair-accessible toilet for each gender: boys and girls.
- ✓ The interior dimensions of an accessible toilet should be at least 1.5m wide by 2.2m long.
- ✓ The door should open outwards, without creating an obstacle for people walking past.



Accessible toilets



Jones and Reed (2005) - a chair with a hole should be added to make the toilet accessible

## H. Having time on your own

Children with disabilities may need to spend some time on their own, away from the other children: children with behavioural problems (to calm down), children who cannot tolerate too much visual and auditory stimulation, a child who needs to rest, change clothes, etc.

A quiet corner is useful. It can be in the resource room, or any other **child-friendly space**.

It is preferably quiet, comfortable (with a mat/cushion) and allows for some privacy, if possible, free from stimulation.

## I. Feeling safe

The school and its surroundings are an environment where children and adults, including those with disabilities, should be and feel safe.

It is therefore important that:

- ✓ Routine supervision is possible thanks to the configuration of the place: “I know what is going on in all parts of the school”;
- ✓ The child is not left alone with an adult;
- ✓ The facilities are designed to prevent the child from being knocked over or from falling (gutters/culverts, burnt rubbish);
- ✓ Rubbish is managed and therefore not easily accessible to children;
- ✓ The child feels safe (including a complaints box, toilet not too far away/in sight);

- ✓ Signs are put up with messages (against harassment, presence of weapons in schools, etc.);
- ✓ A fence is installed around the school, if possible (against animals, adults from outside the school, etc.);
- ✓ Evacuation procedures, if any, are understandable to children with disabilities.



Inaccessible complaints box,  
Uganda 2022 ©Sandrine Bohan-  
Jacquot/Hi



Burnt rubbish, Ghana 2013 © Sandrine Bohan-Jacquot



School fence, Rohingya Camp, Bangladesh © Educaid

## V. How to ensure that schools remain accessible in the long term

### 1. Accessibility management

It is important that the school is managed and maintained in such a way as to ensure a good level of accessibility.

If equipment is broken, light bulbs not replaced, furniture moved and damaged, and waste not managed, some children and adults will not be able to access or use the facilities.

**No facilities should be locked during school opening hours.**

- ✓ **Toilets should not be locked** (they can of course be locked from the inside when occupied, with an easy-to-use lock – see the clenched-fist rule). Where toilets are freely accessible and therefore used by the community, a system of awareness raising (e.g. explaining the hygiene conditions of the place) and cleaning (e.g. people taking turns to clean) should be put in place to keep them clean.
- ✓ **The storage area for teaching materials should also be kept open.** If, for some reason, this area is closed, it is important to ensure that a teacher has a spare key.

### 2. Putting away equipment

**“Protecting” does not mean “making inaccessible”.**

Here are some practical tips:

- ✓ If material needs to be stored, military storage containers can be used instead of cupboards. These also provide protection from the weather.
- ✓ Using shelves to store books and small items allows things to be found more quickly and avoids damaging the teaching materials.





Schoolbooks badly stored, they are difficult to access and will get damaged, Chad 2022 © Sandrine Bohan-Jacquot/HI



Shelf with schoolbooks, Chad 2022 © Sandrine Bohan-Jacquot/HI

#### A simple assessment tool

See also the [rapid assessment tool for physical accessibility of schools in crisis situations](#) which contains a checklist of 20 questions with recommendations to help implement the assessment in a participatory way, and to prioritise accessibility work.

#### **Do not forget !**

Accessibility is a right (Article 9 of the Convention on the Rights of Persons with Disabilities, 2006). The CRDP's General Comment No. 4 (2016) on inclusive education emphasises that temporary learning settings should be accessible in terms of equipment, facilities, guidance and local sign language, and that reasonable accommodation should be provided.

## Other general references

### For more information on school accessibility:

- ✓ [Accessibility tips for inclusive education projects](#) Humanity & Inclusion 2019
- ✓ [Making schools accessible to children with disabilities](#) UNICEF 2016
- ✓ [Access to School and the Learning Environment I - Physical, Information and Communication](#) UNICEF 2014
- ✓ [The accessibility toolkit](#) UNICEF 2022

### For recommendations on disability inclusion in humanitarian/emergency work:

- ✓ [Rapid Assessment Tool for Physical Accessibility of Schools in Crisis](#) HI 2022
- ✓ [Disability Checklist for Emergency Response](#) Handicap International
- ✓ [Including children with disabilities in humanitarian action](#) (education) UNICEF 2017
- ✓ [Accessibility Toolkit, Section C. Accessibility in emergencies](#) UNICEF 2021

### For more information on accessible WASH:

- ✓ [WASH in Schools Implementation Guide for Protracted Emergencies and Crises](#) Humanity & Inclusion 2021
- ✓ [Water, Sanitation and Hygiene for Schoolchildren in Emergencies - A Guidebook for Teachers](#) UNICEF 2011
- ✓ [Inclusive handwashing station accessibility tips](#) Humanity & Inclusion 2020
- ✓ [Inclusive Tippy Tap accessibility tips](#) Humanity & Inclusion 2020

### For more information on accessible games:

- ✓ [Inclusive play space for all, Growing together](#), Humanity & Inclusion 2019
- ✓ [Breaking barriers through play Policy Guidelines and a Technical Manual for Making Play Spaces Inclusive](#) Kiliti 2016

More documents are available in the [Education Community of Practice](#)

### For more information on the implementation of accessibility:

- ✓ [Toolsheet: Working with disabled peoples' organisations](#) Humanity & Inclusion 2022
- ✓ [Accessibility checklist – Accessibility toolkit \(section G\)](#) UNICEF 2022
- ✓ [Accessibility Assessments – Accessibility toolkit \(section F\)](#) UNICEF 2022

**For more technical information, including solid infrastructures:**

- ✓ [Conducting an accessibility diagnostic in low- and middle-income countries](#)  
Handicap International 2014
- ✓ [Accessibility factsheets](#) Humanity & Inclusion