



GOOD PRACTICE
GUIDE
ON BUILDING
AN INCLUSIVE
PLAYGROUND



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PLAYGROUND

Publisher

UNICEF Belgrade

For Publisher

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Design

Agency Citlik

ISBN 978-86-80902-45-6

Published in August 2021

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For readers who would like to cite this document, we suggest using the following formulation:
UNICEF. (2021). "Good Practice Guide on Building an Inclusive Playground."

Contents

Introduction	4
PART I	
Who is this Guide’s target audience and what does this Guide offer?	5
The importance of inclusive children’s playgrounds	5
Competences of local self-government in the fields of sport, culture and leisure	8
Inclusive children’s playground – fundamental approach	9
Human-centred design	9
Universal design (accessibility for all)	10
PART II	
Steps in designing an inclusive playground	11
Budget planning and collecting necessary funds	13
Mobilization of the community and consultations with key actors	14
Development of conceptual architectural design	16
Development of detailed main design and obtaining licences	16
Engagement of contractors and playground construction	17
Playground opening and promotion	18
Monitoring and maintenance of playgrounds	
Bibliography	19
Annex 1	21
Annex 2	22
Annex 3	24
Annex 4	28

Introduction

This Guide on Building an Inclusive Playground is a result of the knowledge and experience gained in designing and building inclusive playgrounds in Belgrade and Čičevac. What makes this process unique is the approach of mobilizing the communities and human-centred design. This means the active involvement of various actors within the local communities: local self-government, corporate sector, civil society organizations, academia, sports organizations and citizens.

With their components, inclusive playgrounds should provide not only high-quality facilities for children with disabilities, but also become places of gathering, socializing and learning for all children, regardless of their disabilities/developmental stage. With this intent in mind, in the process of inclusive playground creation, the principle of universal design (accessibility for all) was applied, through a participatory process based on the needs of children as end beneficiaries of the playgrounds. Therefore, both children and their parents participated in the process from the very beginning, together with the creative team.

We would like to thank all our partners and associates who contributed to implementation of the inclusive playground model – first and foremost to our donors: NCR Foundation, Basketball Association of Serbia, Sport Association of People with Disabilities of the City of Belgrade (SAPDB), Municipality of Čičevac, City of Belgrade, professors and students of the Urban Planning Department of the Faculty of Architecture at the University of Belgrade, citizen's association Okular, public company Ada Ciganlija, public utility company Greenery, UNOPS, and all other actors.

Part I

Target audience and contents of this guide

The aim of this Guide is to inspire individuals and organizations, professionals and enthusiasts who may be interested or involved in the planning, design, construction, adaptation and management of children's playgrounds. The described model may serve as a good practice example to local self-government units (LSGUs) authorized to construct and maintain children's playgrounds.

The Guide may help provide an understanding of the ways in which public spaces may become more inclusive and thus contribute to the realization of urban planning initiatives and policies¹ in a way that puts children at the centre of urban planning².

Relying on human-centred design and universal design ('design for all') promotes the values of the inclusion of all children, such as participation and equality, and especially the right of every child to play and socialize.

We hope that this Guide will be useful not only to decisionmakers, but also to a wider range

¹ An urban plan is a document that guides and regulates spatial organization in settlements.

² Urban planning is a progressive way of organizing sustainable development of settlements and cities all over the world, a precondition for the progress and organization of settlements, communication, utility installation, heritage, parks and protection of nature and environment. Urban design is the process of designing and shaping physical characteristics of cities, settlements and villages, and planning the provision of utility services to residents and visitors.

of individuals and organizations interested in promoting the rights of the child; i.e., achieving sustainable development goals by creating stimulating, healthy, safe and inclusive environments for children.

The first part of this Guide provides a theoretical overview and explains the main concepts upon which the inclusive playground model is based. The second part of the Guide describes phases in the process of creation and construction of inclusive playgrounds; i.e., it provides basic information and guidelines that are preferably implemented in practice.

The importance of inclusive children's playgrounds

Pastimes and play are important parts of and a basis for children's development. When children are playing, they develop their language and improve their logical thinking, social and motor skills.

In urban, as well as in smaller, even rural environments, the possibilities for play are often limited, especially for children with disabilities or developmental problems. As such, a large number of children are deprived of the important experience of playing and recreation within their peer groups. Many of the existing children's playgrounds do not satisfy the condition of being accessible to children with different types of sensory, motor, or intellectual disability, or developmental delays. Simultaneously, the children's parents are not supported by their wider communities to include their children to a greater extent, due to the aforementioned physical barriers and/or the lack of information and services.

Parents often avoid taking their children to the existing playgrounds due to a sense of being socially distanced, as well as prejudices and the lack of understanding in the environment – all of which represent a major obstacle to the inclusion of this group of children.

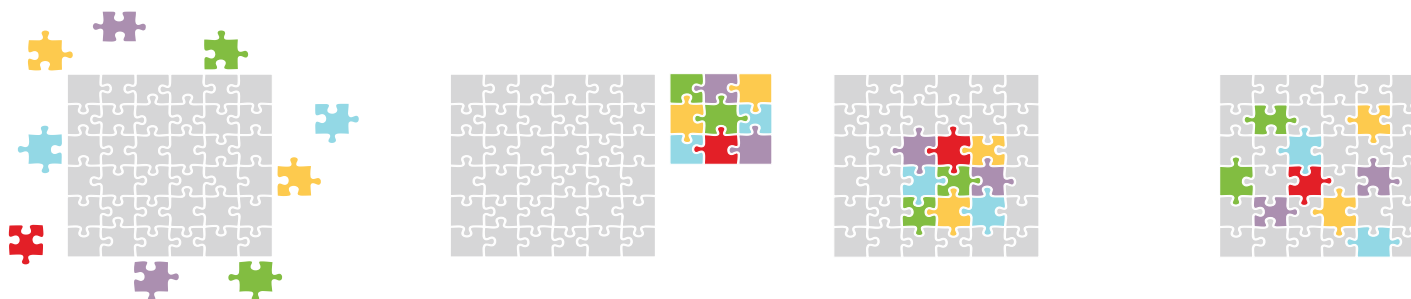
Disability is the result of an interaction between a child with an impairment and barriers in the physical environment, in attitudes and society.

Designing inclusive spaces for play, as well as programmes and services intended for children, is crucial for creating a community that values the needs of all its citizens.

When children and families are enabled to use inclusive spaces, promoting the possibility of common and individual playing, children feel that they are respected, taken care of, encouraged and active in playing. Thus interaction, mutual understanding, friendship and true sense of community are stimulated.

Recreation and play are activities that stimulate social inclusion and well-being of persons with disabilities in two ways: the way that people think and feel about persons with disabilities is changed, and the way that persons with disabilities perceive themselves is also altered. This joint influence of the community and individuals on play and recreation creates synergy that decreases the isolation of children with disabilities and promotes full integration of children and families into the life of the community.

Inclusion or social inclusion primarily involves providing equal opportunities to all. In an inclusive society, every person is respected and accepted.



EXCLUSION

SEGREGATION

INTEGRATION

INCLUSION

When we talk about children's playgrounds, we often think of the characteristics of the equipment

and devices they contain as the main means for play and fun (swings, see-saws, slides...).

However, what characterizes an inclusive playground is primarily **the possibility for children with disabilities and/or developmental delays to play together on equal terms with children without disabilities.**

Inclusive playgrounds are those in which **all children should be included in play**, and not intended exclusively for a certain group of children such as children with disabilities, as is often believed (this, in fact, would entail segregation).

For inclusion to be possible, it is necessary to equip the playground with **equipment that enables children with and without disabilities to play together**, as well as for the entire infrastructure (avenues of approach, paths, etc.) to be adjusted in a way that **enables unhindered movement and use of playing equipment and devices.**

SWINGS



NON-INCLUSIVE



INCLUSIVE



FOR PEOPLE WITH DISABILITIES

Accessibility of the environment and objects contained in it is an important precondition of social inclusion. This means that every person may easily, safely and with dignity use the

environment, regardless of his/her abilities, origin and place of residence. Accessibility is also tied to mobility, since space is not accessible if, for example, it can only be reached by private car.

The Convention on the Rights of Persons with Disabilities (ratified by the Republic of Serbia) recognizes that State Parties shall take appropriate measures to ensure that children with disabilities have equal access with other children to participation in play, recreation and leisure, and sporting activities, including those activities in the school system.

Competences of local self-government in the fields of sport culture and leisure

The Law on Sport³ envisages, among other things, special efforts to increase participation of children and persons with disabilities in sporting activities. The law clearly prohibits any kind of abuse, maltreatment, discrimination and violence against children in the field of sport.

Construction, maintenance and furnishing of sports facilities, especially public sports fields and school sporting facilities, as well as procurement of sports equipment, are recognized as priorities, together with physical education of preschool children and school sports. Even though it is left to LSGUs to precisely stipulate the conditions, criteria, manner and procedures for allocation of budget funds,⁴ the aforementioned discretion has priority in the sphere of sport. Sporting facilities need to be accessible to persons with disabilities and children.⁵ Moreover, the law envisages misdemeanour liability in case of a failure to observe these provisions. Thereby, LSGUs have not only a possibility but also an obligation to significantly influence the health of children in their communities through recreational sports for children and school sports.

Children's playgrounds are regulated by the **Rulebook on the Safety of Children's Playgrounds**,⁶ adopted in 2018, which closely regulates ownership, responsibility, safety and maintenance of children's playgrounds. Responsibility for putting into service safe playgrounds lies with their owners – i.e., mainly LSGUs – which need to finance adaptation of the existing playgrounds to conform to European standards. The Rulebook has defined a three years' deadline for all playgrounds to be made safe, where new ones need to be constructed in line with the standards and other requirements of the Rulebook, while the existing ones need to be adjusted within the aforementioned timeframe. The Rulebook recognizes the concept of inclusivity, demanding that playgrounds be available to all users, including persons with mobility issues. Furthermore, it defines certain technical requirements pertaining to types of equipment and surfaces envisaged to be used by persons with disabilities.

³ https://www.mos.gov.rs/wp-content/uploads/download-manager-files/Zakon_o_sportu_2016..pdf

⁴ Art 138, para 2

⁵ Art 145, para 3

⁶ <https://www.pravno-informacioni-sistem.rs/SlGlasnikPortal/eli/rep/sgrs/ministarstva/pravilnik/2019/41/1>

Inclusive children's playgrounds – basic approach

1. Human-centred design

Human-centred design or 'design with user' involves **direct work with beneficiaries** – people using certain services – or needs to conceptualize solutions in order to develop new sustainable ideas appropriate to their context. Such approach is best for enabling identification and overcoming inequalities and the multiple dimensions of exclusion of certain social groups. Additionally, it stimulates solving of community members' everyday issues, by using local resources and minimal funding.



Participation of end users, in this case children and their parents, needs to be secured during the entire process of planning and construction of inclusive playgrounds. In this way, the process of transferring the ownership of the final product to the local community is transparently promoted.

It is up to adults to provide the conditions for children to participate in decision-making processes in a stimulating way appropriate to their age, capacities and interests. Through their experience in the processes of participation, children become empowered as agents of change, participating in building and maintenance of communities.

Example: Children and youths can provide their comments and suggestions concerning plans (for parks, schools, playgrounds, local transport, etc.). Children with disabilities may be engaged to check accessibility of the local transport and buildings. Furthermore, children can evaluate the safety in their local communities and point to the threats that they are exposed to.

Participation of children is best when it is implemented together with a wider community that shares their common interests.

Examples: Local self-government can provide conditions for participation of children in different ways – through organizing public meetings (hearings, debates), focus groups and interviews, involvement of representatives of children and youths in local bodies, councils and administration with the responsibility for, for example, education, child protection or environmental protection.

When aims and clear expectations are defined from the very beginning, children can participate as consultants, associates or leaders.

Examples of participatory processes in Čičevac and Belgrade

Parents and, especially, children with or without disabilities played key roles in the inspiration and shaping of the creative process, which resulted in the development of 14 creative solutions and selection of the final design.

At the very beginning, some 50 primary school children received important information concerning the concept itself and its potential role. After they had been invited to provide their ideas, together with their teachers, they initiated essay writing and making art, thus securing involvement of a larger number of children from the community.

The children's work inspired the Creative Team which, in turn, held a series of interactive workshops with the children. This enabled systematization of the creative ideas, bearing in mind the potentials and limitations connected to the characteristics of the sites, as well as standards defined in national legislation.

Thereby the proposed creative solutions were presented to the public – offering children opportunities to provide additional suggestions and proposals in relation to the final design.

2. Universal design – accessibility for all

The concept of universal design implies products and environments accessible to all people, regardless of their age, sex and/or abilities.

Design of an inclusive playground needs to be based on the following seven principles of universal design:⁷

1) Equitable use – the design is equally beneficial and accessible for children with disabilities. The design excludes segregation and stigmatization of the users and enables equally available conditions for privacy, safety and security.

2) Flexibility in use – the design caters to a wide range of individual preferences and abilities.

⁷ These principles have the purpose to guide the design of constructed environment, products and communications. They can also be used for evaluation of the existing design, as well as in educating designers and users on the characteristics of products and environments.

3) Simple and intuitive use – facilitates easy understanding and orientation; all users should be able to easily orient themselves in the given environment, while the layout is functional.

4) Perceptible information – use of universally understandable signs/symbols, the design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.

5) Tolerance for error – the design decreases the danger and harmful consequences of chance or unintentional action.

6) Low physical effort – effective and comfortable use with minimal fatigue.

7) Size and space for approach and use – access, reach, manipulation and use secured, regardless of the size of the body, posture or mobility of the user.

PART II

Development of the design and construction of an inclusive children's playground

A children's playground is every open space, including the entire terrain, fences, vegetation, access paths, required surfaces and equipment, allocated, constructed and equipped so that children can use it for playing, individually or in groups.

Rulebook on the Safety of Children's Playgrounds: 41/2019-7

The very process of realization (design and construction) of an inclusive children's playground involves the following steps:

1. Approximate assessment of the budget and mapping of community actors
2. Mobilization of the community and consultations with key actors
3. Development of conceptual architectural design
4. Development of detailed main design and obtaining licences
5. Engagement of construction contractor and construction works
6. Playground opening and promotion
7. Monitoring and maintenance of playgrounds

1. Approximate assessment of the budget and mapping of community actors

The first step is the assessment of the approximate available funds and drafting the preliminary budget. Additionally, it is necessary to map the actors in the community who will participate in the realization of the project, bearing in mind their competences, roles and interests, in line with the described inclusive playground model.

Budget is usually provided by the LSGU, but it can also be obtained by mobilizing community resources, through donations from the corporate and private sectors, different civil initiatives, individual donations, etc. Such funds are usually obtained after the design of the playground has been developed, but sometimes the order is reversed, and donations/allocated funds precede the design. In addition to the part of the budget for the procurement of equipment and realization of construction works, it is necessary to plan additional costs of realization in advance, such as the costs of the participatory process, communication and technical support.

The cost of the children's playground depends on whether a new playground is being constructed or an old one adapted, the surface area of the terrain, characteristics of the site, equipment and market price of construction works and materials.⁸

In order to design and construct an inclusive playground, it is necessary **to envisage the following costs:**



Participatory process, community mobilization and communication

This budget item includes the costs of realizing creative workshops with children, parents and professionals, including the costs of the design development and of the local community events promoting inclusion. This may include brochures, video materials and/or posters that would be disseminated via social networks and media. Depending on the resources that a local self-government has available, a certain portion of the costs can be decreased by engaging personnel that has similar tasks as their regular work duties; i.e., the design and construction unit within the public utility company for public spaces, or engagement of volunteers/activists of an NGO,

⁸ For example, the cost of the playgrounds in Čičevac and Belgrade (2019 and 2020/21) ranged from 5 to 6.6 million Serbian dinars, surface area 1,500–1,600 square meters, for 6–8 pieces of equipment. An approximate assessment of individual costs (presented as a percentage of the main budget lines) is given in Table 1 (Annex 1)

or primary school personnel to organize the participatory process with children and parents (see section 'Mapping of the key actors').

Procurement of equipment and construction materials

The costs of equipment in the narrowest sense imply selection and procurement of necessary equipment and devices. The activity should involve a comprehensive market analysis, availability, quality and prices of different pieces of equipment and construction materials, in order for the final design to be implemented in line with the available budget. Furthermore, due attention needs to be paid that the entire equipment and material to be used in the construction satisfies the standards stipulated by the Rulebook on the Safety of Children's Playgrounds.

Construction works

This includes the costs of all the services and works necessary for terrain preparation, such as digging, levelling, concreting, laying surface, installation of equipment, landscaping, etc. Detailed specification of the construction works can be made based on the final architectural design and bill of quantities (which needs to include all necessary pieces of equipment and measures of individual design elements).

Technical support, costs of monitoring and evaluation

The costs of management, coordination and organization of the participatory process need to be realistically planned. Funds need to be provided for the supervision of works, in order to secure quality control. After the reception of the initial inspection certificate for the playground, it is necessary to secure continuous monitoring and maintenance.



Mapping of the key actors

One of the first preparatory steps is the mapping of all actors in the local community who have an interest in and can contribute to the construction of an inclusive playground. It is also necessary to think of the ways in which they could contribute to the initiative and of their roles in the process of creation, design and construction of the playground. Based on this, we can differentiate at least three groups of actors:

1. Actors that are most directly interested in participating in the consultation process (children, schools/preschool facilities, parents).
2. Actors with professional/organizational capacity to help the participatory process and creative design, contribute mobilization of the local resources, provide media support to the activities, etc.
3. Actors who can contribute to the construction of the playground with their donations, in-kind support and help with the financial realization of the project.

2. Mobilization of the community and consultations with key actors

Promoting and advocating for the values of inclusion and healthy habits among children may turn out to be the link to connect different actors, which has been proven by the experience in modelling inclusive playgrounds.

Partnerships may be formalized through agreements and/or memoranda of cooperation.

In order to have realistic planning of the process, it is highly important to have cooperation with the actors and organizations who possess special expertise and experience, since their involvement from the very beginning is of an utmost importance for securing unhindered realization of the project.

At the very beginning, **the project team** needs to be organized and its members delegated roles and responsibilities (coordinator, financiers and providers of material and technical support, participatory process organizer, persons responsible for the creative process, promoters of the intervention, and persons responsible for cooperation with the media, etc.). The coordinator may be a representative of the municipality (or a local self-government team) or a civil society organization with experience in project management.



It is particularly important for the LSGU, via its representatives, to be a part of the team and participate in the mapping of needs, development of plans and planning documents, and realization of the activities. Finally, participation of the LSGU contributes to sustainability of the constructed playground, including the development of the local policies concerning children and securing of budget resources.

Mobilization of the private and corporate sectors may be important for raising missing funds and promotion of socially responsible business.

Involvement of media and utilization of social networks is also a desirable element that helps the promotion of projects and values of social inclusion, and its purpose is not only informative, but also potentially educational.



3. Development of architectural design

When designing a playground, one needs to take into account **the planned location** in relation to its surroundings, purpose, envisaged use and recreational potential.

For the functional organization of a playground, one needs to pay special attention to the following:

a) Paths; i.e., moving at the playground and recreational needs of children;

b) Balanced and appropriate distribution of equipment and playground zones; i.e., appropriate distribution of the levels of complexity of the equipment, as well as predictable manner of children's movement among the equipment, in order to enable natural division of activities and avoid collisions between children;

c) Accessibility of pedestrian paths and surfaces, as well as use of inclusive playing devices, as much as possible.

Playgrounds must be designed so that the children are enabled adult supervision.

Important elements in developing the conceptual design include site analysis, thematic framework research and concept development.

Site analysis

It is necessary to analyse the adequacy of the site/location, including all available infrastructure, safety, present purpose, accessibility by road and pedestrian paths. It is best to undertake site analysis through consultations with the community and professional part of the team; i.e., experts in certain fields.

Already in this phase, the overview of the necessary documentation for the comprehensive site analysis needs to be prepared (collection of geodetic records, information on the location, records of the underground installations, construction licence and other necessary documents).

Thematic framework research

Since the user-centred approach is based on the opinions, beliefs and needs of the users, it is important to initially analyse these. Given that we are dealing with children's playgrounds, children's drawings and essays on the topic may represent a starting point in the development of the design. These serve as the bases for systematization and further analysis, thus representing a valuable contribution to the design and its further development. When possible, one should observe children playing in real conditions and note the children's behaviour, preferences and comments during play.

Development of the playground concept

The designed solution needs to **include different elements of children's play** which stimulate movement in playing and aid stimulation of hearing, sight and touch. The space has to be a place where children of **different ages and abilities** can explore and develop their skills, as well as relax and socialize with other children. The matrix of the children's playground should contain plateaus and pathways in a natural style, supporting free and animated course of children's play. The selection of materials should be adjusted to the needs of children of different ages and phases of development, to facilitate their movement and orientation in the open space. During the design development phase, it is particularly important

to pay attention to the elements of safety. In this sense, it is obligatory to consult the Rulebook on the Safety of Children's Playgrounds⁹.

All technical and other requirements pertaining to equipment and necessary surfaces in children's playgrounds are defined in the Rulebook on the Safety of Children's Playgrounds, which needs to be consulted from the very beginning of the development of the playground's design, as well as throughout all the phases of design and construction.

All the planned equipment and shock absorbing surface for children's playgrounds should fulfil the important requirements of this Rulebook; i.e., have a **Declaration of Conformity** (the necessary conditions are stipulated in detail in article 25 of the Rulebook on the Safety of Children's Playgrounds). Making and issuing the Declaration of Conformity is the obligation of the manufacturer of the equipment and shock absorbing surface,¹⁰ which before putting its goods on the market, needs to implement one of the conformity assessment procedures contained in articles 22 and 23 of the Rulebook. The placement of children's devices, their protective zones and partitions should also be in line with the applicable standards and the Rulebook.

The children's playground should also contain an information board with the instructions for the use of the equipment.

⁹ Application of the Rulebook has been obligatory since 23 November 2018. The Rulebook stipulates important requirements for the protection of health and safety in relation to necessary surfaces and equipment, as well as other requirements concerning placement of devices and control of their use. The Rulebook includes the contents of technical documentation, declaration of conformity, etc., as it represents the basic document which regulates this sphere.

¹⁰ It is a surface intended to decrease the risk of injury by absorbing the shock of one's fall.



4. Development of detailed design and obtaining licences

After the architectural design has received the approval of all interested actors, the detailed design is developed next. It contains the complete description of the design with all necessary elements, including technical documentation (technical description), numerical and graphical documentation. Numerical documentation should include tables with the calculations for materials, total recapitulation, estimated bill of quantities, as well as price analysis. Graphical documentation includes a) existing condition survey, b) urban design, c) levelling plan, d) architectural base plan of the playground, e) characteristic cross-sections, d) details of the design execution, and f) representation of the outdoor equipment and furniture from the catalogue.

The detailed main design enables subcontracting and further steps in the realization (procurement of all necessary materials and services). The detailed design is the basis that enables detailed planning of the scope of works and timeframe for execution of construction works.

In line with the law and applicable regulations, when using a public property space, it is necessary to obtain all required licences.

5. Engagement of construction contractor and construction works

After the approval of the key actors for the detailed main design has been obtained, construction contractors need to be engaged, in line with the legally stipulated procedure.

Relying on the bill of quantities and technical specifications contained in the detailed design, the scope of the construction works includes:



- 1) Preparatory works – all the works necessary to provide access to the location, secure storage of materials and safe realization of construction works.
- 2) Works on dismantling and demolition, if necessary.
- 3) Ground work – all the works on the site: removal of the surface layer and subsequent landscaping, construction and preservation of materials and other works that may be needed to prepare the ground.

- 4) Civil engineering construction works – all the works in preparation of the foundations, including excavation, drainage, etc.
- 5) All the necessary works that pertain to the procurement and delivery of materials.
- 6) All the necessary works that concern the finishing of the playground, including procurement and installation of playground devices, electrical works, etc.
- 7) Making of a site-specific information board for the playground in line with the instructions.
- 8) Landscaping works, installation of outdoor furniture, baskets, garbage cans, benches.

The contractor is obliged to entirely conform to the Law on Planning and Construction (Official Gazette RS, no. 72/2009, 81/2009 -corr., 64/2010 – Decision CC, 24/2011, 121/2012, 42/2013 – Decision CC, 50/2013 – Decision CC, 98/2013 – Decision CC, 132/2014, 145/2014, 83/18 and 31/19), the Law on Safety at Work in Construction and the Law on Safety and Health at Work (Official Gazette RS, no. 101/2005, 91/2015, 113/2017).

The works need to be realized in line with technical regulations, norms and standards applicable to the construction of this kind of structure. The material used needs to conform to the stipulated standard and to have a quality certificate.

6. Opening and promotion of the playground

Before putting the children’s playground into use, an initial inspection needs to be performed; i.e., a conformity check for the equipment and surfaces. The initial inspection establishes the overall level of safety for the equipment, base and playing area, in line with the requirements of the Rulebook on the Safety of Children’s Playgrounds. The initial inspection is performed by the body authorized for regular and extraordinary inspections of children’s playgrounds, which makes and submits to the playground’s owner the report on the inspection of the playground, containing potential shortcomings. When the playground has fulfilled all relevant requirements, the authorized body approves the conformity by issuing an Initial Inspection Certificate. At that moment, the playground is ready to be opened.



Public opening of the playground is an opportunity for all the actors who have participated in its making to gather, as well as for the wider public, children and their families to become acquainted with the playground.

This is an exceptional opportunity to once again raise awareness of the importance of inclusion of children with disabilities/developmental delays, as well as of the needs of children to have public spaces that facilitate socialization, play and recreation.

The promotion needs to be realized in cooperation with the media, and to enable the public to become acquainted with all the actors and established partnerships.

And finally, the opening of the playground is a great occasion to invite parents to rediscover the joy of playing with their children.

7. Monitoring and maintenance of the playground

Regular monitoring of the children's playground is done once a year (after the initial inspection). Additionally, it is also possible to make extraordinary monitoring as an on-demand control option, where the overall safety of the equipment, base and playing surfaces is established. According to Article 32 of the Rulebook, the owner of the playground is responsible for regular and extraordinary inspections of the playground. Control of the condition of playgrounds is mainly within the competences of market inspection, but also communal inspection which works in cooperation with local self-governments and upon their orders.

When someone wishes to build a playground through their donation, the owner of the plot of land is obliged to adjust such playground to the Rulebook requirements, and once the devices/equipment and other elements contained in the playground are damaged, the repair costs are covered by insurance companies, provided that the owner has insured the playground.



Communication with the actors who have participated in the construction of the playground is an important aspect of its sustainability and in securing care of the constructed playground. Just like during the planning of the playground's design, it is important to involve children and parents and to monitor their use of the playground, in order to receive feedback and potentially adjust certain elements of the constructed playground to the present needs and circumstances.

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Annex 1

Approximate budget breakdown (percentage by budget item) for the realization of an inclusive children's playground

TABLE 1.

Activity	Budget (%)
Development of architectural design	3%
Construction works on the site	66%
Procurement of equipment/devices for play	15%
Costs of participatory process/community mobilization (travel costs, facilitation, working materials, refreshments for local meetings, creative workshops, consultations...)	3%
Costs of communication and promotion	7%
Technical support, monitoring and evaluation	6%
Total	100%

Anex 2

An overview of possible inclusive devices and elements that are recommended in the planning of an inclusive playground



INTERACTIVE BOARD



INCLUSIVE SWING

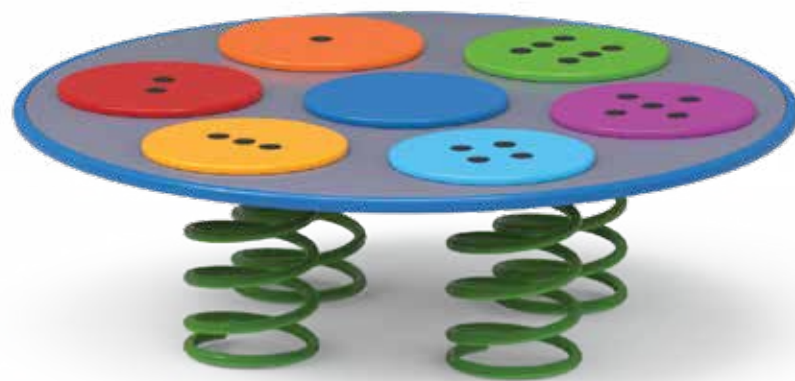
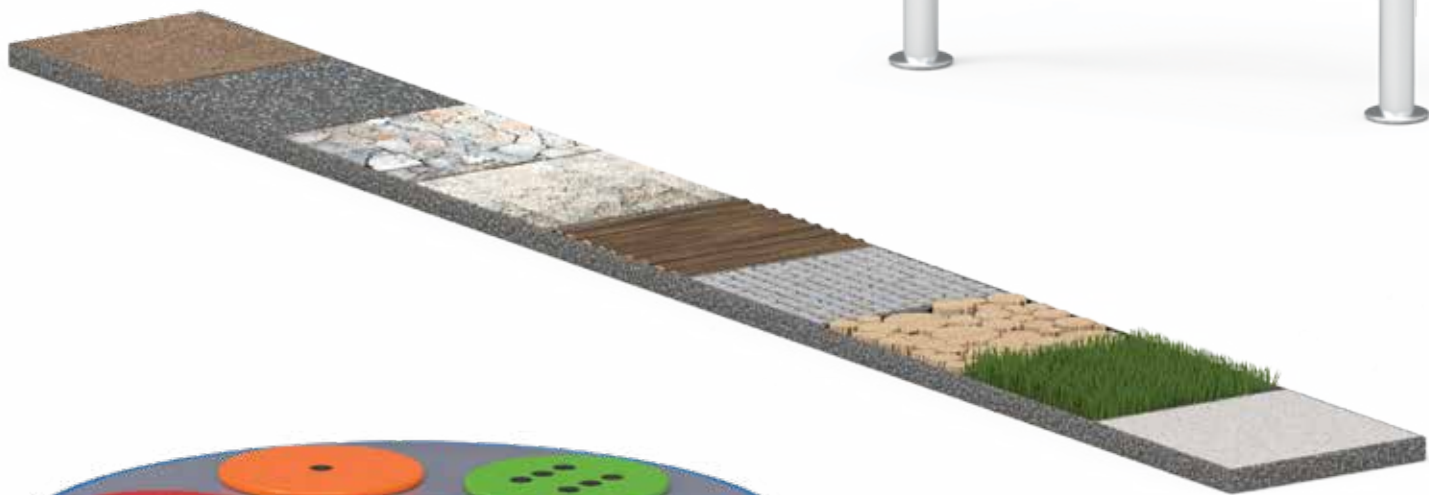
INCLUSIVE MERRY-GO-ROUND



MUSICAL INSTRUMENT

SENSORY PATH

ROCKER



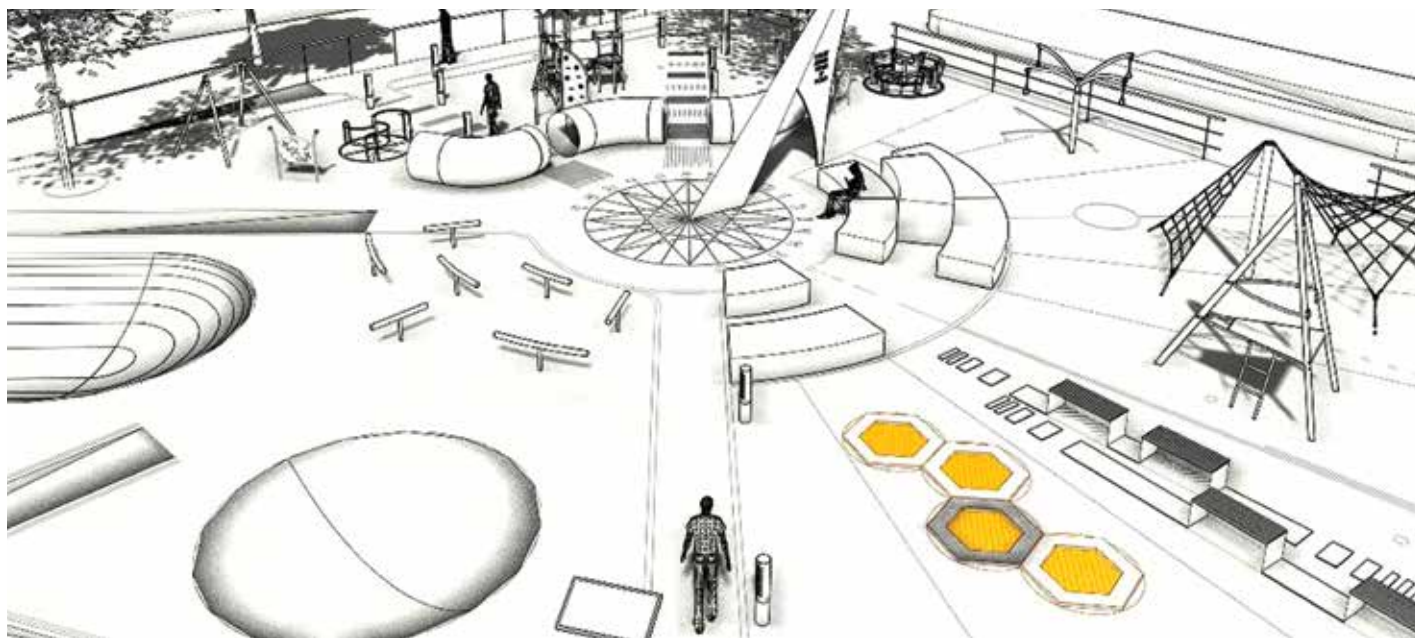
Anex 3

Examples of creative solutions for an inclusive children's playground







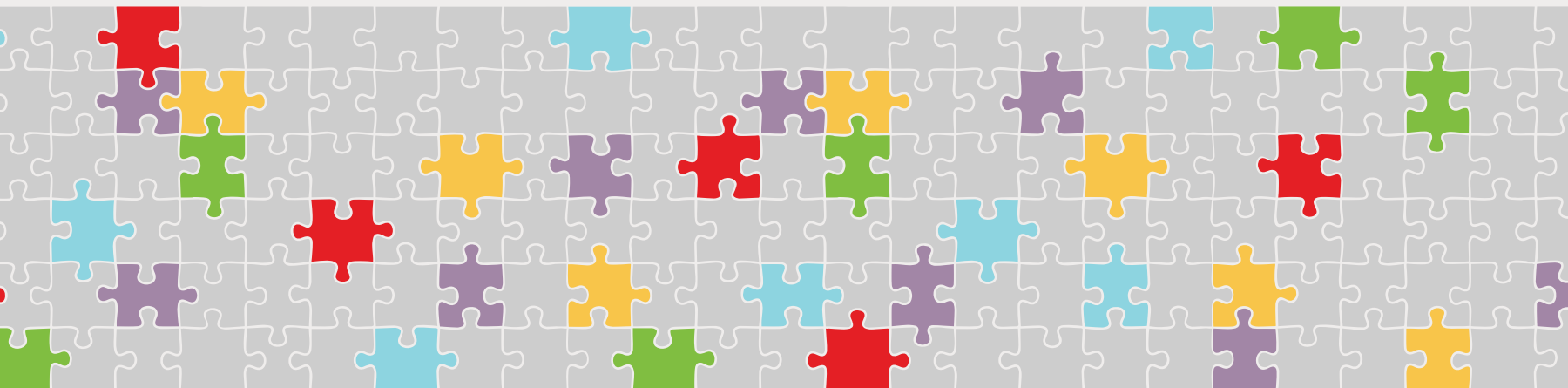




THE FINAL ARCHITECTURAL PROJECT OF THE INCLUSIVE PLAYGROUND IN ČIĆEVAC







for every child

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