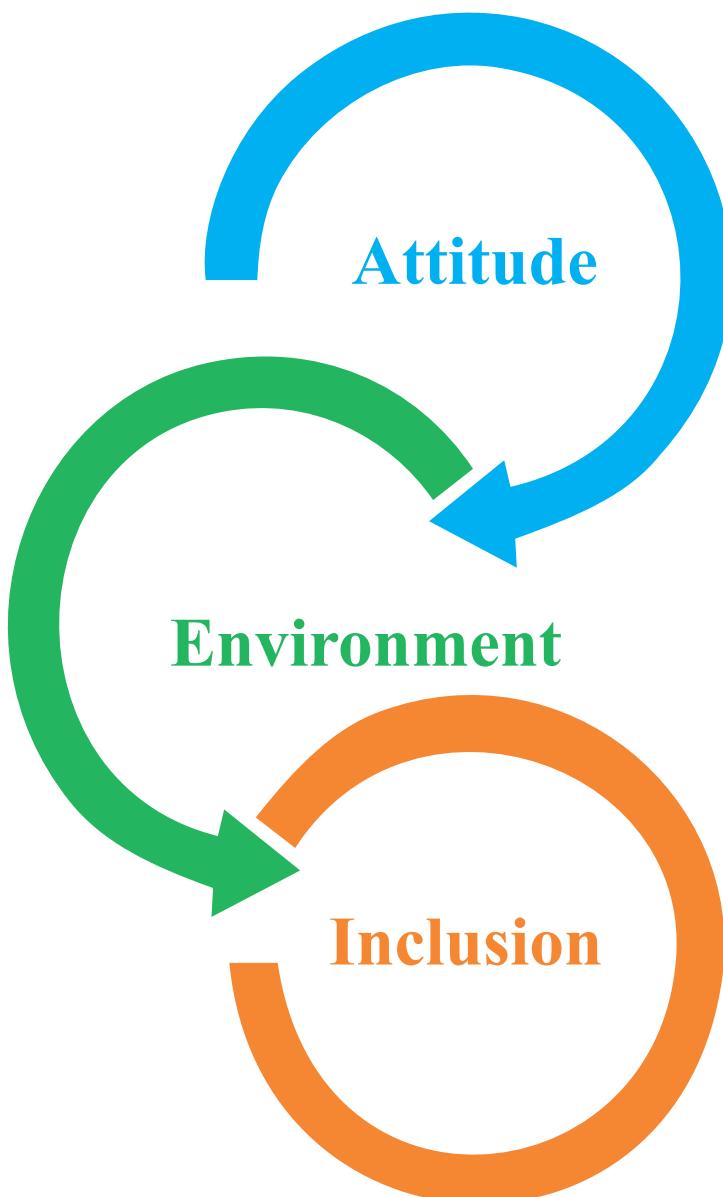


INCLUSION HANDBOOK : PLANNING INCLUSIVE EVENTS AND MEETINGS



The first in the series of four Inclusion Handbooks, this book is about planning meetings and events that are inclusive and accessible to persons with disabilities.

Author

Dr. Sruti Mohapatra

Layout and Design

Jyoti Prasanna Pattanaik

Published By

Swabhiman

First Edition August 2018

A super achiever in academics, extra-curriculars and sports; a topper in school and university, Dr. Sruti Mohapatra became paralysed from neck down following a road-traffic accident. She was not allowed in 1987 to join Indian civil Service owing to her disability. After running a small enterprise, a successful study circle and doing volunteering activities. She founded Swabhiman in 2001 to empower persons with disabilities who lived a very low profile life with no aspirations in Odisha/India. There were many NGOs then but they had a single point focus on either education or rehabilitation for a specific disability category. Swabhiman is the first cross disability organization that focussed on macro issues like the education problems, the transportation problems, the housing problems, the employment problems, the effect of the sheltered workshops, etc. which impacted all people with disabilities. It made a bold statement for inclusion – accepting disabilities and celebrating diversity.

Jyoti Prasanna Pattanaik is the Senior Project Officer- Access of Swabhiman and also a graphic designer by passion. He has self learnt the skill. He has been working in the development sector since 2012. He has audited more than 400 buildings in Accessible India Campaign across India and designed many books and reports.

Upon request, this material will be made available in alternate formats for people with disabilities.

About Swabhiman

Swabhiman (www.swabhiman.org) is a registered nonprofit and Odisha's first cross disability organization. It has been a part of the disability rights movement from the passage of PwD Act, CRPD and India's ratification, amendment of RTE Act, to the recent RPwD Act 2016; with a focus to create rights-based environment in India for persons with disabilities.

Swabhiman has demonstrated strong leadership and expertise in addressing disability from the development and inclusion perspective. It has actively engaged with NGOs and DPOs from across the state (OSDN) and the country (NDN & NCRPD) and has brought about several policy changes that have positively impacted the lives of persons with disabilities in India and Odisha. For development of the disability sector and mainstreaming disability into the state's development agenda, Swabhiman focuses on supporting school education, strengthening youth for availing employment opportunities, increasing public awareness on the issue of disability, working towards accessible cities, building capacities and conducting research for enabling advocacy.



AUTHOR'S NOTE

The World report on disability, produced jointly by WHO and the World Bank (2012), suggests that more than a billion people in the world today experience disability (15%). People with disabilities have generally poorer health, lower education achievements, fewer economic opportunities and higher rates of poverty than people without disabilities. The UNCRPD (2006) and SDGs (2015) have paved the path for addressing disability as a matter of human rights and the inclusive development agenda respectively. In India the new law for disabled, RPwD Act 2016, is a equaliser - a game changer.

In this environment, despite challenges in India, people with disabilities are visible, enthusiastic and on the go. They are joining the development dialogues in increasing numbers, and actively contributing to creating a better world for all. However, for us, participation in various activities is often fraught with barriers. These barriers are mostly inadvertent and exist out of wrong policy decisions, oversight in planning, ignorance, and misguided concern which can be easily removed when it is considered early in the planning process. This handbook “Inclusion Handbook : Planning Inclusive Events and Meetings,” is an effort in this direction. It will planners and organizers in meaningfully including individuals with disabilities in various programs and events.

This handbook is designed to help those responsible for organising events and to ensure they are accessible for people with disabilities - whether they are presenters, sponsors or participants. Under the new disability law, making events accessible for people with disabilities is a legal requirement, but with approximately 70-80 lakh people with disabilities in Odisha, providing access is also an important commercial decision.

The handbook is based on personal experience of barriers and accommodations over a period of 31 years, observations made during various national and international meetings, print materials and discussions with fellow participants. The information, resources and checklists have been developed and gathered from these sources for addressing the barriers that I faced and also observed people with other disabilities face, when they attend conferences, meetings and events.

This handbook does not necessarily provide an exhaustive list of all the possible considerations in planning an accessible event/meeting. But it certainly encourages organizers to make a best effort, and to seek additional information when uncertain about how to proceed.

My heartfelt thanks to Mihir Mohanty Director Programs Swabhiman, Prof. Ketna Mehta a woman with disability and NINA foundation, Mumbai for their inputs and opinions.

Dr. Sruti Mohapatra
Bhubaneswar

Content

Abbreviation	
About Swabhiman	
Introduction	1
Disabilities	2
What Are Disabilities	2
Disability Can Be	2
Specified Disabilities In India	4
Important Concepts	6
Accessibility	6
Reasonable Accommodation	7
Communicating With People With Disabilities	7
How Important It Is To Create Accessible And Inclusive Events	8
Planning The Event	9
Venue	9
Budget	11
Registration	11
Communication	11
Sensitization And Orientation Of Staff And Volunteers	12
Conducting The Event	13
Outdoor Event	13
Registration & Help Desk	13
Program Timings	14
Room Set Up	14
Seating	14
Lighting	14
Presentation	15
Materials In Alternate Format	16
Meals	17
Evaluating The Event	17
Conclusion	18
References For Footnotes	18
Annexure 1 – Information On Specified Disabilities By GoI	19
Annexure 2 – Respectful Language	20
Annexure 3 – Sample Evaluation Format	21
Glossary	21

Abbreviation

ADHD	: Attention-deficit/hyperactivity Disorder
ASD	: Autism Spectrum Disorder
HI	: Hearing Impairment
MI	: Mental Illness
MR	: Mentally Retarded
MS	: Multiple Sclerosis
PD	: Parkinson's Disease
PWDs	:Person With Disabilities
RPWD	:Rights of Person With Disabilities
SDG	:Sustainable Development Goals
UNCRPD	:United Nation Convention for Rights of Person With Disabilities
UN	:United Nation
VI	: Visual Impairment
WHO	:World Health Organisation
CwD	: Child with Disability
YwD	: Youth with Disability
Wwd	: Women with Disability
MD	: Multiple Disability

Introduction

Inclusion and compassion are two of the core values of Indian society. One important aspect of being a caring society is thinking about how a person's inability / disability will not affect his or her participation and enjoyment of any setting or event, and planning ahead, so that all will feel accepted and valued. During a lifetime, almost everyone is likely to experience a disability, whether due to aging, a chronic disease, illness, or an injury. Inclusive events will thus benefit all. Public events are accountable under RPwD (Rights of Persons with Disabilities) Act 2016¹, and obliged under the SDGs² (Sustainable Development Goals) to ensure full access for all people.

Staging an accessible event goes beyond getting in and out of a building, it means making sure that everyone can attend the event and fully participate once they are there. This includes guests, presenters, participants, sponsors, volunteers etc. Generally, accessibility considerations in Odisha/India are limited to ramps and doors. But accessibility is also about attitudes and aspirations, communication and allowing everyone to be fully involved. The handbook provides an overview of the specified disabilities by government of India, recommendations and checklists for all phases of a meeting or an event (from choosing the venue to promotion, registration, presentations, materials, social events, meals, and staff and volunteer training) and a post event evaluation of the accessibility aspect of the event. However, it is impossible to anticipate every barrier that might limit or preclude participation. Moreover, because new ideas for improving accessibility and new technologies continue to emerge, this handbook is meant to evolve.

The handbook builds particularly on the Incheon Strategy's³ (this provides a basis for the region, and the world, to understand, assess and analyze in quantitative terms the progress rights-based disability-inclusive development in Asia and the Pacific) second and third goals⁴. The second goal promotes the participation of pwds in political processes and decision-making. The third goal emphasizes the need to enhance the accessibility of the physical environment, public transportation, knowledge, and information and communication systems.

1 The Rights of Persons with Disabilities Act, 2016 is the disability legislation passed by the Indian Parliament to fulfill its obligation to the United Nations Convention on the Rights of Persons with Disabilities, which India ratified in 2007. The Act replaces the existing Persons with Disabilities (Equal Opportunity Protection of Rights and Full Participation) Act, 1995.

2 The 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals are disability-inclusive in their efforts to promote and create and resilient and sustainable world for all. The Sustainable Development Goals reference disability in seven of their targets across five goals (Goals 4, 8, 10, 11 and 17; targets 4.a, 4.5, 8.5, 10.2, 11.2, 11.7, 17.18). Another six goals (Goals 1, 3, 5, 9, 13 and 16) have targets linked to disability-inclusive development through terminology such as 'inclusion', 'for all', 'accessibility' and 'universal access', and their efforts to support the most vulnerable groups. Its pledge of leaving no one behind seeks to embrace diversity within society, and support individuals in such a way as to enable their available opportunities and to unlock their potentials.

3 Governments of the ESCAP region gathered in Incheon, Republic of Korea, from 29 October to 2 November 2012 to chart the course of the new Asian and Pacific Decade of Pwds for the period 2013 to 2022. They were also joined by representatives of civil society organizations and for persons with disabilities, intergovernmental organizations, development cooperation agencies and the United Nations system. The Governments at the High-level Intergovernmental Meeting adopted the Ministerial Declaration on the Asian and Pacific Decade of Persons with Disabilities, 2013–2022, and the Incheon Strategy to "Make the Right Real" for Persons with Disabilities in Asia and the Pacific. The Incheon Strategy provides the Asian and Pacific region, and the world, with the first set of regionally agreed disability-inclusive development goals.

The handbook is intended for application to the planning of any public event or meeting, which may include meetings, conferences, training, workshops, film or music events, award ceremonies, fund raisers, community events and many more.

Disabilities

What are Disabilities?

Disabilities is an umbrella term, covering impairments, activity limitations, and participation restrictions. An impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action; while a participation restriction is a problem experienced by an individual in involvement in life situations. Disability is thus not just a health problem. It is a complex phenomenon, reflecting the interaction between features of a person's body and features of the society in which he or she lives (WHO)⁵.

According to CRPD disability is an evolving concept and that disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others.

- Disabilities make it harder to do normal daily activities. They may limit what people can do physically or mentally, or they can affect the senses. Disability does not mean unable, and it is not a sickness. Most pwds can, and do, work, play, learn, and enjoy full, healthy lives. Mobility aids and assistive devices make daily tasks easier.

Disability can be

- Related to conditions that are present at birth and may affect functions later in life, including cognition (memory, learning, and understanding), mobility (moving around in the environment), vision, hearing, behaviour, and other areas. These conditions may be;
 - Disorders in single genes (for example, Duchenne MD);
 - Disorders of chromosomes (for example, Down syndrome); and
 - The result of the mother's exposure during pregnancy to infections (for example, rubella) or substances, such as alcohol or cigarettes;
- Associated with developmental conditions that become apparent during childhood (for example, autism spectrum disorder and attention-deficit/hyperactivity disorder or ADHD);
- Related to an injury (for example, traumatic brain injury or spinal cord injury);
- Associated with a longstanding condition (for example, diabetes), which can cause a disability such as vision loss, nerve damage, or limb loss.

- Progressive (for example, muscular dystrophy or multiple sclerosis), static (for example, limb loss), or intermittent (for example, some forms of inflammatory joint conditions (such as rheumatoid arthritis, fibromyalgia, or lupus), chronic fatigue, chronic pain, chronic migraines (often episodic), cognitive or neurological deficits (often from long-term usage of prescribed medications), seizure disorders (epilepsy or medication complications), depression, PTSD, or anxiety disorders (panic attacks or phobias) etc.

Thus, some people are born with a disability. Others have them as a result of an illness or injury. Some people develop them as they age. Almost everyone has a disability at some point in life.

Disabilities present themselves in many forms. Some are visible but most are not apparent. Non-visible disabilities include partial sensory impairments, such as low vision or hearing loss, chronic medical conditions, mental health conditions, and learning disabilities. Sometimes disabilities appear in groups of two or three combinations in one individual for ex. Non-verbal autism or deaf-blindness, thus described as multiple disabilities, and in other occasions symptoms of a disability changes or symptoms come and go for ex. epilepsy. Less obvious are neurological diseases with resulting lack of coordination, arthritis, or rheumatism that may reduce physical stamina or cause pain. People also experience temporary disabilities. These temporary conditions affect usual abilities and are the result of broken bones, illness, trauma, or surgery; all of which may affect a person's use of the built environment.

The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) was adopted on 13 December 2006 at the UN Headquarters in New York, and was opened for signature on 30 March 2007. There are currently 177 ratifications to the CRPD. The CRPD is a landmark international treaty. It is a comprehensive human rights convention and international development tool, and is at the heart of the disability rights movement.

Considering Census 2011 figures, the RPwD Act 2016 (14 new categories taking specified disabilities to 21) and the age⁶, ageing⁷ and work place related disabilities⁸ there are a minimum of 70-80 lakhs people with disabilities in Odisha.

6. United Nation Convention on Rights of Person With Disabilities (UNCRPD) was adopted on 13 December 2006 at the UN Headquarters in New York, and was opened for signature on 30 March 2007. There are currently 177 ratifications to the CRPD. The CRPD is a landmark international treaty. It is a comprehensive human rights convention and international development tool, and is at the heart of the disability rights movement.

7. Frailty in the elderly is described as a state of global impairment of physiological reserves involving multiple organ systems. Frailty manifests as increased vulnerability, impaired capability to withstand intrinsic and environmental stressors, and limited capacity to maintain physiological and psychosocial homeostasis. Frailty is found in 20-30% of the elderly population aged over 75 years and increases with advancing age. It is associated with long-term adverse health-related outcomes such as increased risk of geriatric syndromes, dependency, disability, hospitalisation, institutional placement, and mortality.

8. Currently, it is estimated that 15% of the population worldwide or some 1 billion individuals live with one or more disabling conditions. More than 46 per cent of older persons – those aged 60 years and over—have disabilities and more than 250 million older people experience moderate to severe disability.

9. Known WHS hazards in the Disability Sector leading to the highest number of work incidents include:

Hazardous Manual Tasks, Slips/trips/falls, Workplace violence, Psychological injury

Other potential hazards include:

Infectious Disease

Working at External Locations, Electrical, Noise, Plant and equipment, Chemicals

Specified Disabilities in India

(Refer to Annexure 1 for detailed information)

In the RPwD Act 2016 (as in CRPD) disability has been defined based on an evolving and dynamic concept. The types of disabilities have been increased from existing 7 to 21 and the Central Government has the power to add more types of disabilities. The 21 disabilities that are specified by GoI are eligible for various government facilities as per the specifications in the law.

The law has also created three categories of PwDs.

1. Person with Disability: It has been defined as any person with long term physical, mental, intellectual or sensory impairments which on interacting with barriers hinders effective and equal growth in the society.
2. Person with Benchmark Disability: It refers to a person who has 40% or more of the specified disability has not been defined in measurable terms. In case such disability has been defined in measurable terms, it is said to include a person with disability.
3. Person with Disability having High Support Needs¹⁰: It means a person with benchmark disability who needs high support.

Sl. No	Broad categories	Disabilities Included	Sub-Categories (21 Specified Disabilities)
1	Physical Disabilities	a) Locomotor/ Mobility	1) Locomotor 2) Leprosy Cured 3) Cerebral Palsy 4) Dwarfism 5) Muscular Dystrophy 6) Acid Attack
		b) Visual	7) Blindness 8) Low Vision
		c) Hearing	9) Deaf & Hard of Hearing
		d) Speech & Language	10) Apraxia, Dysarthria, Stuttering, Voice
2	Intellectual Disabilities	a) MR	11) Down's Syndrome
		b) Specific Learning Disabilities	12) Dyslexia, Dysgraphia, Dyscalculia, Dyspraxia and Developmental Aphasia
		c) Autism Spectrum	13) ASD
3	Mental Behavior	a) MI	14) Mental Illness
4	Chronic Neurological Conditions	a) Parkinson's Disease	15) PD
		b) Multiple Sclerosis	16) MS
		c) Other Chronic Neurological Conditions	17) ALS, Huntington's disease, Alzheimer's disease, neuromuscular disease, and epilepsy.
5	Blood Disorders	a) Hemophilia	18) Hemophilia
		b) Thalassemia	19) Thalassemia
		c) Sickle Cell Diseases	20) Sickle Cell Anemia
6	Multiple Disability	Children with multiple disabilities will have a combination of various disabilities that may include: speech, physical mobility, learning, mental retardation, visual, hearing, brain injury etc.	21) Deafblind (Visual Impairment + Hearing Impairment); Visual Impairment + Hearing Impairment + Mental Retardation; Visual Impairment + Mental Retardation; Cerebral Palsy + Mental Retardation/ Hearing/ Speech/ Visual problems

10.High Support Needs are those of people whose accommodations for main streaming are complex and require individualized attention like quadriplegics, profound deaf, profound mentally challenged, multiple disabled etc. RPwD Act 2016 - Clause (a) of sub-section (2) of section 58.

Important Concepts

Inclusive Environment

An inclusive environment is one that can be used by everyone, regardless of age, gender or disability. It is made up of many elements such as society's and individual's attitudes, the design of products and communications and the design of the built environment itself. It recognizes and accommodates differences in the way people use the built environment and provides solutions that enable all of us to participate in mainstream activities equally, independently, with choice and with dignity.

Developing an inclusive environment will have a substantial and positive effect on society as an estimated 26 million (Census 2011) of the population have a disability. There are three other important points to consider. Firstly, this percentage is set to increase dramatically over the next few decades, as India's demographics shift towards an increasingly elderly population. Secondly, it is not only disabled people who benefit from inclusive design. There are currently a further 108 million people who are aged (as we age disabling conditions set in). There are other groups who would directly or indirectly benefit from inclusive access to buildings and public spaces. These include families with children under the age of five, carers and the friends and relatives who accompany people with disabilities, pregnant women, convalescing patients, etc. Thirdly, as per World Disability Report 15% of population is disabled, to this if we add the increase in disability categories from 7 to 21, it would be about 200 million.

Accessibility

Accessibility¹¹ means access. It refers to the ability for everyone, regardless of disability or special needs, to access, use and benefit from everything within their environment. It is the “degree to which a product, device, service, or environment is available to as many people as possible.”

Founded on the principles of Universal Design, the goal of accessibility is to create an inclusive society for people with physical, mobility, visual, auditory or cognitive disabilities. This means everyone has equal access to perceive, understand, engage, navigate and interact with all elements of the physical and digital world.

This includes but is not limited to:

- Physical Locations / Built Environments;
- Web, Digital, Mobile and other technologies (note: links go to What is Digital Accessibility page);
- Transportation & Mobility;
- Communication & Customer Service.

In order to organize a meeting in which persons with diverse disabilities are able to participate on a full and equal basis with others, the concept of accessibility is essential. The CRPD identifies four key areas where the concept of accessibility is vital: the physical environment; transportation; information and communications, and other facilities and services open to the public. Efforts to locate a meeting venue that ensures physical accessibility to participants with mobility disabilities – such as through the provision of ramps – may come to nothing if accessible forms of transportation have not been provided, preventing those very same participants from travelling to the meeting venue.

11. Wikipedia

Accessible – *adjective* [Easy to approach, reach, enter, speak with, or use / That can be used, entered, reached, etc. / Obtainable; attainable (Dictionary)]

Universal Design

Universal Design is the design and composition of an environment so that it can be accessed, understood and used to the greatest extent possible by all people regardless of their age, size, ability or disability. An environment (or any building, product, or service in that environment) should be designed to meet the needs of all people who wish to use it. This is not a special requirement, for the benefit of only a minority of the population. It is a fundamental condition of good design. If an environment is accessible, usable, convenient and a pleasure to use, everyone benefits. By considering the diverse needs and abilities of all throughout the design process, universal design creates products, services and environments that meet peoples' needs. Simply put, universal design is good design.

Reasonable Accommodation

The Rights of Person With Disability Act 2016 (chapter 1 section 2y) defines reasonable accommodation as “necessary and appropriate modification and adjustments, without imposing a disproportionate or undue burden in a particular case, to ensure to persons with disabilities the enjoyment or exercise of rights equally with others In simple language, reasonable accommodation refers to the provision of conditions, equipment, and environment that enable an individual to effectively perform in his/her environment.”

At a practical level, reasonable accommodation may mean installing ramps in order to enable access for individuals with wheelchairs or crutches to move around freely or providing basic services like a sign language interpreter or a real time captioning for the deaf, or Braille documents for the blind. Other commonly requested accommodation in a meeting or event are accessible toilets, adapted computers, speech communication devices, Braille note taking computers, quiet space etc. In general, requests for assistive technology are seen as reasonable if no undue burden is involved. This means that unless an accommodation would incur unreasonably large expenses, organizer must make an effort to meet the needs of a delegate with a disability.

Reasonable accommodations do not refer to the provision of housing or overnight lodging, motorized wheelchairs, DAISY formats or such requests. These are undue hardships. These refer to accommodations that are unduly costly, extensive, or disruptive. For example, does the accommodation cost more than alternatives that are equally effective in removing participation limitations? Or does it affect other participants in a negative way? If any of the answers are “yes,” an organiser is not required to provide the requested accommodation.

Communicating with People with Disabilities

Contrary to conventional wisdom, individuals with disabilities are not:

- People who suffer from the tragedy of birth defects;
- Paraplegic heroes who struggle to become normal again;
- Victims who got to overcome their challenges;
- Nor are they the retarded, autistic, blind, deaf, learning disabled, etc.

They are people: parents; sons and daughters; employees and employers; friends and neighbours; students and teachers; scientists, reporters, doctors, actors, sports persons, and more. People with disabilities are people, first.

While interacting with people with disabilities using “People First Language” puts the person before the disability, and describes what a person has, not who a person is. Annexure 4 gives a detailed, but not exhaustive, list of terms to be used and that which is not to be used.

A few communication etiquette guidelines include:

- Being aware of barriers, both permanent and temporary;
- When talking to a person with a disability, speaking directly to the person, even if there is a companion or interpreter present;
- Never assume that a person with a disability needs assistance. It is always polite to offer assistance, but then wait for a reply before acting;
- When talking to a person with a disability, speaking directly to the person, even if there is a companion or interpreter present;
- Not to assume that a person with a disability needs assistance. It is always polite to offer assistance, but then wait for a reply before acting;
- Not to assume that a person with a physical disability also has a cognitive disability;
- When interacting with a person who has difficulty with attention or short-term memory, face the person and maintaining eye contact. Use short sentences and give instructions in increments;
- Assistive devices (canes, crutches, wheelchairs, walkers, communication boards, etc.) to be respected as extensions of the person or as personal property. Not to move or play with them without permission from the user. Never to lean on a person's wheelchair;
- When talking with a person who is visually impaired, always identify oneself at the beginning of the conversation and remembering to inform the person when ending the conversation, changing location, or leaving the area;
- Never to hold the a visually impaired person's arm while walking; let her/him hold our arm;
- When talking with an adult with a cognitive or psychiatric disability, not to speak as would to a child. Use age-appropriate language and mannerisms;
- When speaking with a person who is deaf or has a hearing loss to, always look directly at the person. To keep mouth and face free of hands or shadows;
- While speaking with a person with impaired speech to, listen carefully and repeat. Not to pretend to understand.

How Important is it to Plan Accessible Events?

Approximately one in nine people in Odisha (437 lakhs) is Odisha's population. 70 lakhs is approximate population of people with disabilities¹²) have a disability. Thus, people with disabilities represent a significant percentage of the population who need to be catered for business sense and for avoiding litigation. Considering the two facts, first, people with disabilities have the right to participate in public life equally and with dignity, without disadvantage or discrimination¹³, and second, people with disabilities are protected under the Rights of Persons With Disabilities Act 2016. It is the first rights based instrument in India. It makes discrimination against people with disabilities.

unlawful¹⁴ – if the event is not accessible and a person with a disability is disadvantaged or discriminated against either directly or indirectly, this could result in a complaint of discrimination against the organizer, which could be highly stressful, costly and damaging to a reputation. Alternatively, making sure that the event is accessible to people with disabilities demonstrates a commitment to, and value of inclusion of all people.

Accessibility does not only benefit those with disabilities, it is beneficial to everyone; especially older people, parents with prams, people with temporary disabilities, children, people from culturally and linguistically diverse backgrounds, event organizers and stall holders at your events and those with heavy loads making deliveries. When an event has been planned with accessibility in mind it is generally a far more enjoyable event for everyone.

12. Considering Census 2011 figures, the RPwD Act 2016 (14 new categories taking specified disabilities to 21 from 7 in 1995 Act) and the age and work place related disabilities there are a minimum of 70-80 lakhs people with disabilities in Odisha.

13. Discrimination in relation to disability, means any distinction, exclusion, restriction on the basis of disability which is the purpose or effect of impairing or nullifying the recognition, enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field and includes all forms of discrimination and denial of reasonable accommodation.

Important Concepts

Venue

While choosing a venue, apart from the location, the number of people it can hold, the cost, or whether it has the facilities to suit the event such as a stage area, seminar breakout rooms or outdoor areas etc. other considerations include the accessibility of the venue as well as the surrounding area. For instance, is the venue located in close proximity to airports, rail stations, taxi or, and public transportation routes? Also, are there accessible restaurants, shopping places, medicine shops, and tourist attractions nearby? Finding an accessible venue is very difficult in Odisha. In metro cities, with the commencement of the Accessible India Campaign, accessible venues are available. But these venues are not fully accessible as they have limited access features.

Visiting the Venue and Conducting Access Audit

Most venue in-charge officers do not have a clear understanding of what access features they have, and it is not uncommon to arrive at a venue that its management claims is accessible to find one or two steps at the entrance to the lift or the main entrance. It is necessary, therefore, to check the venue in person before confirming a booking as well as asking the venue management for information.

Venue Checklist

- Is the location accessible to a person who uses a wheelchair or other mobility device;
- Barrier-free, clearly marked (signage), well-lit accessible main entrance at street level so that all individuals can use this entrance;
 - Entrance connected by an accessible route accessible parking places and sidewalks;
 - Main entrance/exit doorways are wide enough (900mm with the door open 90 degrees) to accommodate wheelchairs;
 - Easy-to-open doors;
 - Slip-resistant, level surfaces;
 - Ramps for inaccessible areas, equipped with handrails on both sides if the rise is greater than 150 mm, and level landings;
 - Stairs with continuous handrails on both sides; no open risers (space between steps).
- Is the location accessible to a person who has hearing impairment or blindness or intellectual disability;
 - Glass doors with contrasting door frames, stickers, or bright signs;
 - Clearly marked (Braille and tactile/raised signage), covered drop-off and pick-up points adjacent to the main entrance, with curb cuts;
 - Tactile ground surface indicators that signal stairs;
 - Silent or rest space.
- If the event is on an upper floor, is there accessibility planning;
 - Elevator or Lifts;
 - Stairs with continuous handrails on both sides; no open risers (space between steps);
- Are rest rooms accessible and close to the meeting area?
- Is disabled parking available nearby?
- Is private space available for those who need quiet time (autistic, learning disorders, neurological disabilities or simply anyone who is tired and stressed out?)

14. Any person who contravenes any of the provisions of this RPwD Act, or of any rule made thereunder shall for first contravention be punishable with fine which may extend to ten thousand rupees and for any subsequent contravention with fine which shall not be less than fifty thousand rupees but which may extend to five lakh rupees.

Venue Interior Features Checklist

- Wide (900 mm with the door open 90°) doorways for wheelchairs/scooters to enter/exit;
- Clearly marked (Braille and tactile signage), accessible exits;
- Sufficiently wide (1600 mm for two-way traffic), barrier-free hallways and corridors to allow everyone to move about freely;
- Clearly marked (Braille and tactile signage) accessible rest rooms located on an accessible route;
- Televisions with closed-captioning.

Venue Meeting/Event Rooms Checklist

- Signs (with Braille and tactile characters, sans serif or simple serif large type, sentence case, and good contrast) that direct attendees to all rooms;
- Seating aisles that are wide enough (900 mm) to accommodate wheelchairs/scooters;
- Well-lit rooms for participants with visual and hearing impairments;
- Good acoustics and a functioning auxiliary sound system;
- Prominent, well-lit, visible space for interpreters to stand (e.g.. raised platform with a dark, solid color background);
- Assistive listening devices, hearing or induction loops, and Communication Access Realtime Translation (CART) for participants who are deaf or hard of hearing;
- Roving microphones for audience questions;
- Multiple sets of outlets for laptops and other electronic aids;
- Doors wide enough 900 mm with door open 90° for wheelchairs/scooters to enter/exit;
- Easy-to-open, light doors (no more than 3 kgs) with lever handles or automatic/push button openers
- Speaker podium at ground level or accessible via ramp;
- Tables for materials and food/beverage at a height (760 mm to 900 mm) reachable by wheelchairs/scooters and in an accessible location;
- Rooms large enough to allow all persons to move about freely;
- Accessible, integrated seating throughout the room, with preferred seating for persons with visual and hearing impairments in the front rows;
- Proper air circulation with temperature controls.

Venue Managers/Volunteers/Workforce

- Disability Awareness Training including disability etiquette;
- Orientation on RPwD Act 2016 and their responsibilities to provide access to all;
- Training on access issues and how to dealing with it.

Budget

For the most part, making the event accessible to people with disabilities just takes good planning. However, there may be some expenses that needs to be budgeted for during the early planning stages. These expenses may include:

- Access auditors fee
- Sign language interpreters fee
- Signages
- Ramps
- Production of documents in accessible formats; Braille, large print or audio
- Accessible toilet

Registration

- All registration and promotion material to include a statement that meeting/event is accessible. It should clearly mention how and by when to request accommodations, materials or interpretation in a language other than Odia and English, and dietary modifications, and must include;
 - Contact person with phone number and/or email address;
 - Clear deadline by which to make requests known;
 - Example: To request accommodations, contact X or Y by March 21 at X@gmail.com.
- Designation of a contact person to handle accessibility and accommodation requests. It may take several communications to work out the details;
 - Manage the disability specific accommodations of organizers and participants;
 - Venue accessibility;
 - Materials and presentation in alternate format;
 - Accommodation - on request;
 - Accessible transport - on request;
 - Personal assistant – on request;
 - Site seeing and shopping – on request.
- Consideration of scholarships, registration fee waiver or travel assistance for participants;
- Registration forms to be accessible, and be cognizant of the different needs people may have. For ex. In Braille or audio format for the visually impaired, large print for low vision, pictorial for less read people etc;
- Accessibility link in a prominent place in website. On that linked page, all details about the meeting or event that are relevant for persons with disabilities to be placed. For instance, information regarding accommodations; accessibility of the venue, public transportation in close proximity to the venue; a description (oral and electronic, as well as a map) of venue, the layout of the meeting rooms, landmarks; and the availability of materials in alternate formats. This information should be attached to all promotional and registration materials as well;
- Website (if using an online registration system), should be accessible. Web Accessibility Perspectives can best viewed in the video – <https://www.youtube.com/watch?v=3f31oufqFSM> (For an introduction to accessibility requirements and international standards, refer to Accessibility Principle¹⁵, to understand some common accessibility barriers from the perspective of testing, refer to Easy Checks -A first review¹⁶, for some basic considerations on designing, writing, and developing for accessibility, refer to Tips for Getting Started¹⁷, and when ready to know more about developing and designing, you'll refer to resources such as: How to Meet WCAG 2.0: A customizable quick reference¹⁸... and Web Accessibility Tutorials¹⁹;

15. Understanding accessibility requirements and the international standards that must be followed for practising accessibility

16. It helps you start to assess the accessibility of a web page. With these simple steps, you can get an idea whether or not accessibility is addressed in even the most basic way.

17. These tips introduce some basic considerations for making your website more accessible to pwds, and provide links to additional guidance. Tips are grouped by activity; information relevant to your work might be in more than one page.

18. A customizable quick reference to Web Content Accessibility Guidelines (WCAG) 2 requirements (success criteria) and techniques.

19. This collection of tutorials shows you how to develop web content that is accessible to people with disabilities, and that provides a better user experience for everyone.

- Provision of multiple ways for attendees to communicate before the event for registration and in order to assist them in obtaining the optimum accommodations possible – in person, over telephone, text, WhatsApp, email, Facebook messages, Skype etc.
- Counting personal care attendants accompanying people with disabilities to the meeting or event in seating and meal arrangements is necessary. On the registration form, enquire about these issues. We recommend not charging the attendant a registration fee.
- Flyers and brochures, if distributed electronically, should be screen-reader compatible, with an accompanying text-only version (that includes the same text as that which appears on the flyer) in the body of any email sent out.
- Identification of any barrier that cannot be eliminated – An alert to be sent to all people with disabilities.
- In social networking sites like Facebook, when posting an image to Facebook (which does not allow the use of alt-text), it is necessary to provide a brief description of the image (if necessary for conveying the meaning of the content of the image), and any text shown in the image.
- While including images (JPGs, etc.) in emails, to include all of the text from the image in the body of the email. This also applies for email that has, for instance, a PDF flyer as an attachment (even if the flyer itself is screen-reader accessible).
- In social networking sites like Facebook, when posting an image to Facebook (which does not allow the use of alt-text), it is necessary to provide a brief description of the image (if necessary for conveying the meaning of the content of the image), and any text shown in the image.

Sensitization and Orientation of Staff and Volunteers

Training the staff responsible for registering attendees and answering questions about the event/meeting is essential.

- They should be knowledgeable about the various disabilities, alternate modes of communication, the available accommodations, the use of assistive devices emergency procedures, and the accessibility features of the venue and meetings, as well as the etiquette for communicating and interacting with persons with disabilities (Refer to Annexure 2). While including images (JPGs, etc.) in emails, include all of the text from the image in the body of the email. This also applies for email that has, for instance, a PDF flyer as an attachment (even if the flyer itself is screen-reader accessible);
- In social networking sites like Facebook, when posting an image to Facebook (which does not allow the use of alt-text), it is necessary to provide a brief description of the image (if necessary for conveying the meaning of the content of the image), and any text shown in the image.

Sensitization and Orientation of Staff and Volunteers

Training the staff responsible for registering attendees and answering questions about the event/meeting is essential.

- They should be knowledgeable about the various disabilities, alternate modes of communication, the available accommodations, the use of assistive devices emergency procedures, and the accessibility features of the venue and meetings, as well as the etiquette for communicating and interacting with persons with disabilities (Refer to Annexure 2);
- An orientation for all staff and volunteers that addresses how to best assist and communicate with individuals with disabilities;
 - Emphasize that accessibility and creating a welcoming and inclusive environment are priorities and set forth expectations;
 - Discuss both apparent disabilities and hidden disabilities, such as learning, cognitive and mental health impairments;
 - Review all meeting and event activities, including social events, and determine how they can be made accessible.

Communications

- Post registration of participant/ delegate, a confirmation to be sent in their preferred format of communication, for example, email, post or telephone call;
- Re-confirmation of the program date, time, venue with directions and programme of the day by a written (preferred) or verbal method 15-20 days before the event will enable in making any requests so that PwDs can fully participate in the event;
- While confirming by email, any attachments to be supplied in plain text format for the purpose of screen readers.

Outdoor Events

When organising an outdoor event following need to be considered:

- Ensuring the event layout, for example, where stalls are located, provides for the best access and circulation;
- Ensuring the location of stalls or performance areas do not block kerb ramps;
- Providing some parking spaces close to the event for people with disabilities;
- Provide car parking spaces within the event space close to key facilities such as the main show ring or display areas at an agricultural show;
- Making sure any street closures do not include the use of traffic control barriers that result in blocking kerb ramps or paths of travel;
- Installing portable accessible toilet facilities, marquees or first-aid cabins;
- Supplying occasional seating points in the shade;
- Providing drinking water at clearly identified points in extreme weather;
- Designating small areas close to a stage for use by people using wheelchairs;
- Covering some grassy areas with materials that make mobility easier;
- Ensuring cables are secure and don't present a trip hazard;
- Producing an 'Access Map' for the event and putting the map and other access related information online.

Reception/Registration/Help Desk

- Accessibility Information Desk for assistance and/or a Registration Desk
- Registration desks at a height accessible by wheelchair/scooter users that allows for a frontal approach and provides adequate knee clearance under the desk;
- Free registration for personal assistance (upon request and approval of required documentation);
- Chairs for people who use canes or crutches and find it hard to stand in lines for long periods. Providing volunteers to stand in their place;
- Enough room for a person using a wheelchair or scooter to approach and manoeuvre in front of registration tables;
- Wheelchairs (upon previous request);
- English International sign language;
- Communication with escorts when participant has cognitive disabilities;
- Braille Pocket Programme (upon previous request).

Program Timings

- Best timings within the working day is that the start and end times are within the period 10.00 am 4.00pm. Meetings with an earlier start or later finish may cause difficulties for people with caring responsibilities;
- Meetings longer than about 2 hours are to be scheduled with one short break for push ups on wheel chair, re-focussing attention for chronic neurological conditions and the ageing and elderly. Such breaks will also benefit all those present and will assist concentration;

- If the event involves a number of sessions in different venues, sufficient changeover time for people with mobility impairments is necessary;
- Local holidays must be considered.

Room Set-Up

Simple adjustments in the way the meeting room is set up can eliminate many common barriers and make a world of difference for guests with disabilities.

- Easy to read signs, using of common words and simple, short sentences to make signs easier for some people with disabilities to understand;
- Clear floor spaces, reserving seating for people with various disabilities, and consider the nature of their disability when doing so. Spaces without chairs at the tables for every person using a wheelchair. Variety of chairs with and without armrests if available;
- Making aisles or space around tables wide enough for people using mobility aids such as wheelchairs or walkers to easily move. An aisle width of about one metre or more is recommended. In addition, covering electrical cables or cords that cross over aisles or pathways will enable everyone to safely get across them.

Seating

- Some seating to be reserved for people with disabilities. People with vision impairments will commonly find it helpful to be as close as possible to the event. People who are deaf or hard of hearing appreciate sitting close to the front to maximise their ability to lip read, see an interpreter and read captions or slides. Spaces for wheelchair users, not all in one space;
- Ensuring some seating available with arm rests. This will enable some people with mobility impairments to pull themselves up and out of a chair;
- Seating to allow for family members or attendants/caregivers to be seating next.

Lighting

- Good lighting needed for people who are vision impaired to navigate around and people who are hard of hearing or deaf to lip read, and or understand their interpreter's hand movements;
- Spot lighting for speakers, and or interpreter the lights are dimmed during a PowerPoint presentation, or film show;
- Avoiding the use of special effect and strobe lighting. Some people with epilepsy and other conditions can react adversely to such kinds of lighting;
- Some people can also react to camera flashes. It is advisable when gaining permission to take photographs at your event that you also ask people if they are sensitive to camera flashes.

Presentations

Presentations to be accessible for persons with a wide range of disabilities. Building universal design into presentations ensures maximum inclusion and benefits everyone. Presenters to submit their materials about a month before the meeting or event in order allow enough time to produce alternative formats, and to provide the materials to interpreters and other service providers and participants. When presenters themselves have disabilities, they must inform in well in advance whether he or she requires an accommodation. Also inform about the type of microphone (table, headset, lapel) and presentation environment (e.g., floor level, stage, podium, table) the presenter prefers.

- **Presentations Checklist**

- Announcements of when the meeting begins and ends;
- At the start of the meeting, introduction of the interpreter(s) and other service providers;
- At the start of the meeting, oral description the room layout and location of emergency exits, food/beverages, and rest rooms;
- Information to attendees at the start of any writing or reading activities during the meeting so people with visual, cognitive, or motor impairments can fully and equally participate;
- Keeping the presentation clear, simple, concise, and organized;
- Providing an overview of the presentation at the start and a summary of the key points at the end;
- Using simple language; avoiding acronyms, jargon, and idioms;
- Always facing the audience; never turn away;
- Keeping hands and other objects away from mouth when speaking;
- Being visible to everyone; standing in good light;
- Using a microphone;
- If interpreters are being used, do not walk while speaking;
- Speaking to the person for whom the interpreter is working, not the interpreter;
- Speaking in well-modulated tones and at a pace that allows interpreters to interpret accurately and persons with learning and cognitive impairments to process;
- Describing verbally all visual materials (e.g., slides, charts, overheads, videos) in detail;
- Ensuring that visual aids are printed in large font and make print copies available;
- Providing a written description of all images;
- Allowing participants extra time to look at visual materials (for instance, individuals who use interpreters cannot look at both the interpreter and the materials simultaneously and persons with learning disabilities and cognitive impairments need time to process the information);
- Using multiple communication methods for different learning styles (verbal information, pictures and diagrams, text, auditory);
- Giving people time to process information by pausing between topics;
- Checking in with participants to ensure that presentation is understood and clarify if needed;
- When reading directly from text, provide an advance copy and pause slightly when interjecting information not in the text;
- Providing audio descriptions (i.e., describe facial expressions, body language, actions, and costumes) and captioning or CART for all videos;
- Repeating questions posed by people in the audience before responding;
- Allowing for written questions;
- Building sufficient time for participants to get from session to session;
- Preparing all materials (papers, Power Points, agendas, slides) in alternative formats (e.g., large print, Braille, audiotapes, computer disks, CD-Roms);
- Making electronic versions of materials available in plain text, rich text, or Microsoft Word;
- Allowing persons with visual or learning disabilities to tape meetings;
- Making materials available in advance of the meeting to allow persons with learning and other cognitive impairments, as well as interpreters and other support personnel, to familiarize themselves with the materials and ask any questions;
- Providing screens that are viewable from all areas of the room;
- Making text and visuals large enough to be read from back of the room;
- Allowing for regular breaks (about every 45 minutes) for questions and answers, access service providers such as interpreters, CART providers, notetakers, readers.

Meals

In all events including catering (lunch or dinner or tea), needs of people with disabilities has to be met;

- Buffets are extremely difficult to access for many people with disabilities. Alternatively, an event where waiters bring food to the tables is far more accessible for everyone;
- Placing food on tables within reach to people of short stature, or who are using wheelchairs. At a stand-up event, making sure that there are some chairs and tables available for people to sit down and eat at. It can be very difficult for many people to eat standing up. Ensuring that tables are at a correct height (760 mm to 900 mm) for persons using mobility devices. Ensuring adequate room under dining tables for wheelchairs/scooters to roll under;
- Providing chairs with arms;
- Ensuring sufficient space between seating areas for wheelchairs/scooters;
- Ensuring sufficient room for everyone to maneuver safely and independently;
- Mugs are easier to drink from compared to cups and saucers;
- Provision of bendable straws for people who cannot drink out of a cup;
- Availability of cutlery for people who cannot pick up finger food;
- Ensuring that there are staff/volunteers available to assist any person who may require help to get their food/refreshments. This assistance may include reading a menu, helping a person get food from a buffet or carrying their plate to a table;
- Accessible food stalls;
- If registration form includes questions about special dietary requirements, ensuring that any special foods are clearly identified and kept separate from other food or are delivered directly to the person who has requested them;
- Including a relatively high proportion of vegetarian options as this is likely to meet most requirements;
- Providing a range of beverages, including plain water.

Material in Alternate Format

Electronic formats

- The most common alternative format is an electronic version. This is so that people with vision impairments can read the material using a screen reader or screen magnification. Most commonly a Microsoft Word or Rich Text Format RTF version is adequate.

Braille and Audio

Braille or audio alternative format can be done easily. The cost of these alternative formats is fairly inexpensive; however minimum two to three weeks is needed for the transcription service. Audio files in addition to PDF and Microsoft Word files enable all participants.

Text Format

- 16-point font size, but if not practical, at least 14 point;
- Rule out highly stylized typefaces;
- Use easy-to-read fonts with clearly defined letters and clear spacing between the letters such as sans-serif fonts (e.g., Helvetica, Verdana, Arial);
- Avoid using blocks of capital letters for more than a couple of words;
- Avoid underlining or italicizing large volumes of text;
- Spell out numbers, as persons with visual impairments often have trouble distinguishing between the numbers 3, 5, 8, and 0.

▪ Layout

- Align all text on the left, rather than centered or right justified;
- Avoid centralized or justified paragraphs;
- Use one-inch margins;
- Avoid columns;
- Avoid lines of text longer than six inches (for persons using magnifiers);
- Do not hyperlink URLs because underlining reduces readability;
- Do not place text directly over or wrap text around an image;
- Use at least 1.5 spacing between lines of text paragraphs;
- Use column layout where practical, making sure to input space or use a vertical line to mark the end and beginning of each column.

Contrast and Colour

- Ensure good contrast between the font and background colors;
- Use black text;
- Use cream instead of white paper;
- Use a single solid color for documents with a colored background;
- Use pastel blue or yellow, not pink, red, or green, if color paper is required Paper;
- Choose a matte rather than a glossy finish;
- Avoid using thin paper, which can bleed images and text from the reverse;
- Print on one side.

Evaluating the Event

An evaluation process at the end of a meeting can provide an accurate picture of the degree to which a meeting has successfully enabled the participation of persons with disabilities. Even if meeting organizers have worked scrupulously to consider the planning, preparation and conduct of a meeting from a disability perspective, it is still possible, and in fact quite probable, that some aspects of accessibility and inclusiveness may have been overlooked. This is hardly surprising, especially given that the CRPD itself describes disability as an “evolving concept”. Refer to annexure 3 for a sample evaluation form.

Conclusion

Accessibility does not only benefit those with disabilities, it is beneficial to everyone; especially older people, parents with prams, people with temporary disabilities, children, people from culturally and linguistically diverse backgrounds, event organizers and those with heavy loads making deliveries. When an event has been planned with accessibility in mind it is generally a far more enjoyable event for everyone.

Limited funding might mean difficulties to implement some accessibility features. However, for the most part accessibility and inclusivity of an event is inexpensive and just requires some forward thinking, consultation and good decisions about venue, services and activities. By lending meetings, a comprehensive disability perspective – from the way the agenda is structured to the way content is discussed – these meetings are likely to facilitate more effective, meaningful and inclusive decision-making. Moreover, the experiences and insights gained from disability-inclusive meetings have the potential to filter out widely and contribute to the creation of more inclusive and sustainable societies.

Reference of Footnotes

1. <http://www.disabilityaffairs.gov.in/upload/uploadfiles/files/RPWD%20ACT%202016.pdf>
2. <https://www.un.org/development/desa/disabilities/about-us/sustainable-development-goals-sdgs-and-disability.html>
3. http://disabilityaffairs.gov.in/upload/uploadfiles/files/Incheon-Strategy%20-%20English_compressed.pdf
4. Ibid.
5. <http://www.who.int/topics/disabilities/en/>
6. <https://patient.info/doctor/disability-in-older-people>
7. <https://www.un.org/development/desa/disabilities/disability-and-ageing.html>
8. <http://idfnsw.org.au/whs-hazards-and-risks>
9. <http://www.disabilityaffairs.gov.in/upload/uploadfiles/files/RPWD%20ACT%202016.pdf>
10. <https://en.wikipedia.org/wiki/Accessibility>
11. <https://www.dictionary.com/browse/accessibility>
12. <http://enabled.in/wp-disabled-population-in-india-as-per-census-2011-2016-updated/>
13. RPwD Act 2016, Chapter 1, Section 2 (h)
14. RPwD Act 2016, Chapter 16, Section 89, 90 (1)
15. <https://www.w3.org/WAI/fundamentals/accessibility-principles/>
16. Ibid
17. Ibid
18. Ibid
19. Ibid
20. Ibid

Annexure - 1

The Schedule Of Rpwd Act 2016 - Specified Disability

1. Physical disability.—

- A. Locomotor disability (a person's inability to execute distinctive activities associated with movement of self and objects resulting from affliction of musculoskeletal or nervous system or both), including—
- (a) "leprosy cured person" means a person who has been cured of leprosy but is suffering from—
- (i) loss of sensation in hands or feet as well as loss of sensation and paresis in the eye and eye-lid but with no manifest deformity;
- (ii) manifest deformity and paresis but having sufficient mobility in their hands and feet to enable them to engage in normal economic activity;
- (iii) extreme physical deformity as well as advanced age which prevents him/her from undertaking any gainful occupation, and the expression "leprosy cured" shall construed accordingly;
- (b) "cerebral palsy" means a Group of non-progressive neurological condition affecting body movements and muscle coordination, caused by damage to one or more specific areas of the brain, usually occurring before, during or shortly after birth;
- (c) "dwarfism" means a medical or genetic condition resulting in an adult height of 4 feet 10 inches (147 centimeters) or less;
- (a) "leprosy cured person" means a person who has been cured of leprosy but is suffering from—
- (I) loss of sensation in hands or feet as well as loss of sensation and paresis in the eye and eye-lid but with no manifest deformity;
- (ii) manifest deformity and paresis but having sufficient mobility in their hands and feet to enable them to engage in normal economic activity;
- (iii) extreme physical deformity as well as advanced age which prevents him/her from undertaking any gainful occupation, and the expression "leprosy cured" shall construed accordingly;

- (b) "cerebral palsy" means a Group of non-progressive neurological condition affecting body movements and muscle coordination, caused by damage to one or more specific areas of the brain, usually occurring before, during or shortly after birth;
- (c) "dwarfism" means a medical or genetic condition resulting in an adult height of 4 feet 10 inches (147 centimeters) or less;
 - (a) "leprosy cured person" means a person who has been cured of leprosy but is suffering from—
 - (I) loss of sensation in hands or feet as well as loss of sensation and paresis in the eye and eye-lid but with no manifest deformity;
 - (ii) manifest deformity and paresis but having sufficient mobility in their hands and feet to enable them to engage in normal economic activity;
 - (iii) extreme physical deformity as well as advanced age which prevents him/her from undertaking any gainful occupation, and the expression "leprosy cured" shall construed accordingly;
 - (b) "cerebral palsy" means a Group of non-progressive neurological condition affecting body movements and muscle coordination, caused by damage to one or more specific areas of the brain, usually occurring before, during or shortly after birth;
 - (c) "dwarfism" means a medical or genetic condition resulting in an adult height of 4 feet 10 inches (147 centimeters) or less;
 - (d) "muscular dystrophy" means a group of hereditary genetic muscle disease that weakens the muscles that move the human body and persons with multiple dystrophy have incorrect and missing information in their genes, which prevents them from making the proteins they need for healthy muscles. It is characterised by progressive skeletal muscle weakness, defects in muscle proteins, and the death of muscle cells and tissue;
 - (e) "acid attack victims" means a person disfigured due to violent assaults by throwing of acid or similar corrosive substance.

B. Visual impairment—

- (a) "blindness" means a condition where a person has any of the following conditions, after best correction—
 - (i) total absence of sight; or
 - (ii) visual acuity less than 3/60 or less than 10/200 (Snellen) in the better eye with best possible correction; or (iii) limitation of the field of vision subtending an angle of less than 10 degree.
- (b) "low-vision" means a condition where a person has any of the following conditons, namely:—
 - (I) visual acuity not exceeding 6/18 or less than 20/60 upto 3/60 or upto 10/200 (Snellen) in the better eye with best possible corrections; or
 - (ii) limitation of the field of vision subtending an angle of less than 40 degree up to 10 degree.

C. Hearing impairment—

- (a) "deaf" means persons having 70 DB hearing loss in speech frequencies in both ears;
- (b) "hard of hearing" means person having 60 DB to 70 DB hearing loss in speech frequencies in both ears;

D. "speech and language disability" means a permanent disability arising out of conditions such as laryngectomy or aphasia affecting one or more components of speech and language due to organic or neurological causes.

2. Intellectual disability, a condition characterised by significant limitation both in intellectual functioning (rasoning, learning, problem solving) and in adaptive behaviour which covers a range of every day, social and practical skills, including—

- (a) "specific learning disabilities" means a heterogeneous group of conditions wherein there is a deficit in processing language, spoken or written, that may manifest itself as a difficulty to comprehend, speak, read, write, spell, or to do mathematical calculations and includes such conditions as perceptual disabilities, dyslexia, dysgraphia, dyscalculia, dyspraxia and developmental aphasia;

(b) "autism spectrum disorder" means a neuro-developmental condition typically appearing in the first three years of life that significantly affects a person's ability to communicate, understand relationships and relate to others, and is frequently associated with unusual or stereotypical rituals or behaviours.

3. Mental behaviour,—

"mental illness" means a substantial disorder of thinking, mood, perception, orientation or memory that grossly impairs judgment, behaviour, capacity to recognise reality or ability to meet the ordinary demands of life, but does not include retardation which is a condition of arrested or incomplete development of mind of a person, specially characterised by subnormality of intelligence.

4. Disability caused due to—

(a) chronic neurological conditions, such as—

(i) "multiple sclerosis" means an inflammatory, nervous system disease in which the myelin sheaths around the axons of nerve cells of the brain and spinal cord are damaged, leading to demyelination and affecting the ability of nerve cells in the brain and spinal cord to communicate with each other;

(ii) "parkinson's disease" means a progressive disease of the nervous system marked by tremor, muscular rigidity, and slow, imprecise movement, chiefly affecting middle-aged and elderly people associated with degeneration of the basal ganglia of the brain and a deficiency of the neurotransmitter dopamine.

(b) Blood disorder—

(i) "haemophilia" means an inheritable disease, usually affecting only male but transmitted by women to their male children, characterised by loss or impairment of the normal clotting ability of blood so that a minor would result in fatal bleeding;

(ii) "thalassemia" means a group of inherited disorders characterised by reduced or absent amounts of haemoglobin.

(iii) "sickle cell disease" means a hemolytic disorder characterised by chronic anemia, painful events, and various complications due to associated tissue and organ damage; "hemolytic" refers to the destruction of the cell membrane of red blood cells resulting in the release of hemoglobin.

5. Multiple Disabilities (more than one of the above specified disabilities) including deaf blindness which means a condition in which a person may have combination of hearing and visual impairments causing severe communication, developmental, and educational problems.

6. Any other category as may be notified by the Central Government.

Annexure 2 - Respectful Language

Here are some ways that people with disabilities are described. This list includes "out-dated language" – terms and phrases that should not be used. This list also includes respectful words that should be used to describe different disabilities. What is "okay" for some people is not "okay" for others. If you don't know what to say, just ask how a person likes to be described.

Disability	Out-Dated Language	Respectful Language
Blind or Visually Impairment	Dumb, Invalid	Blind/Visually Impaired, Person who is blind/visually impaired
Deaf or Hearing Impairment	Invalid, Deaf-and-Dumb, Deaf-Mute	Deaf or Hard-of-hearing, Person who is deaf or hard of hearing
Speech/Communication Disability	Dumb, "One who talks bad"	Person with a speech / communication disability
Learning Disability	Retarded, Slow, Brain-Damaged, "Special ed"	Learning disability, Cognitive disability, Person with a learning or cognitive disability

Mental Health Disability	Hyper-sensitive, Psycho, Crazy, Insane, Wacko, Nuts	Person with a psychiatric disability, Person with a mental health disability
Mobility/Physical	Handicapped, Physically Challenged, “Special,” Deformed, Cripple, Gimp, Spastic, Spaz, Wheelchair-bound, Lame	Wheelchair user, Physically disabled, Person with a mobility or physical disability
Disability Emotional	Emotionally disturbed	Emotionally disabled, Person with an emotional disability
Disability Cognitive Disability	Retard, Mentally retarded, “Special ed”	Cognitively/Developmentally disabled, Person with a cognitive/developmental disability
Short Stature, Little Person	Dwarf, Midget	Someone of short stature, Little Person
Health Conditions	Victim, Someone “stricken with” a disability (i.e. “stricken with cancer” or “an AIDS victim”)	Survivor, Someone “living with” a specific disability (i.e. “someone living with cancer or AIDS”)

Annexure 3

As part of the evaluation process, ask participants what they thought of the accessibility of the conference.

1. Was the website accessible?
2. Did the registration process make it easy for you to identify any accessibility needs you might have?
3. How did you find the availability of accessible parking and transport options?
4. How accessible were the meeting facilities? Was there anything that needed to be improved?
5. How do you rate the information kits? Did they provide the information you needed in an accessible format?
6. How easy was it to follow presentations and discussions?
7. How did you find the schedule? Was it too intense or too spaced out? Was there enough time between events?
8. Did you find it easy to participate in side / social events?
9. How do you rate the food? Were you able to meet your dietary requirements? Did you eat comfortably?
10. Did the organizers accommodate all your accessibility needs? How could they have done better?

Glossary

Access audits of public buildings: Audits of plans, construction, maintenance and related services provided on premises. Access audits include recommendations to make buildings fully accessible, specifying actions to be taken within a reasonable time frame.

Accessible formats: The provision of informational materials in mediums accessible to persons with diverse disabilities. Examples include Braille versions of text, large print, and plain-language audio and captioning.

Accessibility: The degree to which information and the physical environment can be used or accessed by as wide a group of people as possible. As such, physical environments and forms of information are those that can be used or accessed by all individuals, irrespective of any disability they may have.

Accessibility checklists: In order to confirm the accessibility of a meeting venue, a checklist of requirements can be compiled and tailored to specific guests' needs. An accessibility assessment should include the meeting space and facility in general. Numerous example checklist points are included in this handbook.

Alternative text (alt-text): When a presentation slide contains non-text elements, namely images, graphics, logos or flow charts, those elements are inaccessible for people who are blind or deafblind and use assistive technology, such as screen readers. These elements should be described in text attached to the image but hidden from sight; typically used to provide a narrative description of the item for persons with visual disabilities.

Assistive device: A device that has been designed, manufactured or adapted to assist a person in performing a particular task. Examples include white canes, hearing aids, crutches, wheelchairs and tricycles.

Assistive listening systems: The use of devices such as those for amplification of speech and the establishment of more accessible sound to noise ratios.

Attendants / Care givers: Personal assistance for individuals with physical disabilities, in order to aid them in the performance of everyday activities such as using bathroom facilities, mobility, eating, dressing and taking medication.

Audio induction loop/audio-frequency loop/hearing loop: Assistive technology for persons who are deaf or hard of hearing. A loop carrying baseband audio-frequency currents amplifies a target sound (for example, the contributor speaking in a meeting) so that listeners can hear the sound more clearly and loudly.

Barriers: Persons with disabilities face a multitude of social, economic, physical, political, informational, communicational and attitudinal barriers to their full and effective participation in education, employment, decision making and other essential activities.

Barrier-free: Both information and physical environments that are designed or adapted to remove barriers to persons with disabilities.

Braille: A tactile medium of reading texts for blind persons and persons with other visual disabilities. Braille is embossed on paper and has more recently also become available on computer screens and other electronic devices thanks to refreshable Braille displays. Braille can be written with a slate and stylus, a Braille writer or on computers that print with a Braille embosser.**Real Time Caption:** Communication facilitators who provide real-time typed captioning of spoken language to allow understanding by participants who are deaf or hard of hearing. Two common formats used by English language captionists are CART and C-Print.

Communication: Spoken language, sign language, displays of text, Braille, tactile communication, large print, and accessible multimedia, as well as written, audio, plain-language, human-reader and augmentative and alternative modes, means and formats of communication, including accessible information and communication technology.

Convention on the Rights of Persons with Disabilities: Adopted by the United Nations General Assembly, after five years of negotiation, through resolution 61/106 on 13 December 2006. The Convention's fundamental aim is to establish and safeguard protection of persons with disabilities and guarantee their basic human rights.

DAISY: Digital Accessible Information Systems allow books and written materials to be listened to in an audible format, viewed as large print or with conducive color contrast on digital devices, or to be read in Braille on refreshable Braille displays. Users can navigate written materials using DAISY players, computers with DAISY software, mobile phones and mp3 players.

Deaf: Severe or total hearing loss, resulting in minimal or no functional hearing in medical terms. In sociological terms, deaf persons are individuals who prefer to communicate using sign language, and participate in deaf culture.

Deafblind: A combination of deafness and blindness, to varying degrees of severity

Disability: An evolving concept, disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinder their full and effective participation in society on an equal basis with others.

Discrimination on the basis of disability: Any distinction, exclusion or restriction on the basis of disability that has the purpose or effect of impairing or nullifying the recognition, enjoyment or exercise, on an equal basis with others, of all human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field. It encompasses all forms of discrimination, including denial of reasonable accommodation.

Diverse disability groups/persons with diverse disabilities: These terms point to the large heterogeneity among persons with disabilities. Persons with disabilities include not only blind persons, people who use wheelchairs, crutches and other mobility devices, or persons who are deaf and hard of hearing, but also persons with intellectual, learning and developmental disabilities, persons with autism, persons with dyslexia, persons who are deafblind, persons with multiple disabilities, and persons with extensive disabilities. Persons with disabilities include groups that are marginalized, such as children with disabilities, women with disabilities, persons with disabilities living in slums and persons with disabilities living in remote or rural areas.

Disabled People's Organizations (DPOs): Representative groups of persons with disabilities. Persons with disabilities and their relatives constitute a majority of the staff, board and volunteers of these organizations. A primary aim of these organizations is the empowerment and self-advocacy of persons with disabilities.

Guide/interpreter: A professional who works with a deafblind individual to facilitate understanding and communication. They offer interpretation typically based on tactile communication method, such as Finger Braille, tactile sign language, print on palm and using a variety of other methods. They also assist the daily mobility and activities of deaf blind individuals.

Hard of hearing: Describes a less severe degree of hearing loss than deaf or deafened.

Hearing impaired: Hearing impaired: This general term can denote both slight and profound hearing loss. Many persons self-describe as 'deaf' or 'hard of hearing' rather than 'hearing impaired', because of the implicit emphasis on deficiency or incompleteness carried by the term.

Impairment: A difficulty in body function or structure that is permanent or temporary. As a result of environmental and attitudinal barriers, impairments lead to disabilities.

Intellectual disabilities: Neuro developmental impairments affecting intellectual and adaptive functioning.

International Sign: International Sign (IS) is a dynamic and complex signed communication system that is often used at international meetings. Some practitioners and linguists consider it too variable to be considered a 'language', whereas others argue that it is increasingly consistent in its usage in different international contexts. IS promoted by many as a 'sign lingua Franca' to be used in international contexts.

Inclusive environment: An environment that has either been designed and built with the principles of universal design from inception, or else has been adapted to be inclusive of the accessibility and participation of all persons.

Inclusive participation: The removal or minimisation of barriers and changing of attitudes to ensure the full and effective participation of persons with disabilities in society on an equal basis with others.

Language: Spoken and signed languages and other forms of non-spoken languages.

Learning disabilities: A group of impairments of academic, language and speech skills. Examples include dyslexia (reading), dyscalculia (mathematics), and dysgraphia (writing).

Mainstreaming: The systematic integration of the priorities and requirements of persons with disabilities with wider policies and general measures.

Mobility Aid: A device created to aid walking or another form of mobility for persons with mobility disabilities. Examples include canes, crutches, wheelchairs and scooters.

Mobility disability: A difficulty in a person's ability to move, often necessitating the use of a mobility aid.

Mobility disabilities may result from conditions such as cerebral palsy, multiple sclerosis, diabetes and muscular dystrophy.

Note-taking: Persons with a range of disabilities may benefit from note taking support during a meeting, in order to allow the individual better understanding of and reference to essential points being made.

Persons with disabilities: Individuals who have long-term physical, mental, intellectual or sensory impairments that, in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.

Plain language: Words in documents are direct and organized logically. Sentences are constructed clearly and simply. Only necessary words are used and long sentences with complex construction are avoided.

Print disability: Difficulty reading printed text due to visual, physical, perceptual, developmental, cognitive or learning disabilities.

Psycho social disabilities: Mental illnesses that are caused or exacerbated by social experience, in addition to cognitive and behavioural functions.

Real-time captioning: An instant translation of spoken language into written text, displayed on a computer screen or projected onto a larger display surface. Real-time captioning allows meeting participants who are hard of hearing or deafened to understand what is said. This may be done by a captionist who is physically present at the meeting, or sometimes by a remote captionist who receives an audio signal and relays the captioned text via the internet.

Reasonable accommodation : Necessary and appropriate modification and adjustment not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms.

Sans serif: Fonts/typefaces that do not have serifs – the tail-like strokes at the start and end of a letter. The most widely used serif font is Times New Roman. Examples of sans serif fonts are Arial, Helvetica, Verdana, Futura, Univers and Franklin Gothic. The Canadian National Institute for the Blind has developed an accessible design standard for printed material, called Clear Print (see Resources below).

Sign language: A visual language used by deaf and deafblind people as a means of communication. Sign languages make use of hand shapes, hand movement, arms and body, as well as facial expressions to convey meaning. Sign languages are organic languages that have their own linguistic rules and grammatical features that are distinct from spoken languages. Sign languages vary from country to

country, with an estimated 137 international variants.
Sign language interpretation: A service whereby experts with highly specialized skills in a particular sign language interpret other forms of communication into that sign language to allow deaf and hard of hearings persons to understand and communicate.

Space allowance: The careful planning of physical layouts of venues to allow inclusive and unhindered movement of persons with mobility disabilities.

Tactile surfaces: Raised floor surfaces are provided at stairs, turns, doors, inclines, escalators and other physical features, to inform and alert blind persons, persons with reduced vision and deafblind persons.

Unicode fonts: A system of numbering letters that incorporates thousands of different letters and characters from many different languages into one font.

Universal design: The design of products, environments, programmes and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.

Visual disability: A reduced ability to see, which cannot be adequately alleviated by glasses or conventional medicine.



A-98, Budhanagar, (Besides Sun Flower Nursing Home) Bhubaneswar, India

Tel : 0674- 2313312 / 9238106667, Fax- 0674 -2311957 / 2311964

E-mail- swabhiman.bhubaneswar@gmail.com, Website: www.swabhiman.org
www.sashakt.co.in, www.childrenfestival.org, Facebook: facebook.com/Swabhiman2001
facebook.com/OSDN2003, facebook.com/SashaktIndia