



## Facility, Communication, and Resource Accessibility Checklist

*For people with disabilities to be fully included, they need to have the same access as people without disabilities to facilities, communication, and resources. It is not always possible to foresee the unique needs of every person, but there are many ways that an activity can be modified to accommodate as many types of disabilities as possible.*

*The following checklist will help to ensure accessibility in most low-income country settings.*

### A. Planning

#### 1. There is a designated leader on the planning team who is responsible for making the activity accessible to people with disabilities and understands their needs

- A. Disability leader has been selected who has training on disability access or is a person with personal experience in accessibility

#### 2. During recruitment people with specific special needs are addressed to participate fully by including questions to address their needs prior to the activity in a verbal or written invitation

- A. Ask if they need someone to assist them to move around during the activity
- B. Ask if they need a person to help them with reading and/or understanding the activity
- C. Ask if they need sign language interpretation
- D. Ask if they need documents in large print
- E. Ask if they need amplification to hear
- F. Ask if they need help with transportation to the venue because of their disability
- G. Ask if they have any other needs regarding full access to the activity

#### 3. People can get to the site of the gathering even if they have mobility or vision challenges

- A. Participants can walk to venue or take public transport or can be transported by a designated participant or leader
- B. The path to the facility from their transport has no obstacles to people with mobility challenges

#### 4. There is transportation available for emergencies during the gathering

- A. There is always a vehicle (and driver) available to transport someone in a wheelchair on site

## B. Facilities

### 1. At least one entrance is accessible to people with mobility challenges or wheelchair users

- A. An entrance has no stairs or anything that might hinder a wheelchair, or an entrance has a ramp of 30cm in length for every 30cm in height (4.8°) which is permanent or temporary or there is an elevator if the activity is not on the first floor

### 2. At least one entrance and aisles are wide enough to allow for access of people in wheelchairs

- A. At least one entrance is 82cm wide or more
- B. All aisles to participate in activities are 82cm wide or more

### 3. People with any mobility challenges can access at least one toilet

- A. Entrance to a toilet is 82cm wide or more
- B. The path to the toilet from the meeting facility is flat and smooth enough for people with mobility challenges to access
- C. A toilet is available with a place for a person to sit (English toilet) and bars to hold on to or there is a temporary seat with a hole in it placed over any pit latrine and something to hold on to (commode, bricks, cement blocks, wooden structure with holes in it, etc.)

### 4. There are spaces for wheelchairs so people using them can fully participate

- A. Spaces of 82cm wide are available in the seating area to allow for wheelchairs or Chairs are moveable so spaces of 82cm wide can be made for wheelchairs

### 5. There are no objects to impede a person with mobility or vision challenges to participate in all activities

- A. Anything on the wall that protrudes more than 11cm is higher than 204cm so people with vision challenges do not get injured or people are told at the beginning of the workshop where any obstacles are to avoid injuries
- B. There is nothing on the floor to get in the way of a person participating in activities or seating that could get in the way of people with sight or mobility challenges or participants are made aware of any such

## Communication

### 1. At the beginning of the activity the leader should communicate about disability accessibility to ensure as many needs have been addressed as possible

- A. The group is asked if there is anyone needing special assistance during the activity and if anyone says they are in need they should be directed to the leader assigned to disability inclusion
- B. The leader assigned to disability assistance should make adjustments according to what is expressed by any participants with disabilities
- C. The group is told where accessible toilets are

**2. Anyone with mild vision or hearing challenges should be able to participate in all activities**

- A. People with mild vision or hearing challenges are seated close to the front so they can hear and see the main activities or amplification of visual displays and sounds is available (writing is large, and speakers use microphones)

**3. People with severe hearing challenges should have access to anything requiring sound**

- A. If sign language interpretation was requested during recruitment, there should be an interpreter on site
- B. Videos should have open captions (text display of all words and sounds)

**4. People with severe vision challenges should have access to anything requiring sight**

- A. Leader verbally describes any visual displays used or a participant is designated to describe any visual displays used
- B. People with vision or mobility challenges should be assisted to participate in activities and if they said they needed help in the invitation or at the beginning of the activity

**Other Notes**

**Facilitation**

- When asking people to do an activity, adding “if you are able” could make people feel better about not doing the activity.
- Adjust activities to ensure all people can participate, suggesting alternative methods for participation

**Documentation**

- At the beginning of each document, there should be a section that refers to the facilitators’ recruitment and planning strategy for the trainings. This section should tell the leaders to ask the participants ahead of time if there are any special accommodations or assistance they need to fully participate.



## Disability Inclusive Language

*Terminology for people with disabilities can unintentionally perpetuate negative stereotypes. Therefore, it is important to reshape our language to create a more positive view of disability and recognize the humanity of all people. Examples of person-first language are included in the following table.*

<b>Person-First Language</b>	<b>Language to Avoid</b>
Person with a disability	The disabled, handicapped
Person without a disability	Normal person, healthy person
Person with an intellectual, cognitive, developmental disability	Retarded, slow, simple, mentally impaired
Person with an emotional or behavioral disability, person with a mental health or a psychiatric disability	Insane, crazy, psycho, maniac, mad
Person with hearing loss, hard of hearing or is deaf	Hearing impaired, dumb, deaf-mute
Person who cannot speak, or has challenges with speaking	Mute, dumb, stutterer
Person who is blind or visually challenged	The blind
Person with a physical disability	Crippled, lame, deformed, invalid
Person with epilepsy or seizure disorder	Epileptic
Person with albinism	Albino
Person with dwarfism	Midget, dwarf
Person who uses a wheelchair or has mobility challenges	Wheelchair-bound, confined to a wheelchair, crippled