



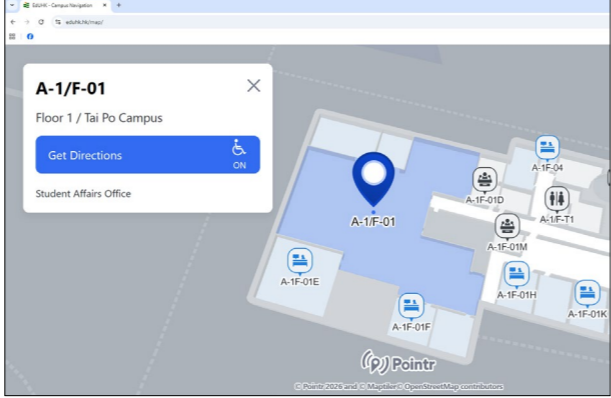



Recommendations from the 'Universal Design on Campus' Team of the Equal Opportunities Student Ambassadors to the Estates Office (March 2026)

Item	Topic	Environment/Facility	Observation and Recommendation
1	<p>Improving Accessibility at the Main Entrance</p> <p>(i) Add "Guide Dogs Welcome" signs at the main entrance.</p>	 <p>(Picture 1)</p>	<p>It is observed that there is a signage welcoming guide dogs' entrance at Canteen (Picture 1, circled in red), but there is no such signage at the main entrance.</p> <p>We suggest adding one signage to indicate the University's welcoming attitude to guide dogs' entrance, and this information on the University's website, such as the "Getting to Our University" webpage (https://www.eduhk.hk/en/visitors), so that members of the public in need can plan their trip more at ease.</p>
	<p>(ii) Add clear instructions to the wheelchair lift at the main entrance stairs so that users know how to contact the relevant departments to request the use of the facility.</p>	 <p>(Picture 2)</p>	<p>While the stair lift has a call button (Picture 2, circled in red), the font is relatively small and unclear when seen by bare eyes, particularly this main entrance area is often busy and not much room for staying.</p> <p>We suggest adding clear signage on how to access the stair lift, indicating contact number of the responsible department, and to ensure that front line staff members are trained about how to respond and assist individuals in need using the lift appropriately and safely.</p>

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<p>(iii)</p>	<p>Open a convenient access path for people with mobility impairments next to the vehicle lane at the main entrance.</p>	 <p>(Picture 3)</p>  <p>(Picture 4)</p>	<p>It is observed that a silver medal pull-out gate (Pictures 3-4, circled in red) has blocked a potential alternative accessible route entering the campus.</p> <p>To balance the need for campus security and accessibility, we suggest removing the gate and enhancing additional security checking in this area if appropriate.</p> <p>Based on the principles of equal opportunities, we believe that a good practice for enhancing accessibility should also consider facilitating independent and dignified access.</p> <p>With this potential alternative accessible route, certain individuals in need can save the troubles of seeking help from others and enter independently.</p>
<p>(vi)</p>	<p>The first sight upon entering the main entrance is numerous security guards checking identities; the atmosphere may not feel the most welcoming. We hope the University can explore ways to improve this.</p>	<p>Nil</p>	<p>Content same as the 'Topic' column.</p>

2 Campus Navigation			
	<p>(i) Strengthen the promotion of the campus online navigation map</p>	 <p>(Picture 5)</p>  <p>(Picture 6)</p>	<p>The “accessible/wheelchair friendly” function in the campus online navigation map (https://www.eduhk.hk/map/) is highly appreciated (Picture 5).</p> <p>We suggest to promote this function on various University webpages, such as the “Getting to Our University” webpage under main website (https://www.eduhk.hk/en/visitors).</p> <p>Also, the University may consider to enhance its ‘text to speech’ function to facilitate visually impaired individuals.</p> <p>In addition, we note that the big screen on Block B1 will showcase the campus online navigation map, but as it will rotate with other important information, so, may not be the easiest way for visitors/prospect users to locate the map immediately.</p> <p>We suggest to put the standing display signage to a more obvious location, instead of behind a pillar (Pictures 6-7). Providing this information at the security checking stations may also be helpful. The QR codes’ indication show on other physical campus map can also be bigger (Pictures 8-9).</p>







(Picture 7)



(Picture 8)

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			 <p>(Picture 9)</p>	
(ii)	Ensure the tactile and audio map at the main entrance is in good operating condition and maintain accurate information.		 <p>(Picture 10)</p>	<p>We have found that this tactile and audio map has no sound at all. For individuals with severe visually impairment, they may have difficulties in locating this map without any audio indicator. Particularly the map is placed in the middle of the main corridor, which may be easily missed by prospect users in need (Pictures 10-11).</p> <p>Referencing similar facility in MTR stations, those maps will play music for visually impaired passer-by to notice their existence. The University may consider adopting such design.</p> <p>When we tried to press the buttons for the audio navigation, there was no sound coming out from the machine. This may require checking and maintenance.</p> <p>In addition, it does not include the location of the New Academic Building.</p> <p>As such, we suggest the University to ensure this tactile and audio map is in good operating condition and maintain accurate information.</p>

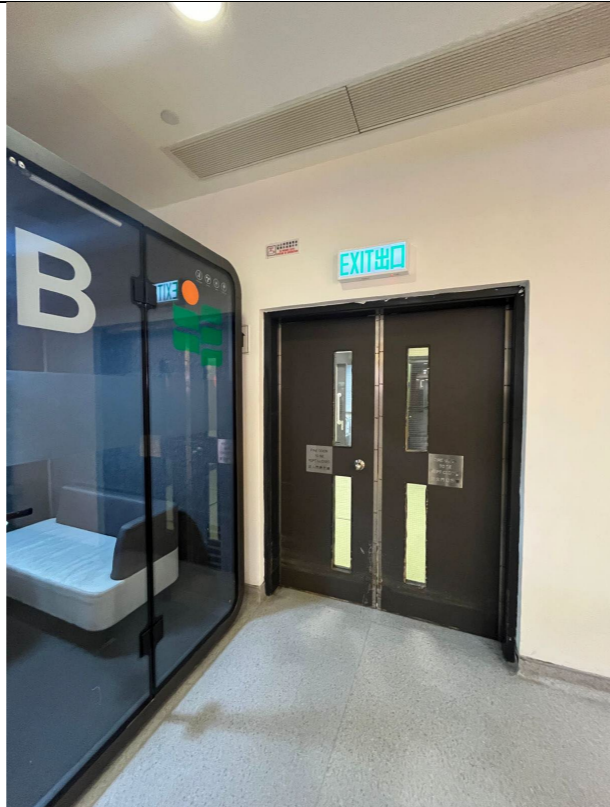

			
(iii)	<p>Ensure the font size and typeface on campus signage are easy to read and comply with Universal Design principles.</p>		<p>We have noticed that the font size on many campus signboards appears rather small to the naked eye, and the text is quite tightly spaced. This may not be the most user-friendly for wayfinding (Picture 12).</p> <p>In addition, some signboards are still using the '新細明體' font, which is not recommended by the Equal Opportunities Commission's Universal Design Award checklist; and the contrast between the font colour (green) and the background (silver) is low. When placed under spotlights, it may be more difficult for people to read (Picture 13).</p> <p>We also observed that some classroom numbers and the "Push/Pull" door indicators are displayed in white text on transparent glass (Picture 14), which makes them harder to read.</p> <p>Some accessible and male restroom signboards are partially blocked. Students have shared that if they have class in the University's largest lecture theatre, C-LP-11, long queue may appear at toilets during the break. The University may consider making these signs more prominently visible to direct users to appropriate toilets (Pictures 15-16).</p>



(Picture 13)

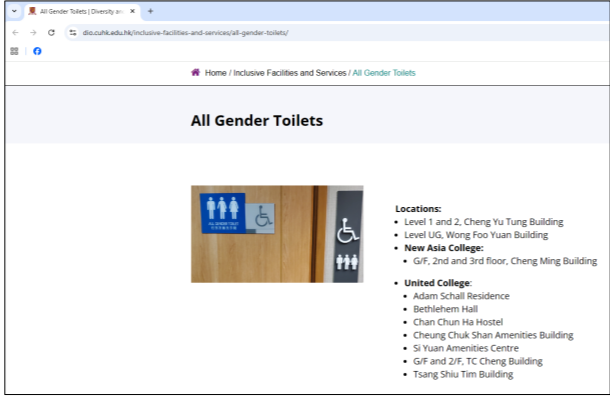
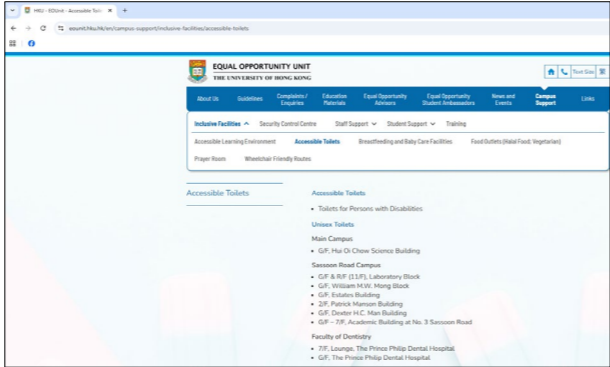
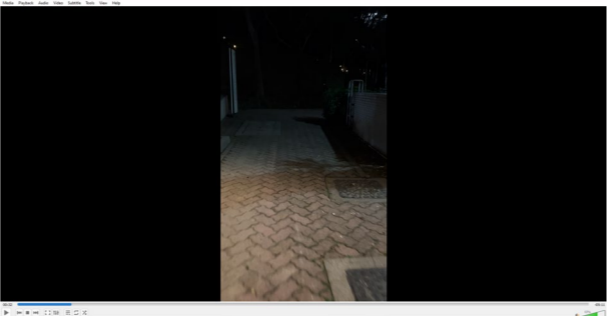



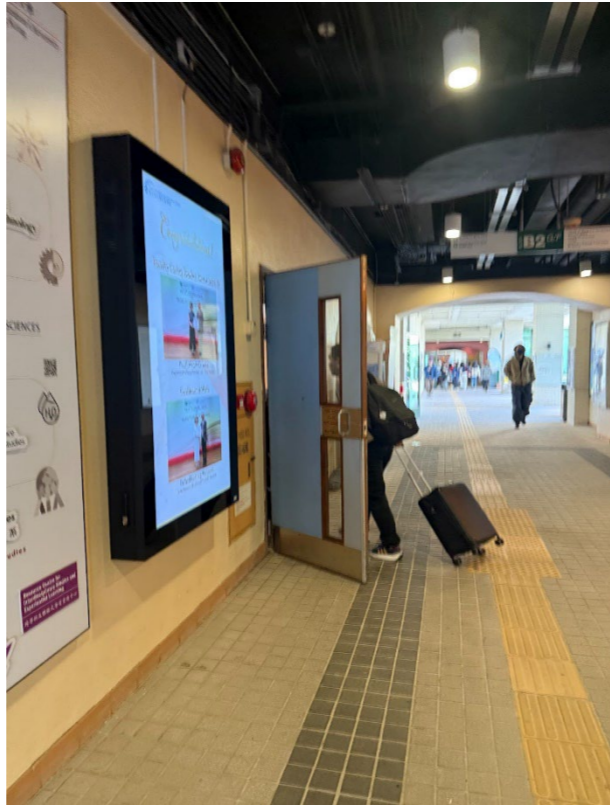
(Picture 14)

			 <p>(Picture 15)</p>  <p>(Picture 16)</p>	
(iv)		Add tactile guide path on P and LP levels		Content same as the 'Topic' column.

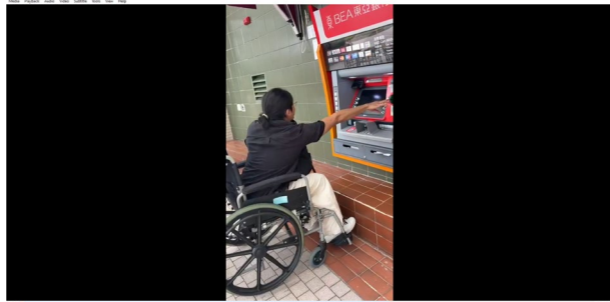
3 Restrooms		
	<p>(i) Add "All-Gender" signs to all accessible restrooms.</p>	<div data-bbox="928 262 1498 1014" data-label="Image"> </div> <p data-bbox="928 1018 1062 1050">(Picture 17)</p> <div data-bbox="928 1081 1498 1833" data-label="Image"> </div> <p data-bbox="928 1837 1062 1869">(Picture 18)</p> <div data-bbox="1626 262 2783 630" data-label="Text"> <p>Taking transgender persons' potential needs into consideration, we recommend that the University add "All Gender" signage to all accessible toilets.</p> <p>At present, some accessible toilets on campus already display similar signage (Picture 18); however, this has not been implemented across all accessible toilets (Picture 17).</p> <p>We recommend the University may consider adopting a clearer and more direct approach, following the examples of other institutions such as the University of Hong Kong (https://www.eounit.hku.hk/en/campus-support/inclusive-facilities/accessible-toilets) and the Chinese University of Hong Kong (https://www.dio.cuhk.edu.hk/inclusive-facilities-and-services/all-gender-toilets/) (Pictures 19-20).</p> </div>

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			 <p>(Picture 19)</p>  <p>(Picture 20)</p>	
	(ii)	Ensure good hygiene in restrooms to consider the health of people with special needs; for example, ostomy users must avoid infection.		Content same as 'Topic' column.
4 Lighting				
	(i)	Enhance nighttime lighting from academic buildings to the Jockey Club Student Quarters (JCSQ) and nearby areas to increase actual safety and the sense of psychological security.	 <p>(Video 1: From Hall C to JCSQ.MOV)</p>	<p>We found that the lighting from Hall C to JCSQ is insufficient. Students shared that they usually would return to JCSQ through the academic buildings side instead of this side (Video 1). This situation is particularly unfavorable to individuals with low vision and mobility challenges.</p> <p>We suggest the University to provide suitable lighting so as to enhance actual safety and the sense of psychological security.</p> <p>Moreover, students using wheelchair or with mobility challenges must pass through the Car Park area to access JCSQ to avoid stair steps. We concern that there may be potential safety issues, particularly given the dim lighting.</p> <p>We regard that adding "Watch for Pedestrians" signage and route for pedestrians along the Car Park may help individuals in need access JCSQ safely.</p>
	(ii)	Consider allowing adjustable brightness levels in classrooms and study spaces to cater to the needs of individuals with different visual conditions, such as low vision or photophobia.		Content same as the 'Topic' column.

5		Increasing Automatic Doors	
(i)	Install automatic doors at the entrances and exits of each academic building to facilitate people with mobility impairments or those carrying heavy objects.	 <p>(Picture 21)</p>  <p>(Picture 22)</p>	<p>During our campus inspection, we observed that an electric wheelchair user and his accompanying person had to pull multiple doors in order to access the lift and enter the academic building. At the same time, the accompanying person was carrying a suitcase (Pictures 21-22).</p> <p>To facilitate more user-friendly and accessible entrances and exits for people with mobility impairments, as well as those carrying heavy objects, we recommend that the University consider installing automatic doors.</p>

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	(ii)	Review whether double-layered doors are necessary at the lift waiting areas of academic buildings.		Content same as the 'Topic' column.
6 Emergency Evacuation				
	(i)	Ensure visually impaired individuals can understand escape routes, for example, by adding Braille to escape maps and placing them in locations where they are easy to find.		Students also suggest that using Public Announcement system may better fit the need for visually impaired individuals under emergency evacuation. Tailor made guidance for individuals with mobility challenges or certain special needs under emergency evacuation drills is also suggested.
7 Regular Review				
	(i)	Regularly invite experts or organizations concerned with the well-being and equal opportunities of the disabled community, both internal and external, to review campus facilities.	 (Video 2: Wheel Chair User Cannot Access BEA ATM.mp4)	We believe that engaging users of different capacities to conduct reviews regularly can help enhancing accessibility of our campus, and to co-create an environment better comply with the universal design principles. For example, a wheelchair user found it impossible to access the Bank of East Asia ATM machine outside C-Canteen because of a big step under it (Video 2).
8 Selected Recommendations and Comments by EdUHK members (Collected from the 'More Inclusive Campus, I Have A Say' Online Survey and Equal Opportunities Promotion Day on 10 March 2026)				
	(i)	Baby Care Rooms	<ul style="list-style-type: none"> “之前做活動邀請校外人士來校，別人詢問下，才知道學校有育嬰室，但是 B 和 D 區的兩個育嬰室內並不都具備小冰箱 for 存放母乳。預約流程非常複雜，且並不能預約第二日的，整個流程不方便。” “給予母嬰室更明顯的標示。” “Baby care room should include soft lighting and soothing colors and non-slip flooring to create a safe and relaxing environment” “育嬰室裡可隔開一個哺乳室” 	
	(ii)	Main Entrance and Its Accessibility	<ul style="list-style-type: none"> “增加電梯輔助有需要人士上下樓梯，尤其學校門口” “可增加電梯/斜坡來輔助有需要人士上下樓梯，尤其學校門口” “學校正門可增設斜坡方便學生上落” “What if the main entrance is made accessible for the wheel-chair users?” “希望可以在學校增加一些電梯和有坡度的道路，方便腳不便的人士進出校園” “多一些無障礙坡” 	
	(iii)	Shuttle Bus Stops	<ul style="list-style-type: none"> “校车等待区可以搭棚挡雨” “可以在校車巴士外等待區域增加棚子擋雨和陽光” 	
	(iv)	Me Space (or Sound Proof Booths)	<ul style="list-style-type: none"> “希望能夠開放更多位置關於 Me space 的釋壓場地” “增加 Me Space” 增設 MeSpace 空間 “多設單間自習室” “希望多點 Booth 開放給大家預約” “Me Space 可以加設更多” “增加 Me Space” 	

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(v)	Restrooms	<ul style="list-style-type: none"> • “女洗手間多一些座位消毒液/濕巾/一次性座墊套！” • “衛生間的門可以減輕一點重量！”
(vi)	Campus Navigation	<ul style="list-style-type: none"> • “希望指示更明顯”
(vii)	Doors	<ul style="list-style-type: none"> • “Two-layered doors causing inconvenience. Looking forward to improvements!”
(viii)	Emergency	<ul style="list-style-type: none"> • “希望圖書館可以增加高樓層殘障人士逃生通道”
(ix)	Menstruation	<ul style="list-style-type: none"> • “女性生理期支援 box (止痛藥/生理期用品) 有很多生理期提前/突然產生疼痛的情況”
(x)	Space for Taking Rest/Meditation	<ul style="list-style-type: none"> • 讓同學們進行 meditation 的房間和設施建議加設，可以緩壓力 • “希望有更多休息空間”
(xi)	Sensory Overwhelming/Overexcitabilities	<ul style="list-style-type: none"> • “希望課室的冷氣機和投影機可以減低噪音”
(xii)	Others	<ul style="list-style-type: none"> • “我覺得學校的設施很完善，但仍有更多的空間，例如一些指示牌，針對第三性別照顧，還有母嬰人士的關愛” • “設施較為完善，夜間 10:00pm 後也可以為學生放學提供更多安保，周末可提供更多空調” • “輪椅使用者未能使用東亞自動櫃員機，因為前面多了一個階級，阻礙輪椅接近自動櫃員機，非常不友善。請考慮如何讓輪椅人士也能使用自動櫃員機。” • “宿舍電梯不足” • “樓梯位置可以設置靠左/靠右地標” • “Develop more facilities for To freely play!” • “我覺得 EdU 現在增加了很多無障礙設施，但可以增加更多視障同聽障人士的設備，例如盲書（逃生）、文字標示” • “可以用不同顏色以標注”