TRB's Committee on Accessible Transportation and Mobility Subcommittee on Policy and Practice ABE60(1)

Subcommittee Meeting Agenda
Wednesday, January 10th, 2018   10:15 AM- 12:00 PM
Marriott Marquis, Howard University (M1)

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I. Welcome: – Judy Shanley, Easterseals and Mary Crass, International Transport Forum at OECD

Co-chairs Judy Shanley opened the meeting recalling the subcommittee mission and guiding principles as follows:

Policy and Practice Subcommittee Mission
To sustain a vibrant international forum to share research, experience, and practice related to accessible mobility options for people with disabilities and older adults in order to facilitate the replicability of evidence-based practices across member countries.

Guiding Principles
- Members will explore opportunities, challenges, and solutions related to policy to practice accessibility topics through trusted and respectful forums;
- Member forums will seek opportunities to inform and learn from international events such as TRANSED.
- Forum agendas, communications, and materials will reflect inclusive perspectives from broad and diverse subcommittee stakeholders.
- Content of the subcommittee will align with the mission and purposes of ABE60 and its research and technology committees, as well as with, the TRB organizational principles and agenda.

The co-chairs recalled that the subcommittee in their first meeting in January 2017 identified two areas to begin exploration of the how policies to enhance accessibility are taken up in practice : 1. organisation of a webinar on accessibility as an element of the UN Sustainable Development Goals (UN SDGs); and 2. How curriculum in university education is/isn't adequately including accessibility considerations. The co-chairs outlined steps taken to launch these subcommittee activities, noting that member availability to take forward these projects would be sought during the meeting.

II. Introductions by subcommittee members: name, organization:

All subcommittee members and observers introduced themselves in a tour de table.

III. Webinar Planning – Aligning Sustainable Development Goals with Accessible Transportation & Mobility Topics

Judy introduced the discussion on the webinar, noting that the idea would be to bridge policy initiatives to improve accessibility with the larger international sustainable transport agenda as articulated in the SDGs.

Key points made during the discussion included the following:

- A broader, cross-sectoral approach to accessibility questions is needed – notably in the form of "economic and social inclusion plans", e.g., Ability New Brunswick;
- Encouraging progress in implementing the SDGs is underway in Latin America, both within top-down policy frameworks and more bottom-up advocacy initiatives;
- There is increasing impetus in Ghent to create a more favorable context for walking and cycling;
- The national transport plan in Mexican is based on the SDGs – in particular the inclusion objectives embodied in the SDGs. "Transport" plans are evolving into "mobility" plans;
- A webinar looking at the accessibility aspects of the SDGs should make a strong link with the UN Resolution.

IV. Update and Recommendations on Curriculum work to identify college-level training materials on accessible transportation

Mary introduced this topic as an area highlighted in 2017 where need for particular focus was identified.

Key points made during the discussion included the following:

- Several participants evoked the lack of systematic treatment of accessibility issues in planning, engineering, policy and economics programs.

- A scan of required/elective course time spent on accessibility, notably in engineering curricula, has been conducted at Moscow State University.

- There is no formal requirement for accessibility training in the UK, nor is there a monitoring body for the curriculum.

- Georgia Tech offers an inclusive design course;

- A business case needs to be made in order for accessibility to be recognized as imperative in curricula.

- On-the-job training remains essential because university training is not complete;

- Education and awareness of accessibility concerns among younger people could be considered in a subsequent phase of inquiry;

- Broader questions of inclusion and equity should be considered -- not just accessibility per se;

- Standards exist but training is segmented and compartmentalized. Awareness and information often emerge from regulatory imperative;

- Canada is preparing a federal accessibility act, and the Canadian Transport Agency is working on a regulatory update;

- The Committee might consider at some point the development of a certificate programme on accessibility.

V. Case Profiles – Policy to Practice Implications

- Roger Macket from University College London presented findings from his work on hidden disabilities – mental impairments including dementia, autism, and mental health conditions

VI. Wrap-up and Next Steps - - Mary and Judy

Accessibility in college/university curricula

- A first phase of the work could take the form of a desk survey

- An academic professional/faculty member would need to supervise this

- Preliminary findings could be considered for Transed

- If sufficiently advanced, a paper could be considered for presentation at TRB

- Committee members from academia should indicate their willingness to support this initiative

- A student should be identified to take forward the desk study scanning how accessibility is/is not being taken up in universities

Webinar

- Topics for the webinar are to be further defined
- Quarterly inter-sessional meetings of the subcommittee can be considered

The co-chairs thanked the subcommittee for its reflections and contributions and closed the meeting.